

SAINT MARY-OF-THE-WOODS
COLLEGE



UNDERGRADUATE CATALOG

2014 - 2015

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Catalog Rights

Students' academic requirements are based on the catalog that is in force during their first semester of enrollment at Saint Mary-of-the-Woods College. The College will make a reasonable effort to honor all curricular requirements as stated in this catalog. However, because courses or academic programs are sometimes discontinued and requirements changed as a result of actions by accrediting associations or other outside agencies, the College shall make the final determination whether or not degree requirements have been met.

Saint Mary-of-the-Woods College

Mission Statement

Saint Mary-of-the-Woods College empowers students to think critically, engage in lifelong leadership and effect positive change in a spirit of service and social responsibility.

Identity Statement

Saint Mary-of-the-Woods College, the nation's oldest Catholic, liberal arts college for women, was founded in 1840 by Saint Mother Theodore Guerin and the Sisters of Providence. Today, the distance and graduate programs serve both women and men, while the undergraduate campus program maintains its historic commitment to women. The College continues to be sponsored by the Sisters of Providence.

Value Statement

In our relationships and all that we do, we will demonstrate a commitment to the spirituality of the Sisters of Providence and to these values:

* Excellence

* Community

* Diversity

* Integrity

* Knowledge

* Justice

Accreditation

The College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. It is also approved for teacher training by the Indiana Department of Education and the National Council for Accreditation of Teacher Education (NCATE). Some academic programs are certified or approved by their professional organizations: American Art Therapy Association, American Bar Association, American Music Therapy Association, National Association of Schools of Music and Society for Human Resource Management.

A Message from the President



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 today, 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 leader, but Mother Theodore felt unworthy of the task of founding an institution of learning. She feared her frail health might impede the progress of others.

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

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

The sisters traveled cross-country by train, canal, stagecoach, and ferry. Finally, in one long, arduous last day of traveling, the women crossed the Wabash River. On Oct. 22, 1840, more than three months after leaving France, they had arrived in the middle of dark woods with no house or other people in sight. It was only human to shed tears of frustration and disappointment, but the women quickly offered prayers of thanksgiving. Mother Theodore’s journals show that the source of the disappointment was not that they had no home – but that they did not know where they would find students.

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

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

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

Saint Mary-of-the-Woods College is also recognized as a pioneer in the area of distance education. In 1973, the College introduced one of the first independent study programs in the nation, the Women’s External Degree (WED) Program. This program served adult women who needed flexible schedules to earn a degree while balancing important family and job responsibilities. In 2005, the College expanded access to its undergraduate distance and adult programs to men while maintaining its longstanding mission to the advancement of women’s education and firm commitment to preserving its campus-based resident undergraduate degree program for women only. Today, through the renamed Woods Online Program, women and men can earn a college degree at their own pace in a wide variety of majors.

Saint Mary-of-the-Woods College also offers three master's degree programs, open to both women and men, in the hybrid format. In 2000, the College created the Master of Arts in Art Therapy (MAAT) program, designed for persons who utilize or plan to utilize art in therapy or art as therapy, and the Master of Arts in Music Therapy (MAMT) program, which welcomes qualified music therapists seeking an advanced understanding of the therapeutic uses of music. In 2007, the College introduced the Master of Leadership Development (MLD) program. This program explores culture and creativity, leadership identity, ethical decision making and critical analysis of research. All three master's degree programs utilize distance learning and intensive campus-based residencies.

Mother Theodore's legacy remains strong today. The process for the beatification and canonization of Saint Mother Theodore began in 1909, when Bishop Francis Silas Chatard, bishop of Indianapolis, granted permission for the opening of the Informative Process of the Cause for Mother Theodore. The process took place in the Archdiocese of Indianapolis as the required first step of the Cause and involved a thorough study of Mother Theodore's life, work, and writings. This part of the process ended in 1913.

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 a ceremony and Eucharistic Liturgy presided over by Pope Benedict XVI at The Vatican.

Academic Calendar 2014 - 2015

Fall 2014

August 14	WOL New Residency
August 14	New Teacher Licensure
August 19 - 20	WOL Return Residency
August 21- 24	New Campus Student Orientation
August 22	Student Teachers
August 22	WOL 8-Week Courses Begin
August 24	Returning Campus Students Arrive
August 25	Transfer Student Orientation
August 25	First Monday Check-In
August 26	Campus Classes Begin
September 1	Labor Day (no classes)
September 5	Campus Last Add/Clean Drop Day
October 4	Alumnae Homecoming
October 9 - 10	Fall Break (no classes)
October 14	Campus Midterm Grade Deadline
October 14	WOL New Residency
October 17	Campus Last Withdrawal Day
October 16	WOL Return Residency
October 20	WOL 8-Week Courses Begin
October 27	Campus Spring Registration Begins
Nov 26 - 28	Thanksgiving Break (no classes)
December 8	Campus Study Day (no classes)
December 9 - 12	Campus Final Exams
December 13	Commencement

Spring 2014- 15

January 5	Check-In/Campus Classes Begin
January 6	Student Teachers
January 15	WOL New Residency
January 16	Campus Last Add/Clean Drop Day
January 19	Martin Luther King Day (no classes)
January 21 - 23	WOL Return Residency
January 23	WOL 8-Week Courses Begin
February 16	Presidents' Day (no classes)
February 24	Campus Midterm Grade Deadline
February 27	Campus Last Withdrawal Day
March 9 - 13	Spring Break (no classes)
March 17	WOL New Residency
March 20	WOL Return Residency
March 21	Ring Day
March 23	Campus Fall Registration Begins
March 23	WOL 8-Week Courses Begin
April 2	Faculty Assessment Retreat
April 2 - 6	Easter Break (no classes)
April 27	Campus Study Day (no classes)
April 28 - May 1	Campus Final Exams
May 2	Commencement
May 27	WOL New Residency
May 29	WOL Return Residency
May 29	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 WC 100 Into the Woods, Out of the Woods: Utopias and Education 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 (enrolled in 11 credit 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, wireless 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 semester. Le Fer Hall has staff members called resident community advisors who live on campus to assist with emergencies. Additionally, the hall has resident assistants who help students with the transition to community living and aid 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 Activities

Social, educational and community service activities are planned by Campus Life and clubs and organizations. Campus Life and the Student Activities Committee bring nationally-known 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 Ivy Tech Community College.

In addition to intercollegiate athletic competitions, students are encouraged to take advantage of other social and recreational opportunities on campus. Available for student use are a fitness room and many acres of fine walking, biking and jogging areas. For indoor fun, the Oakley Student Center and the Sullivan Lounge have flat-screen televisions and game tables for student use.

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 Student 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 Student 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 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 and website. Students produce news and feature pieces for articles and multimedia stories, including photos and graphics, as well as video and audio. Students in any major are welcome to apply for staff positions or to contribute ideas and stories.

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 concerning matters affecting the entire College community. 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 athletic scholarships are available in all six programs.

Clubs and Organizations

<i>Aurora</i>	Madrigals	Society for HR Management
Chorale	Math Club	Soph./Fresh. Leadership Council
Dance Team	Mu Phi Epsilon	Student Activities Committee
Discovery Club	Peace and Justice Committee	Student Senate
Drama Club	Phi Beta Lambda	Sustainability Club
Future Teachers of America	Psychology Club	<i>The Woods</i> Newspaper
Good Samaritan Club	S.A.I.N.T. Club	World Wide Woodsies
Junior Class Council	Senior Class Council	

Leadership Opportunities

Class Officers	Judicial Board	Presidential Corps
International Orientation Leaders	Orientation Leaders	Resident Assistants
International Student 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 Woods Online.

Career Development Center

When it comes to landing a job in a student's desired field, it is best to look at the process as a journey and not a destination. By starting career planning early, students are provided with ample time to network and make vital connections, research career options and gain the necessary experience and tools to hit the ground running upon graduation. The Career Development Center (CDC) is available to help students develop professional readiness - to make a fluid transition from college to graduate/professional school or to the workplace.

The CDC focuses on building relationships with and connections between students, alumnae/i, faculty and employers that lead to transformational experiences and outcomes. CDC programs, events and resources are intentionally planned to benefit students, including networking opportunities, professional development activities and experiential learning programs. Staff members are available to offer career and graduate school guidance to students and alumnae/i, and to assist in creating individual career plans.

Students are encouraged to visit the Career Development Center and regularly meet with the staff. In addition to individual advising appointments, students may tap into the Online Career Resource Center at <http://career.smwc.edu>. Registered students have 24/7 access to job and internship postings, event registration, an alumnae/i mentor database and links to helpful career-related resources and announcements.

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 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 Campus Minister 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 disability 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 Undergraduate 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 Undergraduate Admission will keep the original documentation in the admitted student's file, and a copy will 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 specific 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 Conference 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 Conference Office also manages the rental and scheduling of all College facilities and grounds for meetings 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 background and goals; together the advisor and student update this plan each semester. During or between semesters, advisors are available for consultation by phone 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. Woods Online students are supported by a Virtual Academic Support Team (VAST).

Information Technology Services

The College makes available to students a wide 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 (woodsonline.smwc.edu); links to the Bookstore provide details on course textbooks and costs. Students may access their accounts, grades and transcripts through the <https://MyRecords.smwc.edu> portal. WiFi is available campus-wide.

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).

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 loans 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.

Undergraduate Admissions

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 education 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 Admissions

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 \$100 non-refundable deposit. This deposit should be received by May 1 for Fall enrollment and by December 1 for Spring enrollment in order to guarantee a place in the class. Deposits will be accepted after these 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 and 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 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.
- Official transcripts from each college and university attended.
- Transfer applicants with fewer than 15 transferable semester hours 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/essay.
- A letter of recommendation from a professional person who can attest to the applicant's ability to handle college-level work.

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 that information, which is also available on the College website.

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.
- 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-I 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 the TOEFL, which is not required.

Readmitted Students

Former students of the College who would like to return must complete an application for readmission in the Office of Admission.

Non-Degree Applicants

Applicants who wish to attend the College as non-degree seeking students must complete a special application form. 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 Admissions

Application Requirements

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

- A completed, signed application.
- 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 history of academic concerns. It should address changes in situation or circumstances 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 transferrable 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 the Test of English as a Foreign Language (TOEFL) with a minimum score of 550 on the paper-based test or 62 on the internet-based test.

Applicants to Woods Online 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.

Second Bachelor's Degrees

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 Woods Core courses and 30 semester hours of graded courses at Saint Mary-of-the-Woods College.

If a student's application materials misrepresent any information, for any reason, admission or enrollment may be revoked.

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 have been established by Saint Mary-of-the-Woods College for the fiscal year July 1, 2014 through June 30, 2015.

Fee Schedule, 2014 - 2015

Campus Program

Tuition, new students (12 - 18 credit hours).....	\$28,226
Tuition, returning students (12 - 18 credit hours).....	27,672
Board.....	6,250
Room (average).....	4,000
Application Fee (waived if applying online).....	30
Assessment of Prior Learning credit (per credit hour).....	150
Graduation Fee.....	100
Orientation Fee (freshmen and transfer students).....	125
Orientation Fee (international students).....	600
Late Check-In on first day of term.....	30
Fee to add or drop a course.....	10
Extension Fee (per credit hour per month).....	35

Campus Program Credit Courses (per credit hour)

One credit hour, below 12 credit hours.....	\$496
One credit hour, above 18 credit hours.....	496
Independent Study (off-campus).....	496
Summer Internship.....	496

Woods Online Program

Tuition (per credit hour).....	\$496
Assessment of Prior Learning credit (per credit hour).....	150
Application Fee (waived if applying online).....	30
Graduation Fee.....	100
Orientation Fee.....	125
Late Registration Fee.....	30
Fee to add or drop a course.....	10
Extension Fee (per credit hour per month).....	35

Audits (as approved)

One course.....	\$150
Two courses.....	200

Community Service courses, per credit hour \$200

Add or Drop Fees

Campus students who add or drop courses after the first day of classes each semester will be charged \$10 for each course added or dropped from their schedule.

Woods Online students will be charged a \$10 fee for each course added or dropped after the semester has begun.

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, 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 <http://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 the term begins may elect to make monthly payments.

Campus students have two payment options:

1. For a payment plan fee of \$35, payments may be spread over five months per semester; payments beginning July 1 and ending November 1 for the first semester, and beginning December 1 and ending April 1 for the second semester. This is the semester plan.
2. For a payment plan fee of \$70, payments may be spread over 10 months from July 1 to April 1. A payment plan contract must be signed and on file in the Business Office.
- 3.

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 prior to the first day of classes.

Returning Students

For returning students, all unpaid balances from the previous semester must be paid prior to registration. In the event of unpaid balances, 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 begins, refunds for room and board charges must be approved by the Dean of Student Life. Refunds will be prorated on a weekly basis. 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

During the first semester of enrollment at SMWC, refunds are made on a prorated basis until 25% of the semester is completed. After that time, the student pays full tuition.

After the first semester, the refund policy for dropped/withdrawn courses is the following:

If the course is dropped*:	Refund calculation:
Day 1 through day 10	Student will receive 100% credit for tuition for the course dropped less a \$10 drop fee per course.
Day 11 and beyond	Student will receive 0% credit for the tuition charges. A \$10 drop fee per course will be assessed.

* Days are calendar days counted from the registration date of the semester, not from the date when the student may have scheduled work to begin on that course.

Once courses are finalized for registration, the student is responsible for the tuition for all courses in the semester, even if no work is completed.

IMPORTANT:

All refunds in either the campus program or Woods Online are made in accordance with the above policies upon written notice of withdrawal to the Registrar’s Office or to the Director of Woods Online. Refunds involve only those funds paid by the student or the 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 courses, the College is obligated under federal regulations to calculate the amount of financial aid the student has earned, 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.

Unofficial Withdrawals

An unofficial withdrawal occurs when the school determines the student has ceased attendance or interaction. The Registrar’s Office will provide the Financial Aid Office with a “Grade Performance Report” 15 - 21 days after the end of the payment period or period of enrollment. The Financial Aid Office will indicate students on this report who received all “I, F or W” (incomplete, failing grades or withdrawals) and complete the Return to Title IV (R2T4) calculation to determine the percentage of aid earned. The Financial Aid Office will use the date on the student’s transcript to determine the last academic event and request documentation from the instructor to support the date.

If funds are required to be returned per the R2T4, the Financial Aid Office will return those funds to the Title IV program and notify the student of the action.

Leave of Absence (LOA)

A leave of absence (LOA) is a temporary interruption in a student’s program of study. An LOA refers to the specific time period in an academic program during which a student is not in attendance.

SMWC Policy for LOA

An LOA may be requested only in cases of documented circumstances beyond the student’s control, and will not be approved for a failure to maintain satisfactory academic progress. A student may request an LOA from their program Director or the Vice President for Academic Affairs. The length of an LOA may vary given the student’s specific circumstances, but the student must resume classes within one full year from the start of the LOA or he/she will be required to reapply for admission to the College.

A student who requests to take an LOA will be responsible for dropping his/her courses prior to the last date to withdraw

for the term. If the LOA is requested after the withdrawal deadline, the student will be responsible for completing those courses.

A student approved for an LOA will be expected to fulfill all current financial obligations to the College, in accordance with the published refund policies.

PLEASE NOTE: SMWC's Leave of Absence policy does not conform to the federal Title IV student aid requirements. Therefore, an LOA will be treated as a federal withdrawal and is subject to Title IV Return of Funds calculations. In addition, a student on LOA will be reported as withdrawn to the National Student Clearinghouse, triggering the start of the grace period or repayment of student loans.

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 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, Woods Online and graduate students and provides information about outside scholarships. For detailed information about the sources of and requirements for financial aid listed below, visit the College website.

Federal and State Assistance for Campus and Woods Online Programs

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

Campus Program

Alumnae Tuition Grants	Military Grant
Arts Scholarships	Phi Theta Kappa Scholarships
Athletic Scholarships	Presidential Scholarships
Dean's Scholarships	Saint Mother Theodore Guerin Scholarships
Endowed Scholarships	Transfer Scholarships
Geographic Grants	Trustee Scholarships
Ivy Tech Grants	Woods Scholarships

Woods Online Program

Corporate Connection	Illinois Eastern Community College
Ivy Tech Grants	Kappa Beta Delta
Phi Theta Kappa Scholarships	SMWC Teach
SMWC Transfer	WOL Military Grant

For a complete list of aid opportunities, visit the Financial Aid portion of the College website.

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.

Students transferring from Indiana colleges with Statewide Transfer General Education Core courses from Associate of Arts, Associate of Sciences or Associate of General Studies Programs. These students will complete WC 100, TH 200, and WC 401, WC 402, or WC 403 if they have completed their Associate degree.

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 (ACE) if the credits apply to the student’s degree program at the College. An official report of scores must be submitted to the Office of the Registrar before credit can be awarded. Saint Mary-of-the-Woods College’s Learning Resource Center is an official CLEP testing site. Students planning to take CLEP or DSST/Dantes exams must do so before they have earned 100 semester hours completed toward the bachelor’s degree, or 45 semester hours toward 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 Office of 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 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 earned 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 Entrance into Campus Courses

No student may enter a campus course after the Clean Add/Drop period has ended (the second Friday of the semester). A student may enter a course after the first day of classes and before the end of the Clean Add/Drop period only with approval from the course instructor and the student's academic advisor, using the Campus Add/Drop Form found on the Registrar's Office website.

Repeating Courses

Students may retake any SMWC undergraduate course to improve their grade in that course. If the course is retaken at SMWC, only the grade earned in the last attempt will be counted in the hours earned and the cumulative GPA. However, every grade received for a repeated course will remain on the student's transcript. A transfer course may be used to fulfill the degree requirement, but it cannot be used to replace a grade from a previously taken SMWC course. To increase knowledge, students may take a course at SMWC for which they have already received transfer credit; however, the hours and points from the SMWC course will not be counted toward graduation requirements.

In some cases, repeating a course may affect financial aid or military tuition benefits. Students should consult with the Financial Aid office prior to registration.

Students may not repeat a course after graduation in order to alter their final GPA at the date of graduation. A course may be repeated later, but the second grade will not affect the hours and points from the original grade.

This policy does not apply to variable content courses that are repeatable for credit, such as special topics courses, practicum, internship, etc. The College is not obligated to offer courses so that students can repeat them.

Intra-program Transfer

Saint Mary-of-the-Woods College students currently enrolled in the campus or Woods Online programs may apply directly to the Office of 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 Undergraduate Admission if they have not been enrolled at SMWC for a year or more.

Academic Standards

Academic Year

Saint Mary-of-the-Woods College course credits are measured in semester credit hours. The campus academic year is comprised of two 16-week semesters (beginning in August and January). Woods Online utilizes 8-week and 16-week semesters and has several starting points throughout the calendar year. A campus student wishing to take summer courses may enroll through the Woods Online program.

Classification of Students

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

Freshman	0 - 29 credit hours	Sophomore	30 - 59 credit hours
Junior	60-89 credit hours	Senior	90 or more credit hours

Saint Mary-of-the-Woods College Definition of the Credit Hour

For purposes of the application of this policy and in accord with federal regulations, a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates:

1. Lecture classes: Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately sixteen weeks for one semester or the equivalent amount of work over a different period of time.
2. At least an equivalent amount of work as required outlined in item #1 above for other academic activities including laboratory work, internships, practica, studio work and other academic work leading to the award of credit hours.
 - a. Laboratory classes: For a laboratory class, the hours per week are considered to be all in class with no outside assignments. One unit is two to three hours per week of laboratory time.
 - b. Internships and Practica: For each credit hour of internship or practicum, a minimum of 45 hours of on-site work is completed.
 - c. Studio Experiences: One hour of instruction and a minimum of five hours outside of class rehearsing per one credit hour.

Enrollment Status

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

9 - 11 credit hours 3/4 time enrollment

6 - 8 credit hours 1/2 time enrollment

< 6 credit hours < 1/2 time enrollment

Students enrolling in fewer than 6 credit hours are typically not eligible for financial aid. For a student who begins with no transfer credit and plans to graduate with a bachelor's degree in four years, the normal average course load is 32 credit hours per year (16 credit hours per semester).

Grading System

A	4.0 (Superior)	C	2.0 (Average)	P	Pass (ungraded)
A-	3.7	C-	1.7	I	Incomplete
B+	3.4	D+	1.4	AU	Audit (no credit)
B	3.0 (Good)	D	1.0 (Poor, but passed)	W	Withdrawal
B-	2.7	F	0.0 (Failure)	R	Retake
C+	2.4				

Incomplete Grades

A student with a valid reason for not finishing course requirements on schedule may be granted 1 month of additional time by the instructor to finish the course. The student must have successfully completed at least 50% of the coursework 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 fee of \$35 per credit hour per month will be charged for course extensions.

Grade Appeal Policy

A student who believes that a grade awarded is in error may appeal that grade through the following procedure.

1. The student must first exhaust all possibilities for resolution of the problem through discussion, dialogue and written communication with the faculty member.
2. If the student is unable to resolve the problem by these efforts, the student may appeal to the chair of the department in which the course is offered. If the dispute involves the department chair, the student should direct the appeal to the Vice President for Academic Affairs (VPAA). The appeal consists of a letter clearly describing the grounds for the

appeal, together with unaltered copies of the relevant examinations or assignments. If the dispute involves a grade for an entire course, the appeal must be delivered to the program Director (or VPAA) within one month after the course grade is posted in the Office of the Registrar. If the dispute concerns a grade for work done within a course, the appeal must be delivered within one month after the student receives the grade.

3. The department chair (or VPAA) shall notify the faculty member of the appeal and shall seek to mediate the dispute.
4. If mediation is unsuccessful, the student may request a second reading of examination or assignments. In this case, the department chair may ask another faculty member whom she or he deems qualified to evaluate the work in question. The second reader will submit an evaluation to the department chair (or VPAA), who will decide the grade. The decision may be to raise the grade, let the original grade stand or to lower the grade.
5. A department chair who receives a grade appeal shall notify the VPAA of the dispute and of the chair's decision.
6. If the dispute involves work done within a course, the decision of the department chair is final. If the dispute involves a grade for an entire course, the student may further appeal to the VPAA within 30 days. In this case, the decision of the VPAA is final.
7. In all cases, the VPAA will be responsible for notifying the Office of the Registrar of any changes in course grades resulting from the grade appeal.

Student Academic Complaints

In the course of admission or enrollment, a student may have a problem, complaint, grievance or issue that needs resolution. Faculty, staff and administrators are committed to helping resolve such situations. The student 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, an appeal may then be made to the Vice President for Academic Affairs (VPAA). If a resolution still has not been reached, the student may petition the President of the College for a hearing before a special board.

Proceeding through these steps is likely to resolve the problem. If not, the student may communicate with the College's accrediting body and/or to the department of higher education in the student's home state. Contact information is provided on the College website.

Cheating

Cheating in any form is a serious violation of academic integrity and may result in sanctions such as receiving a failing grade on the specific learning activity (e.g. assignment or examination) or in the course, or suspension from the College. Cheating includes, but is not limited to, fabrication or misrepresentation of information or data, copying the work of another student or allowing another student to copy one's own work, submitting work done by another as one's own work or knowingly providing information or a learning product to another person who submits it as their own, and using or helping another student to use restricted aids to enhance performance in completion of an exam or learning activity.

Plagiarism

College work requires students to study and build upon ideas of others. Students may derive information from such sources as books, periodicals, lectures, electronic media, artistic performances or even informal conversation. Submitting someone else's work as one's own, using the language or ideas found in a source without proper documentation or the improper use of another's artistic, musical or other creative work constitutes plagiarism.

Whether accidental or intentional, plagiarism is always a serious violation of academic integrity and may result in sanctions such as receiving a failing grade on the assignment or in the course, or suspension from the College. In written work, students must clearly distinguish their own ideas from those of their sources by accurately documenting any borrowed ideas, whether the ideas are quoted or summarized. Students are expected to follow the academic conventions for citing sources as presented in the College writing handbook or the style manual used within the student's program, available in the College Library and the College Bookstore.

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 (Woods Core) and a specialization in one or more areas (major). Students must successfully complete 120 credit hours and achieve a cumulative GPA of at least a 2.0 in order to earn a bachelor's degree. In addition, students must achieve a minimum GPA of 2.0 in their major and minor coursework, unless the specific major or minor requires a higher GPA. To be eligible for an associate degree, students must complete a minimum of 60 credit hours with a cumulative GPA of at least a 2.0. In addition, students must achieve a minimum GPA of 2.0 in their major coursework.

To earn a degree from SMWC, a minimum of 30 credit hours for the bachelor's degree, and 18 credit hours for the associate degree, must be earned at the College. No more than 9 of the final 18 credit hours toward graduation may be taken at another institution.

Full-time students seeking a bachelor's degree must complete all degree requirements within six years of the first date of enrollment; for the associate degree, within three years. Part-time students seeking a bachelor's degree must complete all degree requirements within 12 years of first enrollment; for the associate degree, within six years.

Commencement

Undergraduate degrees are awarded in January, May, July, August and December. Official commencement ceremonies are held in May and December. Candidates for a degree may participate in the commencement ceremony that best fits their degree completion timeline.

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. Prior to the start of the next term, the student will be notified in writing of the probationary status and of the conditions of the probation. 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:

1. The semester GPA is less than 1.0, or
2. The semester GPA is less than 2.0 for two consecutive semesters, or
3. The cumulative GPA is less than 2.0 for two consecutive semesters.

Prior to the start of the next term, a student who is suspended will be notified in writing of the suspension, its duration and the conditions for eligibility to apply for readmission. Generally, dismissal from the College is the result of unsatisfactory performance following a student's return from a prior 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 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.

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 course requirements or to retake successfully completed courses in which material covered previously is deemed to be outdated. Former Woods Online students who wish to be readmitted must submit a new application and personal essay, as well as official transcripts from all colleges and universities attended since the last date of withdrawal from the College.

Graduates who have earned an associate degree or bachelor's degree from SMWC and subsequently return to complete another undergraduate degree program may not earn a second degree of the same type (e.g., Bachelor of Arts). If the student completes all requirements of the new major, the completion of that program will be notated on the student's transcript, but they will not earn another degree or receive another diploma.

Academic Forgiveness

Students who reapply to SMWC at least five years after their last enrollment may request that the calculation of the cumulative GPA and hours earned be adjusted to reflect only those courses for which they earned a grade of "C" or better. The student must demonstrate a new maturity, such as the successful completion of courses at another institution, employment history or family responsibilities. Although the cumulative GPA and hours earned may be adjusted, the forgiven courses and grades will still remain on the student's transcript.

Academic Awards

Periodic Honors

Academic honors are published twice a year (January and July for Woods Online; January and May for campus). Honors are based on the cumulative GPA earned in graded coursework taken at SMWC. All students who reach or surpass the following credit hour limits during the designated time period will be eligible for periodic honors: 12, 30, 45, 60, 75, 90, 105 or 120 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.

Senior Awards

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

Seniors who have earned a cumulative GPA of 3.5 or above after 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 Woods Online, 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 SMWC Alumnae Association to two graduating students, one from the undergraduate programs and one from the graduate programs. Each student is selected on the basis of outstanding leadership and service.

Graduation with Honors

Bachelor's degrees are conferred with honors upon students who attain academic distinction. To be eligible for graduation honors, a student must have earned 60 credit hours of graded coursework at SMWC. In calculating the GPA for graduation honors, all SMWC college coursework, including that transferred from other institutions, is included. The calculation of eligibility for recognition is based upon the completion of all work required for the degree. Students with a calculated GPA between 3.5 and 3.749 merit graduation *cum laude*. Students with a calculated GPA between 3.75 and 3.899 merit graduation *magna cum laude*. Students with a calculated GPA of 3.90 and above merit graduation *summa cum laude*.

Associate degrees are conferred with honors upon students who earn a minimum of 45 credit hours of graded coursework at SMWC. In calculating the GPA for graduation honors, all college coursework, including that transferred from other institutions, is included. The calculation of eligibility for recognition is based upon the completion of all work required for the degree. Students with a calculated GPA of 3.50 or above merit graduation *with honors*.

Academic Records

FERPA

Saint Mary-of-the-Woods College ensures 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), as amended.

Students are entitled to review their own academic records upon written request. Students may view their own transcripts at any time in the Office of the Registrar or online at <https://MyRecords.smwc.edu>, as long as all student financial accounts are in good standing. Neither final grades nor grade point averages are released over the phone or via email. No other person or agency has the right to review academic records without the written permission of the student, except under certain circumstances as defined within FERPA.

The College does have the right to release certain information about students, called "directory information", without prior consent of the student, unless notified in writing by the student. The College has designated the following items as directory information: student name, class year, College email address, hometown, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, high school and year of high school graduation, dates of attendance at SMWC, and degrees, honors and awards earned. In the interest of safety, the College generally does not fulfill requests from third parties for addresses and phone 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 transcripts in person at the Office of the Registrar by completing a Request for Official Transcript form.
2. Transcripts may also be obtained by writing to the Office of the Registrar. 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 Office of the Registrar accepts PDF scans and 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 \$5.00. A request without payment will not be processed.
4. Unofficial transcripts may be faxed to another institution of agency (fee is \$5.00), but an official copy of the transcript (for an additional \$5.00) will also be sent to the institution of agency via postal mail.
5. Current or recent students may print an unofficial copy of their transcript via <https://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 non-traditional 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 majors continue to have specified campus residency requirements. Some courses were, and still are, available as intensive/hybrid classes on campus, mainly on weekends.

In 2005, WED became the Woods External Degree program, as the College included men in its undergraduate distance education. Now called Woods Online, online courses are offered in both 8-week and 16-week online course formats. Students may enroll in online courses on a part-time or full-time basis.

Programs

The College offers distance learners the advantages of a liberal arts foundation and professional preparation in numerous fields of study. Degree requirements are the same as those in the campus program. For information about general education and major requirements, see the Woods Core and Academic Programs sections of this catalog.

Woods Online courses include interaction with instructors and other students using a course management system through which assignments, quizzes, discussions and interaction with the instructor are done. Registration in August and January allows 8-week courses to be combined with the 16-week courses but other enrollment opportunities are also available. Key points include:

- Program includes limited residency requirements in some program (education, paralegal studies and music therapy equivalency). Optional or required meetings allow opportunities for students to meet with advisors and instructors at the beginning of each semester.
- Coursework is described in syllabi available after registration.
- Group work may be required in both the 8-week and 16-week formats.
- Students are responsible for purchasing their books and materials.
- Access to reliable high-speed internet is required.

The average course size is less than 20 students. 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 (an average of 32 credit hours per 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 (all education majors and music therapy equivalency students 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 and access to reliable high-speed internet is essential. A listing of current distance education course offerings is available on the College website.

Choice of Format

Distance students declare their preferred primary course format (8-week or 16-week) at the time of application. Students

may indicate a change in their primary course format by notifying the Woods Online Office. Fewer majors are designed for completion in the 8-week format.

Registration

Full-time distance students register for at least 12 credit hours per semester, with 16-week courses starting and ending on dates posted on the course rotation schedule on the College website. The 8-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 on their schedule. A listing of current distance education course offerings is available on the Woods Online 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 courses if they register in August or January. The following limitations apply:

- 16-week students may enroll in 8-week courses only if sufficient seats are 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 than their declared preference.

Through online courses, students achieve specific objectives and outcomes. Throughout the semester, regular contact is maintained between students and instructors through the College's course management system and by email, phone and/or US 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.

Woods Core Curriculum

Vision Statement

The Saint Mary-of-the-Woods College faculty has designed a general education curriculum that prepares its community of learners to live responsibly, productively and creatively in an ever-changing world by providing a foundation of critical thinking, problem-solving and communication skills. A liberal arts education allows learners to experience and apply activities and information gleaned about nature, culture and society organized in a well-grounded and academically rigorous intellectual framework. Recognizing the College's relationship with the Sisters of Providence, the faculty constructed a general education curriculum that supports the development of leaders who acknowledge the importance of diversity, social justice, environmentalism, global awareness and women's issues.

Description

The Woods Core 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 the future. 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. College years should see students grow in skills such as communication, critical thinking and leadership.

The Woods Core developmental framework consists of seven critical thinking and writing courses to be spread throughout the students' academic career. These courses provide reinforcement of the critical thinking and communication skills which are needed in students' liberal education as well as their majors. The framework for the Woods Core has a number of courses that are distributed amongst a variety of disciplines in order to introduce all students to the basic areas of knowledge. There is also a sequence of courses unique to the College that introduces and then reinforces the values of the College. Finally, there is a capstone course to be chosen by the student to investigate in greater depth one of the core values: women's issues, sustainability or social justice. 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 complex world.

Woods Core courses may be taken at the same time as major/minor courses. Students are not required to complete their Woods Core courses prior to taking their major/minor; most students will take Woods Core courses throughout the time they are enrolled at the College.

Placement Options

Because of the importance and developmental structure of the Woods Core curriculum, academic advisors at the College strongly encourage students to take the required Woods Core courses in order. In exceptional cases of previous college work, great proficiency or relevant experience, options are available for substitution or exemption. No credit hours are awarded for exemptions.

Placement/Exemptions

CO 111 Introduction to Human Communication

Students may apply to the chairperson of the Department of Languages and Literature for an exemption if they have significant previous speech coursework and experience. Students exempt from this course are not required to take additional course hours in communication unless required by the major or minor. No credit hours are awarded for the exemption. Students may also apply for Assessment of Prior Learning (APL) credit for the CO 111 requirement.

EN 111 English Composition and Research Writing

Students who achieve satisfactory 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 the Woods Core Mathematics Requirements

The mathematics requirement for the Woods Core is one of the following two courses: MA 112 College Algebra or MA 253 Statistics. Based on the results of a placement test or SAT/ACT scores, students may be required to take a prerequisite course prior to enrolling in MA 112 or 253. Approved course substitutions are the following:

MA 120 Pre-calculus

MA 121 Calculus substitutes for MA 112.

BI 253 Biostatistics substitutes for MA 253.

Foreign Language

If a student chooses to take the foreign language, they will be placed in the appropriate instructional level based on background and testing. Students testing at the elementary level pursue the first 3-credit hour course of the basic sequence in French or Spanish. Students at a more advanced level pursue the 3-credit hour course in the higher level sequence.

Computer Competency

Students are expected to have computer software competency in Word, PowerPoint, and Excel. Students will be tested and if deficiencies are discovered, they will be required to remedy the deficiency through coursework.

Course Rotations

Woods Core courses are offered on a rotating basis. To assist with course planning, students may refer to the Woods Core Grid, the Woods Core Course Rotation schedule, or contact their academic advisors. The following is the recommended order of participation in the Woods Core to ensure that students have only one critical thinking and writing course per semester, and that these courses are taken throughout the time the student is developing academically. For students bringing in transfer courses or other college credit, Woods Core courses may be taken in other combinations with the provision that no more than two of the critical thinking/writing courses may be taken simultaneously. Students will work closely with their advisors to ensure that they are taking the appropriate Woods Core courses, as some courses may be required in their major(s)/minor(s).

General Studies and Woods Core Policy

All SMWC undergraduate students are required to complete a general education curriculum as part of their degree program. SMWC students will fall into one of three categories:

- A. Students enrolling for the first time in an undergraduate degree program at SMWC for the Fall 2013 semester or later. These students will follow the Woods Core general education curriculum.
- B. Students who enrolled for the first time in an undergraduate degree program at SMWC prior to the Fall 2013 semester. These students will continue to follow the General Studies curriculum in place at the time of initial enrollment at SMWC.
- C. Students who previously enrolled in an undergraduate degree program at SMWC but have not been enrolled at SMWC for at least one calendar year as of the Fall 2013 semester. These students, with the assistance and approval of their academic advisor, may choose to transfer appropriate credits from the General Studies curriculum into the Woods Core curriculum or finish under the General Studies curriculum in place when they first enrolled at SMWC.
- D. Students transferring from Indiana colleges with Statewide Transfer General Education Core courses from Associate of Arts, Associate of Sciences or Associate of General Studies Programs. These students will complete WC 100, TH 200, and WC 401, WC 402, or WC

403 if they have completed their Associate degree.

- E. Transfer students from other than Indiana colleges with Statewide General Education Core Courses will have to meet all the Woods Core requirements and their transcripts will be evaluated individually. If a student’s major requires a Woods Core course that has not been completed as part of the associate degree, that course will be required for graduation.

Saint Mary-of-the-Woods College Woods Core

Required	Credits
*WC 100 Into the Woods, Out of the Woods: Utopias and Education†	3 hours
CO111 Introduction to Human Communication	3 hours
EN 111 English Composition and Research Writing †	3 hours
HI 222 World History Since 1900	3 hours
EN 211 Introduction to Literature	3 hours
PH 200 Introduction to Philosophy†	3 hours
*TH 200 Introduction to Religion and Spirituality†	3 hours
Choose one	
MA 112 College Algebra MA 253 Statistics	3 hours
Choose one	
PS 111 General Psychology† SO 211 Introduction to Sociology† BU 131 Macroeconomics †	3 hours
Choose one	
AD 200 Studies in the Visual Arts MU 200 American Music from Jamestown to James Brown and Beyond	3 hours
Choose one	
SP 111 Basic Spanish Fr 111 Beginning French WC 150 Intercultural Communications	3 hours
Choose one	
BI 101 Biology: Unity and Diversity CH 101 Chemistry for Changing Times	3 hours
Choose one	
WC 401 Capstone: Social Justice WC 402 Capstone: Sustainability WC 403 Capstone: Women’s Issues	3 hours
39 hours	

*Course must be taken at SMWC, as it introduce and reinforce the values central to the College ethos.

†Course is designated as a Critical Thinking and Writing course.

Woods Core Requirements

Associate Degree Students

Required	Credits
WC 100 Into the Woods, Out of the Woods: Utopias and Education†*	3 hours
CO111 Introduction to Human Communication	3 hours
EN 111 English Composition and Research Writing †	3 hours
TH 200 Introduction to Religion and Spirituality†*	3 hours
Choose one	
MA 112 College Algebra MA 253 Statistics	3 hours
Choose one	
PS 111 General Psychology† SO 211 Introduction to Sociology† BU 131 Macroeconomics †	3 hours
Choose one	
AD 200 Studies in the Visual Arts MU 200 American Music from Jamestown to James Brown and Beyond	3 hours
Choose one	
BI 101 Biology: Unity and Diversity CH 101 Chemistry for Changing Times	3 hours
24 hours	

*Course must be taken at SMWC, as it introduce and reinforce the values central to the College ethos.

†Course is designated as a Critical Thinking and Writing course.

Course Rotation and Recommended Order

Woods Core courses are offered on a rotating basis. To assist with course planning, students may refer to the Woods Core Grid, the Woods Core Course Rotation schedule, or contact their academic advisors. The following chart (see next page) is the recommended order of participation in the Woods Core to ensure that students have only one Critical Thinking and Writing course per semester and that these courses are taken throughout the time the student is developing academically. For students bringing in transfer courses or other college credit, Woods Core course may be taken simultaneously.

Students will work closely with their academic advisors to ensure that they are taking the appropriate Woods Core courses, as some courses may be required for their major(s)/minor(s).

<p><i>1st Semester</i> <i>WC 100</i> Into the Woods, Out of the Woods: Utopias and Education <i>CO 111</i> Introduction to Human Communication</p>	<p><i>2nd Semester</i> <i>EN 111</i> English Composition and Research <i>MA 112</i> College Algebra <u>OR</u> <i>MA 253</i> Statistics</p>
<p><i>3rd Semester</i> <i>HI 222</i> World History Since 1900 <i>PS 111</i> General Psychology <u>OR</u> <i>SO 211</i> Introduction to Sociology <u>OR</u> <i>BU 131</i> Macroeconomics</p>	<p><i>4th Semester</i> <i>EN 211</i> Introduction to Literature <i>AD 200</i> Studies in the Visual Arts <u>OR</u> <i>MU 200</i> American Music: From Jamestown to James Brown and Beyond</p>
<p><i>5th Semester</i> <i>PH 200</i> Introduction to Philosophy <i>SP 111</i> Basic Spanish <u>OR</u> <i>FR 111</i> Beginning French <u>OR</u> <i>WC 150</i> Intercultural Communications</p>	<p><i>6th Semester</i> <i>TH 200</i> Introduction to Religion and Spirituality <i>BI 101</i> Biology: Unity and Diversity <u>OR</u> <i>CH 101</i> Chemistry</p>
<p><i>7th or 8th Semester</i> <i>WC 401</i> Capstone: Social Justice or <i>WC 402</i> Capstone: Sustainability or <i>WC 403</i> Capstone: Women's Issues</p>	

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, supplemental learning experience and internship programs 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 experiential learning coordinator, 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.

Supplemental Learning Experience

The supplemental learning experience (SLE) is a planned activity giving students 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 experiential learning coordinator and the faculty advisor. A minimum GPA of 2.0 is required. The SLE is designated by the letters of the department most closely related to the experience along with the course number 290 (e.g., BU 290, EQ 290, etc.). A maximum of six credit hours of SLE credit may be applied to meet graduation requirements.

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 experiential learning coordinator, a faculty advisor 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. A minimum GPA of 2.0 is required. The internship is designated with the course number 490 (e.g., AR 490, PS 490, etc.). A maximum of 12 credit hours of internship credit may be applied to meet graduation requirements.

Assessment of Student Learning

Assessment Methods

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. The faculty identify educational objectives and 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 articulates additional student learning outcomes and a specific plan for assessing the accomplishments of students relative to those outcomes.

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.

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 institutions. Students are responsible for any course fees or other fees which the host institutions may require.

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.
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 or higher (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 the application essay

Students who do not indicate interest 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 Honors Program application process is as follows:

1. Apply for admission to the College, indicating interest in the Honors Program on the College application
2. Submit an essay
3. Submit a recommendation letter from a teacher/instructor

The Honors Program Director, with assistance of the Honors Program Committee, will review the candidates and notify students about their acceptance. 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 the curricular and co-curricular requirements. Students who enrolled at SMWC 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 will also be required to complete all curricular and co-curricular activities except WC 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 the coursework and co-curricular requirements will be awarded a special designation on their transcript. 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 the courses or co-curricular requirements will not receive a special designation on their transcript; however, their transcripts will reflect all of the Honors Program courses in which they enrolled.

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 institutions. Students are responsible for any course fees or other general fees which the host institutions may require.

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 and may choose to process a MLOA (Military Leave of Absence) or a standard withdrawal. The 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 at least 50% of the course.
- c. Military students who have completed less than 50% of all courses may 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 or a standard withdrawal.
- d. Military students may also choose to finish the courses in which they are currently enrollment 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.

Air Force ROTC

Air Force Reserve Office Training Corps at SMWC 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 degree programs. All students are eligible to enroll in Air Force ROTC courses; however, entry into the Professional Officer Course is limited to qualifying 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 the sophomore and junior years, 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 is also provided for the academic year, and students are eligible to apply for an In-College Scholarship Program. Two-year and three-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 on 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 more information, visit the Indiana State University website at <http://www.indstate.edu>.

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 more information, visit the Rose-Hulman Institute of Technology website at <http://www.rose-hulman.edu>.

Undergraduate Program Offerings

Major	Woods Online Program									
	Campus Program			16-week			8-week		Post-bacc.	
	BA/BS	AA/AS	Minor	BA/BS	AA/AS	Minor	BA/BS	AA/AS	TL	Cert.
Accounting	X	X	X	X	X	X	X	X		
Accounting Information Systems	X			X						
Art and Design	X									
Biology	X		X							
Business Administration	X		X	X		X	X			
Chemistry			X							
Criminology	X			X						
Education:										
Early Childhood/MI (non-licensure)	X	X		X	X					
Grades 5-12 (Secondary)*										
English	X			X					X	
Life Science	X								X	
Mathematics	X			X					X	
Social Studies	X			X					X	
K-Grade 6 (with concentration)	X	X		X	X				X	
K-Grade 6/Mild Intervention	X			X					X	
P-3 Education/Mild Intervention	X			X					X	
P-12 Art Education	X								X	
Special Education: MI/Grades P-12	X			X					X	
English	X		X	X		X				
Environmental Education			X							
Environmental Sciences	X		X							
Environmental Studies			X							
Equine Assisted Therapy			X							
Equine Business Management	X									
Equine Science			X							
Equine Studies	X	X	X							
Equine Training and Instruction	X									
Exceptional Needs: Mild Intervention			X			X				
French			X							

* Requires undergraduate major in the content area.

			Woods Online Program							
Major	Campus Program			16-week			8-week		Post-bacc.	
	BA/BS	AA/AS	Minor	BA/BS	AA/AS	Minor	BA/BS	AA/AS	TL	Cert.
General Business		X			X					
Graphic Design			X							
Health and Wellness	X	X								
Healthcare Administration	X			X						
History			X			X				
Human Resource Management	X		X	X		X	X			
Human Services	X			X						
Humanities	X			X	X					
Individualized Major	X			X						
Journalism			X			X				
Journalism and Media Studies	X			X						
Life Science			X							
Marketing	X		X	X		X	X			
Mathematics	X		X	X		X				
Media Studies			X			X				
Medical Technology	X									
Music	X		X							
Music Therapy	X									X
Nursing							X			
Paralegal Studies				X	X					X
Political Science			X			X				
Pre-Law			X			X				
Pre-Professional Studies	X									
Psychology	X		X	X		X				
Reading			X			X				
Sociology			X			X				
Spanish			X							
Studio Art			X							
Theology	X		X	X		X				
Women's Studies			X			X				

DEPARTMENT OF BUSINESS AND COMPUTER INFORMATION SYSTEMS

The Department of Business and Computer Information Systems offers a wide variety of majors and unique opportunities to blend business skills with technological expertise. Students are given opportunities to work collaboratively, develop critical problem-solving skills and excel in the use of technology in real-world applications.

All business majors are built on a common core of general business courses that support the entrepreneurial spirit of our students. All business and CIS students can expect to work closely with faculty who are published, dedicated and creative.

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 as a member of a team; 4) ability to solve problems and make decisions; 5) display professional attitude and ethical awareness; 6) awareness of domestic and international business environments; and 7) awareness of and empathy with diversity in the workplace.

In addition to the 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 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, with these exceptions:

- Accounting courses for students majoring/minoring in Accounting or majoring in Accounting Information Systems must be taken within 5 years of enrollment at the College, unless the student can demonstrate knowledge through current employment or a SMWC placement exam.
- Computer Information Systems courses must be taken within 3 years of enrollment at SMWC.

One-half of the total credit hours required for each business major must be taken at the College. These hours must include a minimum of 12 credit hours required in the major area (not the Business Core). Students may also choose to earn credit through CLEP or APL.

3+1 LEADERSHIP DEVELOPMENT PROGRAM

The 3+1 Leadership Development Program is an accelerated program combining three years of undergraduate study in Accounting, Business Administration, Human Resource Management or Marketing with one year in the College's Master of Leadership Development program. Earn both a bachelor's degree and a master's degree in just four years. Contact the Department of Business and Computer Information Systems for more information.

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 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.

Accounting - B.S. (51 credit hours)

Required Business Core:	(27 credit hours)
BU 121 Principles of Accounting I	3 credit hours
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 credit hours)
BU 215 Accounting Problems	3 credit hours
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 credit hours
BU 422 Accounting Research	3
BU 425 Government and Not-for-Profit Accounting	3
BU 429 International Accounting	3
BU 472 Advanced Business Law	3

Other Required Courses:	(3 credit hours)
MA 253 Statistics (Woods Core math requirement)	3 credit hours

Accounting - A.S. (33 credit hours)

Required Business Core:	(24 credit hours)
BU 121 Principles of Accounting I	3 credit hours
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

Required Accounting Courses:	(9 credit hours)
BU 215 Accounting Problems	3 credit hours
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

Other Required Courses:	(3 credit hours)
MA 253 Statistics (Woods Core math requirement)	3 credit hours

Accounting minor (18 credit hours)

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

Electives (choose 3):	(9 credit hours)
BU 215 Accounting Problems	3 credit hours
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 Government and Not-for-Profit Accounting	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 CPA exam.

The curriculum is designed to give students the knowledge and skills needed to meet their goals: a) the liberal arts Woods Core 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 CPA exam requires an additional 30 semester credit hours beyond the 120 credit 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.

Accounting Information Systems - B.S. (81 credit hours)

Required Business Core: (27 credit hours)

BU 121	Principles of Accounting I	3 credit hours
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 credit hours)

BU 215	Accounting Problems	3 credit hours
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	Government and Not-for-Profit Accounting	3
BU 428	Advanced Financial Accounting	3
BU 429	International Accounting	3
BU 472	Advanced Business Law	3

Required Computer Courses: (12 credit hours)

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

Approved Electives: (6 credit hours)

AD 357	Web Design	3 credit hours
CS 330	C/C++/C#	3
CS 340	Internet Languages	3
CS 341	Computer Forensics and Investigation	3
CS 380	Telecommunications and Networking	3
CS 440	Security	3
CS 445	Web Server Implementation and Management	3

Other Required Courses: (3 credit hours)

MA 253	Statistics (Woods Core math requirement)	3 credit hours
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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 elective courses 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, entry-level administrative and managerial positions, the not-for-profit and health care industries and graduate studies in business (MBA) or law.

Business Administration - B.S. (48 credit hours)

Required Business Core: (27 credit hours)

BU 121	Principles of Accounting I	3 credit hours
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

Other Required Courses: (3 credit hours)

MA 253	Statistics (Woods Core math requirement)	3 credit hours
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Additional Requirements: (21 credit 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 management and marketing. No more than four courses may be taken in either area.

Business Administration minor (18 credit hours)

Required Business Core: (18 credit hours)

BU 121	Principles of Accounting I	3 credit hours
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

NOTE: Students who are completing any major within the Business and CIS Department may not also complete the Business Administration minor, due to the overlap of required courses.

Core Four Computer Certification - open to any major (12 credit hours)

Required Business Core:	(30 credit hours)
CS 161 Programming I	3 credit hours
CS 250 Survey of CIS	3
CS 320 Systems Analysis and Design	3
CS 410 Database Concepts and Design	3

GENERAL BUSINESS

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 Woods Core 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 cores 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 courses at the College.

General Business - A.S. (30 credit hours)

Required Business Core:	(30 credit hours)
BU 121 Principles of Accounting I	3 credit hours
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 xxx Business Elective	3

Other Required Courses:	(3 credit hours)
MA 253 Statistics (Woods Core math requirement)	3 credit hours

HEALTH CARE ADMINISTRATION

Healthcare is a business, and as a business, it needs good leadership to function well. Healthcare professionals will be needed to deal with the business side of administering plans and collecting fees/revenue. As government regulations and the healthcare system continue to evolve, this will become much more complex.

As a Healthcare Administration major, you will gain the skills needed to oversee a variety of healthcare facilities. The general core of healthcare administration courses will prepare students to understand the healthcare environment as a whole; the human resource management track will provide an understanding of how to manage people in the rapidly changing world. Students enter this major after earning an associate degree in an approved Applied Science area (such as Nursing, Radiation Therapy or Health Care Support) with at least a 2.7 GPA. This major allows students to earn a bachelor's degree without any additional clinical courses.

Health Care Administration - B.S. (42 credit hours)

Required Business Core:	(27 credit hours)
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BU 241	Principles of Management	3 credit hours
BU 251	Principles of Marketing	3
BU 281	Managerial Communications	3
BU 371	Business Law	3
HCA 300	Health Care Administration I	3
HCA 400	Health Care Administration II	3
HCA 490	Internship	3
HS 250	Ethical/Legal Issues in Helping Professions	3
PS 486	Crisis Interventions	3

Human Resource Management Courses: (15 credit hours)

BU 341	Human Resource Management I	3 credit hours
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

Other Required Courses: (3 credit hours)

MA 253	Statistics (Woods Core math requirement)	3 credit hours
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HUMAN RESOURCE MANAGEMENT

Effective management of human resources within organizations is a key factor in helping businesses 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 becomes more complex. The Human Resource Management major at The Woods is recognized by the Society of 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 Woods Core 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 prepares students to understand the business as a whole; the specialized courses in Human Resource Management prepares them to perform these functions and activities.

Human Resource Management - B.S. (48 credit hours)

Required Business Core: (27 credit hours)

BU 121	Principles of Accounting I	3 credit hours
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 Human Resource Management Courses: (21 credit hours)

BU 341	Human Resource Management I	3 credit hours
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

Other Required Courses: (3 credit hours)
 MA 253 Statistics (Woods Core math requirement) 3 credit hours

Human Resource Administration minor (18 credit hours)

Required Business Core: (6 credit hours)

BU 131	Macroeconomics	3 credit hours
BU 241	Principles of Management	3

Electives: (12 credit hours)

BU 341	Human Resource Management I	3 credit hours
BU 342	Human Resource Management II	3
BU 343	Organizational Behavior	3
BU 345	Small Business Management	3
BU 346	Legal Issues in HRM	3
BU 445	Contemporary Issues in HRM	3
BU 482	Marketing Research	3

MARKETING

Marketing remains one of the most rapidly growing professions. The rapidly evolving economy demands professionals who can communicate, plan and innovate. Marketing is essential to organizations 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 design systems 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 Woods Core 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.

Marketing - B.S. degree (48 credit hours)

Required Business Core: (27 credit hours)

BU 121	Principles of Accounting I	3 credit hours
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 Marketing Courses:		(12 credit hours)
BU 352	Consumer Behavior	3 credit hours
BU 354	Salesmanship	3
BU 455	Entrepreneurial Product Strategies	3
BU 458	Marketing Management	3
Electives:		(9 credit hours)
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
Other Required Courses:		(3 credit hours)
MA 253	Statistics (Woods Core math requirement)	3 credit hours

Marketing minor (18 credit hours)

Required Business Core:		(6 credit hours)
BU 131	Macroeconomics	3 credit hours
BU 251	Principles of Marketing	3
Electives:		(12 credit hours)
BU 352	Consumer Behavior	3 credit hours
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

EDUCATION DEPARTMENT

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 Council for the Accreditation of Educator Preparation (CAEP), formerly known as 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 the Revisions for Educator Preparation and Accountability (REPA) licensure framework established by the OELD.

The SMWC Education Department also provides baccalaureate degrees (non-licensure) for students who wish to obtain a degree in Education but not a teaching 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 religiously-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 I, II and III)

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 Unit Assessment System 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 I, II and III).

The summative decision points, or Gateways, provide opportunities for faculty members to formally assess teacher candidates' capabilities as prospective teachers and to support them in becoming competent, caring, professional educators. **All** candidates pursuing a bachelor's degree in Education, including non-licensure and Initial Practitioner License (campus, Woods Online, transfer, licensure only) must complete three Gateways.

- Gateway I: Admission to the Teacher Education Program
- Gateway II: Approval for Capstone Clinical Experience (Student Teaching)
- Gateway III: Program Completion

Basic Competency and 75 Credit Hour Rule

Students must provide evidence of basic competency by their 75th transcribed credit hour. Proof of basic competency in reading, writing and arithmetic can be evidenced by providing the SMWC Education Department with one of the following:

- Indiana CORE Academic Skills Assessment (CASA)
 - Reading (Test 1): cut score 220
 - Mathematics (Test 2): cut score 220
 - Writing: (Test 3): cut score 220
- ACT (Math, Reading, Grammar, Science) Composite Score = 24 OR
- SAT (Critical Reading + Math) Score = 1100 OR
- GRE (Verbal + Quantitative) Score = 1100 (prior to 8/1/11) OR
- GRE (Verbal + Quantitative) Score = 310 (after 8/1/11)
- Master's Degree from an accredited institution

Students not providing basic competency evidence by the 75th transcribed credit hour will be required to change their major. Students who wish to continue to pursue a baccalaureate degree in education can pursue a non-license option: EC/MI, Kindergarten/Elementary Education w/minor (non-license) and K-6/MI (non-license). Non-license options require remediation in areas of deficiency in basic competencies.

Fields, 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 Clinical Supervisor Training Coordinator secures all placements for teacher candidates. Teacher candidates do not 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 candidate are responsible for arranging transportation to the placement site. Students must return to campus during set registration dates, make arrangements with Clinical Supervisor Training Coordinator, college advisor, and college supervisor to enroll through the Woods Online Office 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 placement, practicum and/or student teaching placement; change a field placement, practicum and/or student teaching placement; remove or withdraw a student from a field placement, practicum and/or student teaching placement; and/or cancel a field placement, practicum and/or student teaching placement for the reasons of health, safety and/or professional behaviors.

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

Background Check Policy

Prior to all field/practica/student teaching students must complete an expanded criminal history background check. It must be conducted through Certified Background (<http://www.certifiedbackground.com>). The placement process will not begin until your criminal history background check is completed.

SMWC students must contact the school corporation in which they are placed to verify the criminal history/background check policy. All field/practica/student teaching 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. You may not be permitted to participate in the placement if this verification is not on file with the school/agency in which the experience is being conducted.

Regardless of any current criminal history/background checks that you may already have, it is quite possible that you will be required to complete and submit a new background check for each placement at your own expense.

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

Professionalism

Teacher candidates are expected to project a professional image that reflects appropriate dress, conduct and code of ethics. The Education Department has a dress code that is required for all candidates participating in 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 <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.

Alternative/Transition to Teaching Programs

Alternative/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 applicants wishes to be licensed.

Support Services for Teacher Education

Career Development Center

The Career Development Center (CDC) staff works directly with Education majors throughout the Teacher Education Program to assist students on how to prepare resumes and cover letters, search for employment, and interview for positions. Students can access career resources through the Online Career Center (career.smwc.edu) and the Career Development D2L resource site. Students can also receive personal assistance by contacting the CDC at (812) 535-5188 or career@smwc.edu. Information regarding teaching position vacancies is available throughout the year, and the CDC is available to assist teacher candidates and alumnae seeking positions.

Learning Resource Center

The Learning Resource Center (LRC), located in Le Fer Hall, offers Basic Competency preparation materials and workshops in addition to distance and on-campus tutoring assistance.

St. Mary of the Woods College requires 120 hours to graduate, so some additional hours may need to be taken as electives for some of the Education Department programs.

Summary of Education Programs

SMWC offers the following program options:

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

(See chart on next page)

Program	Traditional Baccalaureate & Licensure	Licensure Only	Alternate/ Transition to Teaching Licensure	Baccalaureate Non-Licensure/ Associate/ Certificate
Degree/Licensure Programs				
P-3/Mild Intervention	Yes	Yes		
K-Grade 6 with Concentration	Yes	Yes		
Kindergarten-Grade 6/MI	Yes	Yes		
Art Education Preschool-Grade 12	Yes	Yes		
English Education Grades 5-12	Yes	Yes		
Life Science Education Grades 5-12	Yes	Yes		
Math Education Grades 5-12	Yes	Yes		
Social Studies Education Grades 5-12	Yes	Yes		
Special Education: MI Grades P-12	Yes	Yes		
Alternate/Transition to Teaching Programs				
ALT: Special Education: MI/Elementary			Yes	
ALT: Special Education: MI Grades 5-12			Yes	
T2T: Kindergarten - Grade 6			Yes	
T2T: Grades 5-12 (Secondary) – undergraduate major in content area required			Yes	
Baccalaureate Non-Licensure/ Associate/ Certificate Programs				
Early Childhood/Mild Intervention Baccalaureate Degree				Yes
Kindergarten – Grade 6 w/ concentration Baccalaureate Degree				Yes
Kindergarten – Grade 6/Mild Intervention Baccalaureate Degree				Yes
Early Childhood/MI Associate				Yes
Kindergarten – Grade 6 Associate				Yes
Child Development Associate (CDA)				Yes
Indiana Early Childhood Child Care Administrator Certificate				Yes
Early Childhood Education Equivalency				Yes

BACCALAUREATE DEGREE/LICENSE PROGRAMS

SMWC offers baccalaureate degree programs that prepare teacher candidates to obtain an Indiana initial teaching license: REPA (Revisions for Educator Preparation and Accountability).

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).

Education Core Courses	18 credit hours
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
ED 373 Assessment for Learning	3
Developmental Level and Content Courses	44 credit hours
ED 124 Introduction to Inclusive Early Childhood Education	3
ED 147 Special Education Law and Procedures	3
ED 201 Technology in Education	2
ED 213 Principles of Teaching in Inclusive Settings	3
ED 241 Understanding Mild Disabilities	3
ED 265 Emerging Literacy: Literature and Language Development	3
ED 303 Music, Movement, and the Arts	3
ED 312 Infants and Toddlers	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
Clinical Experiences	23 credit hours
ED 221 Field Experience: Urban Field	2
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 321 Field Experience II: Urban Education	
<u>Choose one from the following:</u>	6
ED 417 or Supervised Teaching: Early Childhood Education	
ED 471 Supervised Teaching: Early Childhood Mild Intervention	

<u>Choose one from the following:</u>	6
ED 427 or Supervised Teaching: Kindergarten Education	
ED 437 or Supervised Teaching: Elementary/Primary Education	
ED 472 or Supervised Teaching: Kindergarten Mild Intervention	
ED 473 Supervised Teaching: Elementary/Primary Mild Intervention	
ED 450 Seminar in Teaching	1
Total Hours Required for Baccalaureate Degree Licensure	120

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.

Total Hours for Licensure Only	85
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Kindergarten-Grade 6

This program prepares teacher candidates to teach students in elementary grades (K, 1, 2, 3, 4, 5, 6). **An approved concentration is required for REPA licensure. Approved concentrations are listed below, following course requirements.**

Education Core Courses	18 credit hours
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
ED 373 Assessment for Learning	3
Developmental Level and Content Courses	38 credit hours
ED 141 Introduction to Inclusive Elementary Education	3
ED 201 Technology in Education	2
ED 261 The Science of Reading	3
ED 262 Language Arts for the Diverse Classroom	3
ED 303 Music, Movement, & the Arts	3
ED 326 Real World Application in the Social Studies	3
ED 327 Literacy Instruction for Diverse Learners	3
ED 330 Methods of Teaching Science in the Elementary School	3
ED 333 Methods of Teaching Mathematics	3
ED 368 Social Emotional Development and Behavioral Intervention	3
SC 201 Integrative Science I	3
SC 202 Integrative Science II	3
Clinical Experiences	19 credit hours
ED 214 Field Experience: Kindergarten Education	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>		6
ED 427 or	Supervised Teaching: Kindergarten	
ED 437	Supervised Teaching: Elementary/Primary	
ED 457	Supervised Teaching: Elementary/Intermediate	6
ED 450	Seminar in Teaching	1
<u>Minimum Total for Baccalaureate Degree & Licensure</u>		120

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.

Total Hours for Licensure Only **77+ 12 Concentration**

Approved Concentrations for REPA Kindergarten-Grade 6 Program

Teacher candidates wishing to obtain a license for elementary education, Kindergarten - Grade 6 must complete a “concentration” in a REPA content area along with a “major” that includes general education, professional education and student teaching. The purpose of a “concentration” as a curriculum requirement for the elementary generalist is to ensure that every elementary teacher will have the opportunity to be better prepared to work with students in the area of concentration such as when teaching math, reading or working with students in the area of journalism. . The Education Department along with other College departments provides the following concentrations.

- Exceptional Needs: Mild Intervention (see K-6/MI)
- Journalism
- Mathematics
- Reading

The number of credit hours for a concentration varies and is determined by the College department offering the concentration and could be subject to policy or course content change depending on NCATE/CAEP or Indiana Department of Education. The content concentration 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 concentration.

Journalism Concentration for Kindergarten-Grade 6 Program

JM 100	Media Reporting	3
JM 101	Introduction to Mass Media	3
JM 115	Editing	3
JM 200	Advanced Reporting	3
TOTAL HOURS		11

Reading Concentration for Kindergarten-Grade 6 Program

ED 263	Children’s Literature for the Inclusive Elementary Classroom	3
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ED 264	Reading in the Content Area	3
ED 339	Literacy Instruction for English Language Learners	3
ED 356	Literacy Practicum I	2
TOTAL HOURS		12

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).

Education Core Courses 18 credit hours

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 Comm. Resources	3
ED 237	Educational Psychology	3
ED 373	Assessment for Learning	3

Developmental Level and Content Courses 44 credit hours

ED 141	Introduction to Inclusive Elementary Education	3
ED 147	Special Education Law and Procedures	3
ED 201	Technology in Education	2
ED 241	Understanding Mild Disabilities	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	3
ED 327	Literacy Instruction for Diverse Learners	3
ED 330	Methods of Teaching Science in the Elementary School	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
SC 201	Integrative Science I	3
SC 202	Integrative Science II	3

Clinical Experiences 21 credit hours

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>		6
ED 427 or	Supervised Teaching: Kindergarten	
ED 472 or	Supervised Teaching: Kindergarten Mild Intervention	
ED 473 or	Supervised Teaching: Elementary/Primary Mild Intervention	

ED 437	Supervised Teaching: Elementary Primary	
<u>Choose one from the following:</u>		6
ED 475 or	Supervised Teaching: Elementary/Intermediate Mild Intervention	
ED 457	Supervised Teaching: Elementary/Intermediate	
ED 450	Seminar in Teaching	1
Total for Baccalaureate Degree & REPA Licensure		120

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.

Total Hours for Licensure Only **83**

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.

Education Core Courses		18 credit hours
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
ED 373	Assessment for Learning	3
Developmental Level Courses		5
ED 338	Instructional Methods	2
ED 368	Social Emotional Development and Behavioral Intervention	3
Content Courses		42
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 252	Women Artists	3
AD 260	Visual Comm and Problem Solving	3
AD 321	Advanced Drawing & Painting	3
AD 323	Ceramics	3
AD 340	Elementary Art Methods	3
AD 341	Teaching Art in Sr/Jr/Middle School	3
AD 350	Layout and Typography	3
AD 452	Space and Time	3
Clinical Experiences		17 credit hours
<u>Choose one from the following:</u>		2
ED 220 or	Field Experience I: Elementary Education	
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
ED 329 or	Field Experience II: Elementary Education	
ED 334 or	Field Experience II: Mid. School/Junior High Education	
ED 336 or	Field Experience II: High School Education	
ED 351	Field Experience: Preschool Education	
<u>Choose one from the following:</u>		6
ED 427 or	Supervised Teaching: Kindergarten Education	
ED 437 or	Supervised Teaching: Elementary/Primary Education	
ED 457	Supervised Teaching: Elementary/Intermediate Education	
<u>Choose one from the following:</u>		6
ED 467 or	Supervised Teaching: Middle School/Junior High Education	
ED 487	Supervised Teaching: High School Education	
ED 450	Seminar in Teaching	1
Total for Baccalaureate Degree & Licensure		120

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.

Total for Licensure Only **82**

English Education Grades 5-12

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

Education Core Courses		18 credit hours
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
ED 373	Assessment for Learning	3
Developmental Level Courses		10
ED 201	Technology in Education	2
ED 261	The Science of Reading	3
ED 338	Instructional Methods	2
ED 368	Social Emotional Development and Behavioral Intervention	3
Content Courses		32
JM 101	Introduction to Mass Media	3
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/TA 341	Shakespeare	3
EN 355	Study of Language	2
EN 356	English Grammar and How to Teach It	1
EN 381	Methods of Teaching English in Senior High/Jr. High/Middle School	2
EN 450	Modern World Literature	3
<u>Choose one from the following:</u>		3
JM 115 or	Editing	
AD 357	Web Design	
Clinical Experiences		17 credit hours
<u>Choose one from the following:</u>		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
ED 334 or	Field Experience II: Middle School/Junior High Education	
ED 336	Field Experience II: High School Education	
ED 467	Supervised Teaching: Middle School/Junior High Education	6
ED 487	Supervised Teaching: High School Education	6
ED 450	Seminar in Teaching	1
Total Hours for Baccalaureate Degree and Licensure		120

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.

Total Hours for Licensure Only **77**

Life Science Education 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.

Education Core Courses		18 credit hours
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
ED 373	Assessment for Learning	3
Developmental Level Courses		8
ED 261	The Science of Reading	3
ED 338	Instructional Methods	2
ED 368	Social Emotional Development and Behavioral Intervention	3

Content Courses		44
CH 115	General Chemistry I	4
CH 116	General Chemistry II	4
BI 141	Principles of Biology I	4
BI 142	Principles of Biology II	4
BI 317	Teaching of Life Science in Senior High/Jr. High/Middle School	2
BI 334	Physiology	4
BI 335	Animal Behavior	4
BI 336	Cell Biology	4
BI 341	Ecology	4
BI 410	Evolution	4
BI 225	Science Communications	0
BI 226	Science Communications	0
BI 325	Science Communications	1
BI 326	Science Communications	1
BI 426	Science Communications	1
BI 411	Undergraduate Research	1
BI 412	Undergraduate Research	2
Clinical Experiences		17 credit hours
<u>Choose one from the following:</u>		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
ED 334 or	Field Experience II: Middle School/Junior High Education	
ED 336	Field Experience II: High School Education	
ED 467	Supervised Teaching: Middle School/Junior High Education	6
ED 487	Supervised Teaching: High School Education	6
ED 450	Seminar in Teaching	1
	Total Hours for Baccalaureate Degree and Licensure	120

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.

Total Hours for Licensure Only **87**

Mathematics Education Grades 5-12

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

Education Core Courses		18 credit hours
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	3

	Community Resources	
ED 237	Educational Psychology	3
ED 373	Assessment for Learning	3
Developmental Level		10
ED 201	Technology in Education	2 (add)
ED 261	The Science of Reading	3
ED 338	Instructional Methods	2
ED 368	Social Emotional Development and Behavioral Intervention	3
Content Courses		40
CS 161	Programming I-Introduction to Visual Basic	3
MA 121	Calculus I	3
MA 122	Calculus II	3
MA 210	Discrete Mathematics	3
MA 221	History of Mathematics	1
MA 230	Introduction to Mathematical Modeling	3
MA 231	Linear Algebra	3
MA 253	Statistics	3
MA 322	Calculus III	3
MA 331	Abstract Algebra	3
MA 341	Geometry	3
MA 353	Elements of Mathematical Statistics	1
MA 421	Seminar in Mathematics	3
MA 422	Introduction to Real Analysis	3
MA 461	Teaching of Mathematics in Senior High/Jr. High/Middle School	2
Clinical Experiences		17 credit hours
<u>Choose one from the following:</u>		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
ED 334 or	Field Experience II: Middle School/Junior High Education	
ED 336	Field Experience II: High School Education	
ED 467	Supervised Teaching: Middle School/Junior High Education	6
ED 487	Supervised Teaching: High School Education	6
ED 450	Seminar in Teaching	1
Total for Baccalaureate Degree and REPA Licensure		120

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.

Total Hours for Licensure Only **85**

Social Studies Education Grades 5-12

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

Education Core Courses	18 credit hours
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 w. Families and Community Resources	3
ED 237 Educational Psychology	3
ED 373 Assessment for Learning	3
Developmental Level Courses	8
ED 261 The Science of Reading	3
ED 338 Instructional Methods	2
ED 368 Social Emotional Development and Behavioral Intervention	3
Content Courses	44
BU 131 Macroeconomics	3
GO 115 Introduction to Politics	3
HI 211 United States History to 1877	3
HI 212 United States History Since 1877	3
HI 222 Twentieth Century World	3
HI 332 World Civilization II	3
HI/GO 335 Inside the Governments	3
PS 111 General Psychology	3
PS 261 Adolescent Psychology	3
PS 360 Abnormal Psychology	3
SO 211 Introduction to Sociology	3
SO 321 The Family	3
SO 324 Racial and Cultural Minorities	3
SS 315 Teaching Social Studies in Senior High/Junior High/Middle School	2
SS 326 Geography of World Affairs	3
Clinical Experiences	17 credit hours
<u>Choose one from the following:</u>	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
ED 334 or Field Experience II: Middle School/Junior High Education	
ED 336 Field Experience II: High School Education	
ED 467 Supervised Teaching: Middle School/Junior High Education	6
ED 487 Supervised Teaching: High School Education	6
ED 450 Seminar in Teaching	1
Total for Baccalaureate Degree and REPA Licensure	120

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.

Total Hours for Licensure Only

87

Special Education (Mild Intervention) Grades P-12

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

Education Core Courses **18 credit hours**

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	3
ED 237	Educational Psychology	3
ED 373	Assessment for Learning	3

Developmental Level and Content Courses **41 credit hours**

ED 147	Special Education Law and Procedures	3
ED 201	Technology in Education	2
ED 241	Understanding Mild Disabilities	3
ED 261	The Science of Reading	3
ED 303	Music, Movement, and the Arts	3
ED 327	Literacy for Diverse Learners	3
ED 330	Methods of Teaching Mathematics	3
ED 333	Methods of Teaching Mathematics	3
ED 345	Assessment and Intervention in Elementary Special Education	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
SC 201	Integrative Science I	3
SC 202	Integrative Science II	3

Clinical Experiences **21 credit hours**

Choose one from the following:

ED 221	Field Experience I: Urban Field	2
ED 252	Field Experience I: Elementary Mild Intervention	2

Choose one from the following: 2

ED 253 or	Field Experience I: Middle School/Junior High Mild Intervention	
ED 254	Field Experience I: High School Mild Intervention	

Choose one from the following: 2

ED 353 or	Field Experience II: Middle School/Junior High Mild Intervention	
ED 354	Field Experience II: High School Mild Intervention	

Choose one from the following:

ED 472 or	Supervised Teaching: Kindergarten Mild Intervention	6
ED 473 or	Supervised Teaching: Elementary/Primary Mild Intervention	6
ED 475	Supervised Teaching: Elem/Intermediate Mild Intervention	6

Choose one from the following:

ED 476 or	Supervised Teaching: Middle School/Junior High Mild Intervention	6
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ED 478	Supervised Teaching: High School Mild Intervention	6
ED 450	Seminar in Teaching	1
Total for Baccalaureate Degree and Licensure		120

Special Education (Mild Intervention) 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.

Total Hours for Licensure Only **85**

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 GPA, or 2.5 GPA with five years of applicable full-time professional experience, or a master's degree
- Excellent writing skills

Basic Competency Requirements for Formal Admission to SMWC Education Department

One of the following:

- CASA (Indiana CORE Academic Skills Assessment): Reading (220), Math (220), & Writing (220) or
- ACT (Math, Reading, Grammar, Science) Composite Score = 24 OR
- SAT (Critical Reading + Math) Score = 1100 OR
- GRE (Verbal + Quantitative) Score = 1100 (prior to 8/1/11) OR
- GRE (Verbal + Quantitative) Score = 310 (after 8/1/11)
- Master's Degree from an accredited institution
- Professional recommendations (3)
- Criminal history check through Certified Background (www.certifiedbackground.com)

Additional admission requirements 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 the CASAsubject area tests. The required test for each subject area can be found at <http://www.in.nesinc.com/>.

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 493 or	Supervised Teaching-9: Elementary/ Primary Mild Intervention	
ED 495	Supervised Teaching-9: Elementary/ Intermediate Mild Intervention	
Total Hours for Licensure		30

Exceptional Needs: Mild Intervention Grades 5-12 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 496 or	Supervised Teaching-9: Middle School/Junior High Mild Intervention	
ED 498	Supervised Teaching-9: High School Mild Intervention	
ED 450	Seminar in Teaching	1
Total Hours for Licensure		30

Kindergarten-Grade 6 Education 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 429 or	Supervised Teaching-9: Kindergarten	
ED 439 or	Supervised Teaching-9: Elementary/Primary	
ED 459	Supervised Teaching-9: Elementary/Intermediate	
Total Hours for Licensure		24

Grades 5-12 Education 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 469 or	Supervised Teaching-9: Middle School/Junior High	
ED 489	Supervised Teaching-9: High School Education	
ED 450	Seminar in Teaching	1
Total Hours for Licensure		18

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

Non-licensure options for traditional bachelor's degree programs may be available in selected cases with department approval. The Education Department offers the following non-licensure baccalaureate degree, associate degree and certificate programs:

- Early Childhood/Mild Intervention Baccalaureate Degree
- Kindergarten-Grade 6 (w/concentration) Baccalaureate Degree
- Kindergarten-Grade 6/Mild Intervention Baccalaureate Degree
- Early Childhood/Mild Intervention Associate Degree
- Kindergarten-Grade 6 Associate Degree
- Child Development Associate (CDA)
- Indiana Early Childhood Child Care Administrator Certificate
- Early Childhood Education Equivalency Coursework

Early Childhood/Mild Intervention Baccalaureate Degree - Non-License

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

Education Core Courses		18 credit hours
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
ED 373	Assessment for Learning	3

Developmental Level and Content Courses		44 credit hours
ED 124	Introduction to Inclusive Early Childhood Education	3
ED 147	Special Education Law and Procedures	3
ED 201	Technology in Education	2
ED 213	Principles of Teaching in Inclusive Settings	3
ED 241	Understanding Mild Disabilities	3
ED 265	Emerging Literacy: Literature and Language Development	3
ED 303	Music, Movement, & the Arts	3
ED 373	Assessment for Learning	3
ED 312	Infants and Toddlers	3
ED 265	Emerging Literacy: Literature and Language Development	3
ED 303	Music, Movement, & the Arts	3
ED 312	Infants and Toddlers	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

Clinical Experiences		21 credit hours
ED 221	Field Experience: Urban Field	2
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 418	Professional Practicum: Early Childhood	4
<u>Choose one from the following:</u>		4
ED 471 or	Supervised Teaching: Early Childhood Mild Intervention	
ED 417	Supervised Teaching: Early Childhood	

Kindergarten-Grade 6 (w/ concentration) Baccalaureate Degree - Non-License

This program prepares teacher candidates to work in educational settings that require or prefer a degree in education with an emphasis on working with children in an elementary setting. Available concentrations are listed below, following course requirements.

Education Core Courses		18 credit hours
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
ED 373	Assessment for Learning	3

Developmental Level and Content Courses		38 credit hours
ED 141	Introduction to Inclusive Elementary Education	3
ED 201	Technology in Education	2
ED 241	Understanding Mild Disabilities	3
ED 261	The Science of Reading	3
ED 262	Language Arts for the Diverse Classroom	3
ED 303	Music, Movement, & the Arts	3
ED 326	Real World Application in the Social Studies	3
ED 327	Literacy Instruction for Diverse Learners	3
ED 330	Methods of Teaching Science in the Elementary School	3
ED 333	Methods of Teaching Mathematics	3
ED 368	Social Emotional Development and Behavioral Intervention	3
ED 373	Assessment for Learning	3
SC 201	Integrative Science I	3
SC 202	Integrative Science II	3

Clinical Experiences (OPTIONAL)		6 credit hours
ED 214	Field Experience: Kindergarten Education	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	

Total Hours for Baccalaureate Degree **57 - 63**

The Education Department along with other College departments provides the following concentrations

- Exceptional Needs: Mild Intervention (see K-6 MI)
- Journalism
- Mathematics
- Reading

The number of credit hours for a concentration varies and is determined by the department offering the concentration.

Kindergarten-Grade 6/Mild Intervention Baccalaureate Degree - Non-License

This program prepares teacher candidates to work in educational settings that require or prefer a degree in education with an emphasis on working with children with exceptional needs/mild intervention in an elementary setting.

Education Core Courses		18 credit hours
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
ED 373	Assessment for Learning	3

Developmental Level and Content Courses		44 credit hours
ED 141	Introduction to Inclusive Elementary Education	3
ED 147	Special Education Law and Procedures	3
ED 201	Technology in Education	2
ED 241	Understanding Mild Disabilities	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	3
ED 327	Literacy Instruction for Diverse Learners	3
ED 330	Methods of Teaching Science in the Elementary School	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
SC 201	Integrative Science I	3
SC 202	Integrative Science II	3

Clinical Experiences		8 credit hours
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	

Total Hours for Baccalaureate Degree **120**

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.

Education Core Courses	9 credit hours
ED 200 Growth and Development	3
ED 202 Education in a Global Society	3
ED 203 Effectively Collaborating with Families and Community Resources	3
Education Developmental Level and Content Courses	18 credit hours
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 265 Emerging Literacy: Literacy and Language Development	3
ED 303 Music, Movement, and the Arts	3
ED 312 Infants and Toddlers	3
Clinical Experiences	8 credit hours
ED 350 Field Experience: Infant/Toddler Education	2
ED 351 Field Experience: Preschool Education	2
ED 418 Professional Practicum: Early Childhood	4
Total for Associate Degree	59

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.

Education Core Courses	15 credit hours
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
Education Developmental Level and Content Courses	20 credit hours
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

SC 201	Integrative Science I	3
Clinical Experiences		4 credit hours
ED 220	Field Experience I: Elementary Education	2
ED 329	Field Experience II: elementary Education	2
Total for Associate Degree		60

Child Development Associate (CDA) Certificate 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	3
Total Hours		12

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 373	Assessment for Learning	3
ED 416	Early Childhood Program Administration	3
ED 418	Professional Practicum: Early Childhood	4
Total Hours		19

Early Childhood Education Equivalency Coursework

The Early Childhood Equivalency prepares professionals who hold a degree outside of the field of early childhood education with a solid foundation and varied knowledge base in early childhood development and education, and family, agency, and community systems.

ED 124	Introduction to Inclusive Early Childhood Education	3
ED 200	Growth and Development	3
ED 202	Education in a Global Society	3
ED 213	Principles of Teaching in Inclusive Settings	3
ED 265	Emerging Literacy: Literature and Language Development	3
ED 303	Music, Movement, & the Arts	3
ED 312	Infants and Toddlers	3

ED 318	Cognitive Inquiry: Math and Science Methods	3
ED 320	Project Based Learning: Social Studies Methods	3
ED 351	Field Experience: Preschool Education	2
ED 367	Guiding Young Children's Social and Behavioral Development	3
ED 373	Assessment for Learning	3
<u>Choose one from the following:</u>		2
ED 250 or	Field Experience: Kindergarten	
ED 350	Field Experience: Infants & Toddlers	
TOTAL Hours		37

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 CASA Testing.

Early Childhood/Mild Intervention Add-On

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
Total Hours		22

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

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	3
ED 330	Methods of Teaching Science in Elementary School	3
ED 329	Field Experience II: Elementary Education	2
ED 333	Methods of Teaching Mathematics	3

Mild Intervention: Kindergarten/Grade 6 Add-On

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
	Total Hours	25

Mild Intervention: Grades 4, 5, 6 (Intermediate) Add-On

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	3
ED 330	Methods of Teaching Science in Elementary School	3
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
	Total Hours	23

Mild Intervention: Grades 5-12 (Middle School/High School) Add-On

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	
	Total Hours	28

DEPARTMENT OF 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 Business Management, Equine Studies and Equine Training and Instruction. An associate degree is offered in Equine Studies. A minor may be completed in Equine Assisted Therapy, Equine Science or Equine Studies. 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 I - 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 coursework, 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 credit hours of college credit;
2. Attainment of a cumulative GPA of 2.5 or higher;
3. Competence in basic skills such as: routing 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 candidate's academic advisor. 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 field experience (approved by the equine department) related to the student's areas of interest with documented evidence of professional dispositions, values and attitudes. This must be completed before the student's 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 Education 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 (business, general, training/instruction)?
 - c. What personal qualities will I contribute to the equine field?
 - 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 credit hours with a cumulative GPA of 2.5 or above, and b) completed at least one field experience. Typically, candidates will submit letters of application during their sophomore year.

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

Letters received by:	Interview Dates:
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 November 1 depending on the student's graduation date. A Proficient Portfolio must include at least the following information:
 - a. Current résumé;
 - 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 Business Management, Equine Studies 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 GPA 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 a graduation application to the Office of the Registrar.
2. Equine Department advisors verify that candidates have met all program requirements and successfully presented the Proficient Portfolio.

NOTE: All riding courses are offered every semester and require the consent of the instructor.

EQUINE ASSISTED THERAPY

Equine-based approaches are emerging as valuable components of counseling, education and leadership development programs. The Equine Assisted Therapy minor, a collaboration between the Equine Studies Department and the Social and Behavioral Sciences Department, introduces students to this emerging approach to enhancing human psychological well-being and facilitating personal or organizational growth. The curriculum is based on a foundation of theory in human psychological development, experiential learning and the animal-human bond. Students gain skill in the process of planning, implementing and evaluating interventions based on the use of horses and other equines to achieve behavioral, mental health and learning goals throughout the lifespan. Each student selects an emphasis in education/special needs, organizational and leadership development, or mental health. Students taking the minor should be prepared to work directly with horses in the arena and outdoor environments. All equine activities are on the ground (no mounted activities).

Equine Assisted Therapy minor (21 credit hours)

Required Courses: (18 credit hours)

EA 100	Introduction to Equine Assisted Therapy	3 credit hours
EA 200	Horse and Human	2
EA/HS/PS 300	Processes in Equine Assisted Therapy	3
EA 400	Capstone in Equine Assisted Therapy	3
EA/HS/PS 490	Internship in Equine Assisted Therapy	1
PS 111	General Psychology	3
PS 260	Developmental Psychology	3

Elective (choose one based on area of emphasis): (3 credit hours)

Education emphasis

ED 124	Introduction to Inclusive Early Childhood Education	3 credit hours
ED 147	Special Education Law and Procedures	3
ED 203	Effect. Collaborating with Families and Comm. Resources	3
ED 213	Principles of Teaching in Inclusive Settings	3
ED/PS 237	Educational Psychology	3
ED 241	Understanding Mild Disabilities	3
ED 367	Guiding Young Children's Social/Behavioral Development	3
ED 368	Social and Behavioral Development	3

Organizational Leadership Development emphasis

BU 241	Principles of Management	3 credit hours
BU 281	Managerial Communications	3
BU 343	Organizational Behavior	3

Mental Health emphasis

PS 261	Adolescent Psychology	3 credit hours
PS 285	Techniques of Counseling	3
PS 320	Learning	3
PS 360	Abnormal Psychology	3
PS 365	Drug and Alcohol Addiction	3
PS/SO 370	Social Psychology	3
PS 440	Personality	3

EQUINE BUSINESS MANAGEMENT

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.

Equine Business Management - B.S. (44 credit hours)

Required Equine Courses: (32 credit hours)

EQ 100	Orientation to Equine Studies	0 credit hours
EQ 103	First Year Stable Management	1
EQ 105	First Year Stable Management	1
EQ 111	Training and Handling I	3
EQ 200	General Equine Health	3
EQ 201	Equine Nutrition	3
EQ 203	Second Year Stable Management	1
EQ 205	Second Year Stable Management	1
EQ 303	Third Year Stable Management	1
EQ 305	Third Year Stable Management	1
EQ 306	Equine Lameness	3
EQ 403	Fourth Year Stable Management	1
EQ 405	Fourth Year Stable Management	1
EQ 407	Equine Business Management and Facilities Design	3
EQ xxx	Electives	6

Other Required Courses: (15 credit hours)

BI 101	Biology: Unity and Diversity (Woods Core science req.)	(3) credit hours
BU 121	Principals of Accounting I	3
BU 241	Principles of Management	3
BU 251	Principles of Marketing	3
BU 371	Business Law	3
BU 345	Small Business Management	3

EQUINE SCIENCE

The Equine Science minor is designed for pre-vet students, or for those desiring a solid background in Equine Science.

Equine Science minor (18 credit hours)

Required Courses: (16 credit hours)

EQ 200	General Equine Health	3 credit hours
EQ 201	Equine Nutrition	3
EQ 302	Equine Reproduction	3
EQ 306	Equine Lameness	2
EQ 317	Equine Fitness	3
EQ 347	Restraint and Handling Training for Pre-Vet Students	2

Electives:		(2 credit hours)
EQ 211	Principles of Selection	2 credit hours
EQ 294	Equine Genetics	2

EQUINE STUDIES

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.

Equine Studies - B.S. (46 credit hours)

Required Equine Courses:		(43 credit hours)
EQ 100	Orientation to Equine Studies	0 credit hours
EQ 103	First Year Stable Management	1
EQ 105	First Year Stable Management	1
EQ 111	Training and Handling I	3
EQ 200	General Equine Health	3
EQ 201	Equine Nutrition	3
EQ 203	Second Year Stable Management	1
EQ 205	Second Year Stable Management	1
EQ 303	Third Year Stable Management	1
EQ 305	Third Year Stable Management	1
EQ 306	Equine Lameness	3
EQ 403	Fourth Year Stable Management	1
EQ 405	Fourth Year Stable Management	1
EQ 407	Equine Business Management and Facilities Design	3
EQ xxx	Electives	17

Electives:		(3 credit hours)
BU 241	Principles of Management	3 credit hours
BU 251	Principles of Marketing	3

Other Required Courses:		(3 credit hours)
BI 101	Biology: Unity and Diversity (Woods Core science req.)	3 credit hours

Equine Studies - A.S. (32 credit hours)

Required Equine Courses:		(29 credit hours)
EQ 100	Orientation to Equine Studies	0 credit hours
EQ 103	First Year Stable Management	1
EQ 105	First Year Stable Management	1
EQ 111	Training and Handling I	3
EQ 200	General Equine Health	3

EQ 201	Equine Nutrition	3
EQ 203	Second Year Stable Management	1
EQ 205	Second Year Stable Management	1
EQ 407	Equine Business Management and Facilities Design	3
EQ xxx	Electives	13

Electives: (3 credit hours)

BU 241	Principles of Management	3 credit hours
BU 251	Principles of Marketing	3

Other Required Courses: (3 credit hours)

BI 101	Biology: Unity and Diversity (Woods Core science req.)	3 credit hours
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Equine Studies minor (20 credit hours)

Required Equine Courses: (20 credit hours)

EQ 100	Orientation to Equine Studies	0 credit hours
EQ 103	First Year Stable Management	1
EQ 105	First Year Stable Management	1
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
EQ xxx	Electives	6

EQUINE TRAINING AND INSTRUCTION

Equine Training and 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, instructing or a combination of both. An emphasis on therapeutic riding may also be added.

Equine Training and Instruction - B.S. (46 credit hours)

Required Equine Courses: (43 credit hours)

EQ 100	Orientation to Equine Studies	0 credit hours
EQ 103	First Year Stable Management	1
EQ 105	First Year Stable Management	1
EQ 111	Training and Handling I	3
EQ 200	General Equine Health	3
EQ 201	Equine Nutrition	3
EQ 203	Second Year Stable Management	1
EQ 205	Second Year Stable Management	1

EQ 214	Theory of Basic Training	2
EQ 215	Theory of Equitation	2
EQ 242	Introduction to Equine Instruction	2
EQ 291*	Equipment and Preparation, English	2
EQ 292*	Equipment and Preparation, Western	2
EQ 303	Third Year Stable Management	1
EQ 305	Third Year Stable Management	1
EQ 306	Equine Lameness	3
EQ 316	Basic Schooling	2
EQ 403	Fourth Year Stable Management	1
EQ 405	Fourth Year Stable Management	1
EQ 407	Equine Business Management and Facilities Design	3
EQ xxx	Electives	2
EQ xxx	Riding courses	8

* choose one

Electives: (3 credit hours)

BU 241	Principles of Management	3 credit hours
BU 251	Principles of Marketing	3

Other Required Courses: (3 credit hours)

BI 101	Biology: Unity and Diversity (Woods Core science req.)	3 credit hours
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DEPARTMENT OF LANGUAGES AND LITERATURE

CREATIVE WRITING

College faculty encourage and prepare aspiring writers for a lifelong 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, theatre, 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 online publication.

Creative Writing - B.A. (39 hours)

Required Courses:	(33 credit hours)
EN 150 Publication Production (repeat 3 times)	1 credit hour
EN/TA 151 Interpretive Reading and 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/TA 327 Drama	3
EN 353 Women Writers	3
EN 420 Fiction	3
JM 100 Media Reporting	3
JM 101 Introduction to Mass Media	3

Electives: (6 credit 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)

Required Courses:	(18 credit hours)
EN 212 Creative Writing	3 credit hours
EN 312 Advanced Creative Writing	3
EN 320 Poetry	3
EN 321 Creative Nonfiction	3
EN/TA 327 Drama	3
EN 420 Fiction	3

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.

One-half of the total credit hours required in the English major or minor must be taken at the College. In addition, students must receive a final grade of “C” or better in all required courses within the English major.

English - B.A. (39 credit hours)

Required courses:	(39 credit hours)
EN 212 Creative Writing	3 credit hours
EN 222 Literature and Myth	3
EN 229 British Literature	3
EN 232 American Literature	3
EN 235 American Women Writers	3
EN 320 Poetry	3
EN 321 Creative Nonfiction	3
EN/TA 341 Age of Shakespeare	3
EN 353 Women Writers	3
EN 420 Fiction	3
EN 450 Modern World Literature	3
EN 480 Topics in English	3
EN xxx Elective - Talk with your academic advisor for details.	3

English minor (18 credit hours)

Required courses:	(18 credit hours)
EN 222 Literature and Myth	3 credit hours
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 EDUCATION

See “English Education Grades 5-12” in the Education Department, pages 62-63.

FRENCH

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, and French companies also own or have a major investment in many companies in this country.

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

French minor (24 credit hours)

Required Courses:	(18 credit hours)
FR 211 Intermediate French I	3 credit hours
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 of the following courses:	(3 credit hours)
FR 371 French Culture and Civilization	3 credit hours
FR 372 Francophone Culture and Civilization	3

Choose one of the following courses:	(3 credit hours)
FR 280 Topics in French Studies	1-3 credit hours
FR 291 Business French	3
FR 361 Survey of Literature in French	3
FR 480 Topics in French Studies	1-3

- Upon completion of two classes beyond the intermediate level (211, 212) with a grade of B or better, and having satisfied the other requirements for a minor, a student will be awarded credit by validation (no grade) for level skipped (211/212)

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/or 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.

One-half of the total credit hours required in the Humanities major must be taken at the College. In addition, students must receive a final grade of “C” or better in all required courses within the Humanities major.

30 credit hours required. Courses applied toward this major cannot be applied to Woods Core requirements. Students majoring or minoring in history, literature, philosophy or theology must choose an area of concentration different from the second major or minor. Coursework should always be chosen in consultation with your academic advisor.

Humanities - B.A. (30 credit hours)

Required Courses: (24 credit hours)

(Courses used to fulfill Woods Core may not also be counted in the major)

EN xxx	Literature Electives	6 credit hours
HI xxx	History Electives	6
ID xxx	Interdisciplinary Elective	3
PH xxx	Philosophy Electives	6
TH xxx	Theology Elective	3

Area of Concentration: (6 credit hours)

Electives from any one of: history, literature, philosophy or theology 6 credit hours

SPANISH

With an increasingly global economy, many American companies are doing business with Spanish-speaking countries in 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 résumé and improves chances to get a job in business, education, social services, computer information technology and other fields.

Spanish minor (24 credit hours)

Required Courses: (18 credit hours)

SP 211	Intermediate Spanish I*	3 credit hours
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

- When they complete the minor, students who enter at the SP 231 level may receive credit, but no grade, for SP 211 and SP 212 upon completion of SP 231 and SP 331 with a grade of “B” or better.
- Upon completion of two classes beyond the intermediate level (211, 212) with a grade of B or better, and having satisfied the other requirements for a minor, a student will be awarded credit by validation (no grade) for level skipped (211/212)

Choose one of the following courses: (3 credit hours)

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

Choose one of the following courses: (3 credit hours)

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

DEPARTMENT OF MUSIC AND THEATRE

Music

Music Area Mission Statement

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 is dedicated to offering degrees, programs, and courses designed to prepare students as musicians, music therapists, and appreciators of music. A common core liberal arts music curriculum is central to all undergraduate music degree programs.

Music Area Goals

These degrees and programs are designed to foster:

- A broad background of musical experiences
- 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 ability to perform appropriate to student's area of study.

Auditions for all prospective majors in Music are required. Prospective music therapy majors also 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 or voice. 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 a music therapy internship. 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 - B.A. (43 - 45 credit hours)

Required Music Core Courses:

	(43 - 45 credit hours)
MU 025 Convocation	0 credit hours
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 213 Music and Technology	2
MU 215 Music Theory III	3
MU 225 Music Theory IV	3
MU 321 Music History I	3

MU 322 Music History II	3
MU 323 Music History III	3
MU xxx Music Elective	3
MU xxx Applied music area	7-8
MU xxx Ensemble	7-8

The student who chooses a concentration in voice and 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 credit hours)

MU 011 Piano Class I	1 credit hour
MU 012 Piano Class II	1
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 xxx Applied Music: At least 4 semesters of study in the principal instrument or voice	4
MU xxx Ensemble: At least 4 semesters of participation in ensemble	4
MU 322* Music History II	3
MU 323* Music History III	3
MU xxx Music electives	1-3

* choose one

MUSIC THERAPY

Music therapy students receive supervised clinical training and education in the use of musical, clinical and interpersonal skills to address healthcare needs of varied populations in individual and group settings. Students get practical applied experience in the types of facilities in which graduates are often hired: schools, hospitals, nursing homes, rehabilitation centers, psychiatric facilities, etc.

Proficiency Examinations

Music therapy majors must demonstrate competent music skills as outlined in the American Music Therapy Association Professional Competencies in voice, piano, guitar and percussion. In addition, music therapy majors must pass the Piano Proficiency Examination [core and music therapy sections (Parts I and II)] and the Guitar/Voice Competency Examination (Parts I and II) before beginning internships.

Students are responsible for scheduling the Guitar/Voice Competency Examinations with the music therapy faculty. For campus students, Guitar/Voice Competency Examination Part I must be taken at the end of the 4th semester (unless otherwise determined by faculty), and for Distance students this exam is taken at the beginning of the second or third semester. This examination must be passed before taking Guitar/Voice Competency Examination Part II. Each examination can be taken no more than three times. If a student is unable to pass the Guitar/Voice Competency examination after 3 attempts, as part of a remediation plan, he or she may be restricted from moving on in the clinical training sequence until the exam is passed. The Core Piano Proficiency Examination can be taken at any time, as determined by the piano instructor/faculty. The music therapy section of the Piano Proficiency should not be taken until

after MU 344 Clinical Improvisation has been successfully completed. For Music Therapy Equivalency (Distance) students, examination timelines can be acquired from the Director of Music Therapy. Additional details regarding proficiency and competency examinations will be made available in the Music Student Handbook.

Clinical Training Requirements

Students must complete at least 1,200 clock hours of music therapy clinical training. A minimum of 180 pre-internship hours are accrued in field/practicum experiences (in conjunction with Practicum course sequence). A minimum of 900 hours are accrued during internship. Successful completion of the internship is a degree requirement. Admission to the internship requires: a cumulative GPA of 2.0; an average of 2.5 in all music courses; a “C-” or better in all music therapy courses; and a recommendation from the Director of Music Therapy. Study of the applied instrument and ensemble participation are required each semester except during the internship. Requirements are specified in the Individual Training Plan which is presented to students at the commencement of their first practicum by their academic advisor, and reviewed each academic year until completion of the program.

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 - B.S. (82-84 credit hours)

Required Music Core Courses:

	(43 - 45 credit hours)
MU 025 Convocation	0 credit hours
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 213 Music and Technology	2
MU 215 Music Theory III	3
MU 225 Music Theory IV	3
MU 321 Music History I	3
MU 322 Music History II	3
MU 323 Music History III	3
MU xxx Music Elective	3
MU xxx Applied music area	7-8
MU xxx Ensemble	7-8

Required Music Therapy Courses:

	(29 credit hours)
MU 011*Piano Class I or MU 329* Secondary Voice	2 credit hours
MU 242 Clinical Musicianship	1
MU 243^Conducting I (Music Core elective)	(2)
MU 282 Music as Therapy	3
MU 283 Therapeutic Processes in Music Therapy	2
MU 342 Guitar Techniques I	1
MU 344 Clinical Improvisation	2
MU 352^Percussion Techniques I (Music Core elective)	(1)

MU 383 Music Therapy Clinical Skills I	3
MU 384 Music Therapy Clinical Skills II	3
MU 386 Music Therapy Seminar I	0.5
MU 484 Music Psychology	2
MU 485 Research in Music Therapy	2
MU 486 Music Therapy Seminar II	0.5
MU 490 Music Therapy Internship	2-6
MU 491 Music Therapy Internship II (if needed)#	1-6

A total of 3 credits and 180 clinical hours by taking a sequence of practica.	+ 3
MU 157 Music Therapy Practicum I	(0.5)
MU 256 Music Therapy Practicum IIa	(0.5)
MU 257 Music Therapy Practicum IIb	(0.5)
MU 356 Music Therapy Practicum IIIa	(0.5)
MU 357 Music Therapy Practicum IIIb	(0.5)
MU 456 Music Therapy Practicum IVa	(0.5)
MU 457 Music Therapy Practicum IVb	(0.5) – optional

Other Required Courses: 10 credit hours

BI 230 Anatomy and Physiology (applies toward Woods Core Science**)	(3)
MA 253 Statistics (Woods Core Math)	(3)
PE xxx Dance	1
PS 111 General Psychology (Woods Core Social Science)	(3)
PS 260 Developmental Psychology	3
PS 285 Techniques of Counseling	3
PS 360 Abnormal Psychology	3

NOTES:

* Choose one of MU 011 or MU 029, based on primary applied instrument.

** BI 230 is an approved substitution to the Woods Core Science requirement for Music Therapy majors.

^ MU 243 and MU 352 count as Music Core electives, and are not included in the total of Music Therapy credit hours.

A Music Therapy Internship experience requires the following: completion of at least 900 clock hours; achievement of all professional competencies and; at least 4 academic credits. If any of those elements are incomplete after finishing MU 490, the student must register for MU 491. The advisor will assist the student regarding amount of credit to register for in each Internship course, according to that student's needs.

+ MT Practicum courses are typically taken for 0.5 or 1 credit each semester over 3-7 semesters. An MT elective can be taken for 1 credit with instructor approval: MU 367 Intensive Music Therapy Practicum, typically in the summer.

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.

MUSIC THERAPY EQUIVALENCY

The Music Therapy Equivalency (MTE) is a non-degree option designed for men and women who have completed a degree in music.* The course of study is tailored to meet the needs of each student; credit requirements depend upon courses already completed. Students may be exempt from certain requirements if they have taken equivalent courses. The admission process includes completion of a special application form (Application for Non-Degree Student),

application fee, official transcripts, interview and audition. Placement examinations may be necessary. All clinical training and proficiency requirements apply to both equivalency students and undergraduate students. Music therapy

MTE Campus Program			MTE Distance Program		
MU 282	Music as Therapy	3	MU 282	Music as Therapy	3
MU 242	Clinical Musicianship	1	MU 250	MTED Clinical Musicianship	1
MU 283	Therapeutic Processes	2	MU 283	Therapeutic Processes	2
MU 157	Music Therapy Practicum I	0.5	MU 258	MTED Practicum I	1
MU 256	Music Therapy Practicum IIa	0.5			
MU 257	Music Therapy Practicum IIb	0.5	MU 358	MTED Practicum II	1
MU 356	Music Therapy Practicum IIIa	0.5			
MU 357	Music Therapy Practicum IIIb	0.5	MU 458	MTED Practicum III	1
MU 456	Music Therapy Practicum IVa	0.5			
MU 457	Music Therapy Practicum IVb (opt.)	0.5			
MU 344	Clinical Improvisation	2	MU 344	Clinical Improvisation	2
MU 383	Music Therapy Clinical Skills I	3	MU 383	Music Therapy Clinical Skills I	3
MU 384	Music Therapy Clinical Skills II	3	MU 384	Music Therapy Clinical Skills II	3
MU 243	Conducting (if not taken in bachelor's degree)	2	MU 350	Conducting (if not taken in bachelor's degree)	1
MU 386	Music Therapy Seminar I	0.5	MU 450	MTED Seminar	2
MU 486	Music Therapy Seminar II	0.5			
MU 352	Percussion Techniques	1	MU 455	Expressive Movement	1
MU 484	Music Psychology	2	MU 484	Music Psychology	2
MU 485	Research in Music Therapy	2	MU 485	Research in Music Therapy	2
MU 490	Music Therapy Internship	4	MU 490	Music Therapy Internship	4
Total Hours (Campus)		29	Total Hours (Distance)		29

Supportive Courses (required for Equivalency):

BI 230 Anatomy and Physiology 3 (or BI 101 Biology 3)

MA 253 Statistics 3

PS 260 Developmental Psychology 3

PS 360 Abnormal Psychology 3

Plus one of the following:

PS 237 Educational Psychology 3

PS 285 Techniques of Counseling 3

DEPARTMENT OF NURSING

The mission of Saint Mary-of-the-Woods Nursing Program is to provide a value-added education that produces professional nurses who think critically, engage in lifelong leadership, and effect positive change in a spirit of service and social responsibility.

Nursing, as a specialized discipline, is centered on the major constructs of communication/collaboration, health promotion, safety, compassionate care, leadership/management, social justice, and professionalism. Nursing education is the dynamic, intentional partnership between students and faculty to successfully prepare a competent professional nurse. The educational process takes into consideration students' learning styles, teaching and learning theory, and effective education and remediation methods for both campus and distance education. Clinical skills and reasoning are developed through presentations, multi-media sources, case-studies, concept maps, simulations, clinical instruction, and preceptored experiences.

Nursing Course Transfer Policy

The design of nursing courses and curricula are unique to individual programs. In order for a nursing course to be accepted for course equivalence, a syllabus comparison will be conducted by an expert nurse educator in the subject area and the course content must be at least an 80% match for a course substitution. Transfer students must complete 30 credit hours at SMWC. Additional electives or a declared minor may be needed to complete the 120 credit hours for the baccalaureate degree to be awarded.

RN-BS in NURSING

This degree completion track is designed for the licensed registered nurse. Nursing courses are offered during an 8 week format and are delivered online. Clinical are arranged through contact agreements and local area nurses that serve as clinical preceptors. Students are assigned a nursing faculty member as an academic advisor to guide the student through the program of study. The program emphasizes the theoretical and clinical practice components to advance the learner to the level of professional nurse, and as a bridge to graduate studies. Requirements consist of nursing courses, cognate non-nursing courses, and general education courses.

Nursing - B.S. (36 credit hours)

Required Nursing Courses: (19 credit hours)

NU 305	Professional Nursing	3 credit hours
NU 355	Nursing Research	3
NU 455	Nursing Leadership	3
NU 485	Population Focused Nursing (clinical course)	5
NU 495	Professional Role (clinical course)	5

Required Cognate Non-nursing Courses: (8 credit hours)

BI 251	Bioethics	2 credit hours
MA 253	Statistics or BI 253 Biostats	3
PS 486	Crisis Intervention	3

Required General Studies:

(9 credit hours)

WC 100 Into the Woods

3

TH 200 Intro to Religion

3

WC 4XX Select one Woods Senior Capstone

3

DEPARTMENT OF SCIENCES AND MATHEMATICS

The Department of Sciences and Mathematics at Saint Mary-of-the-Woods College aims to develop future scholars in natural sciences and mathematics. Our dedicated faculty members strive to create an environment that promotes close, productive student-faculty and student-student interaction and instills a sense of community in students. Our rigorous curriculum endeavors to build a knowledge base that supports critical thinking and problem solving skills, and to enable students to efficiently put theory into practice. Our modern, hands-on approach provides students with an effective learning environment that prepares them for the challenges of the future.

As part of a liberal arts college, we encourage collaboration that transcends traditional disciplinary boundaries and fosters academic relationships with members of other departments. We are committed to inspire our students to utilize their education to become future leaders and to stimulate positive change in our global society.

Sciences and Mathematics Transfer Policy

Since the world is constantly changing, caution is used in accepting science and mathematics transfer credit based on the age of the credits. Generally, the transferred course must have been taken within ten years of enrollment at SMWC. Some exceptions to this ten year rule may apply when the student is currently employed in related fields. At least 50% of the total hours required for each major or minor within the Department of Sciences and Mathematics must be taken at SMWC. Students may also choose to gain credit through a CLEP exam or APL. CLEP and/or APL do not count as credit earned at SMWC and therefore do not apply toward the 50% rule of course credits in the major or minor.

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 the Education Department section of the catalog).

Biology - B.S. (50 credit hours)

Required Courses:		(38 credit hours)
BI 141	Principles of Biology I	4 credit hours
BI 142	Principles of Biology II	4
BI 225	Science Communications I	0
BI 226	Science Communications II	0
BI 325	Science Communications III	1
BI 326	Science Communications IV	1
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
BI 426	Science Communications VI	1
CH 115	General Chemistry I	4
CH 116	General Chemistry II	4

Choose three: (12 credit hours)

BI 221	Plant Biology	4 credit hours
BI 332	Anatomy	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 credit hours)

Required Courses: (8 credit hours)

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

Choose three: (12 credit hours)

BI 334	Physiology	4 credit hours
BI 336	Cell Biology	4
BI 341	Ecology	4
BI 342	Genetics	4

Or choose two from above, plus one from below: (12 credit hours)

BI 221	Plant Biology	4 credit hours
BI 332	Anatomy	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 in Biology	4

CHEMISTRY

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 one semester of Biochemistry.

Chemistry minor (20 credit hours)

Required Courses:		(20 credit hours)
CH 115	General Chemistry I	4 credit hours
CH 116	General Chemistry II	4
CH 222	Organic Chemistry I	4
CH 322	Organic Chemistry II	4
CH 323	Biochemistry	4

ENVIRONMENTAL SCIENCE

The future of humans, society and the Earth is going to hinge on the appropriate use of natural resources, innovative ideas and conservation. These are the focal areas of environment science. With a major or minor in environmental science, students can be at the forefront of these issues.

This major prepares and enables students to understand the fundamental concepts in ecology, conservation, natural history, green technology and wildlife identification and management, all areas with future growth in the job market, and to use those concepts to solve the multitude of environmental problems and make substantive change for the betterment of our world. Through an interdisciplinary approach, students will learn about the history of environmental concerns, biomes and species interactions with each other and their environment. Students will also study population dynamics, toxicology, energy sources, land use management and other related topics.

For the environmental science major, students will choose between two concentrations:

Wildlife/Conservation – In this track, students will examine wildlife as a natural resource, through conservation, ecology and management. They will experience hands-on opportunities, analysis of wildlife and natural resource problems and understanding basic ecological concepts associated with wildlife. In addition, they will study habitat management practices, identification of wildlife species, analysis of policies, laws and regulations, and use and management of natural resources.

Chemistry – In this track, students will use the fundamental principles of chemistry to gain an understanding of the source, fate and reactivity of compounds in natural and polluted environments. They will study environmental implications of energy utilization and the chemistry of the atmosphere, hydrosphere and lithosphere. They will also discuss environmental issues including climate change, air pollution, stratosphere ozone depletion, pollution and treatment of water sources and the utilization of insecticides and herbicides.

Environmental Science – B.S. (54-57 credit hours)

Required Courses:		(30 credit hours)
BI 141	Principles of Biology I and lab	4
BI 142	Principles of Biology II and Lab	4
CH 115	General Chemistry I	4
CH 116	General Chemistry II	4
CH 250	Environmental Chemistry	4
BI/EV 370	Applications of Environmental Science	4

BI 225	Science Communication	0
BI 226	Science Communication	0
BI 325	Science Communication	1
BI 326	Science Communication	1
BI 426	Science Communication	1
BI 411	Undergraduate Research	2
BI 412	Undergraduate Research	1

Research or approved program or internship (6) - Sci Comm series (BI 225, BI 226, BI 325, BI 326, BI 411, BI 426, BI 412)

Math Component (3)

MA 240	Ecological Math Modeling	3
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**It is highly recommended that students in the environmental science major take MA 253 or BI 253 as the Woods Core math component.*

Chemistry concentration (15)

CH 222	Organic I	4
CH 322	Organic II	4
CH 323	Biochemistry	4
BI 240	Animal Nutrition	3

Biology/Wildlife concentration (15-16)

BI 341	Ecology	4
BI 340	Conservation	4
BI 450	Wildlife Management	4

Choose 1 of the following 3 – can use either of other two as electives

BI 261	Natural History of Indiana	3
ID 460	Sustainable Foods	3
BI 335	Animal Behavior	4

Electives (choose two – must be a minimum of 6 hrs)

BI 221	Plant Biology	4
BI 260	Field Biology	1-3
BI 331	Invertebrate Zoology	3
EV 350	Environmental Law	3
BI 351	Microbiology	4
ID 437	Environmental Ethics	3
BI 410	Evolution	4
BI 480	Topics in Biology	1-4
BI 261	Natural History of Indiana (Cannot be used for Wildlife requirement above and as elective)	3
ID 460	Sustainable Foods (Cannot be used for Wildlife requirement above and as elective)	3
BI 335	Animal Behavior (Cannot be used for Wildlife requirement above and as elective)	4
BI 341	Ecology (Chemistry Concentration Only – highly recommended)	4
BI 340	Conservation (Chemistry Concentration Only)	4
BI 450	Wildlife Management (Chemistry Concentration Only)	4

Environmental Science Minor (22-23 credit hours)

BI 141	Principles of Biology I	4
BI 142	Principles of Biology II	4
BI 341	Ecology	4
BI 260	Natural History of Indiana	3
BI 370	Applications of Environmental Science	4

One elective from the following: (Must be a minimum of 3 credit hours)

BI 221	Plant Biology	4
BI 260	Field Biology	1-3
MA 240	Ecological Math Modeling	3
BI 253	Biostatistics	3
BI 335	Animal Behavior	3
BI 340	Conservation	4
EV 350	Environmental Law	3
BI 410	Evolution	4
BI 450	Wildlife Management	4
ID 460	Sustainable Foods	3
BI 480	Topics in Biology	1-4

ENVIRONMENTAL STUDIES

A minor in Environmental Studies helps students 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 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 credit hours)

Required Courses:		(9 credit hours)
BI/EV 261	The Natural History of Indiana	3 credit hours
EV 350	Environmental Law	3
EV 490	Internship	3

Choose one:		(3-4 credit hours)
BI/EV 100	Environmental Concerns	3 credit hours
BI 340	Conservation	4

Choose one:		(3 credit hours)
BI 101	Biology: Unity and Diversity	3 credit hours
CH 101	Chemistry for Changing Times	3

Choose one:

ID 437 Environmental Ethics
 ID 460 Sustainable Foods

(3 credit hours)

3 credit hours

3

HEALTH AND WELLNESS

The future of our society depends on the health of its people. In fact, Hans Rosling in a TED talk, makes the argument that the health of the people determines the prosperity of the country. Understanding and promoting better health are the focal areas of the proposed health and wellness major. Although Saint Mary-of-the-Woods College has the pre-Professional program which includes pre-Med, pre-Vet, and pre-allied health and a biology major, adding this major to SMWC seems timely as it fits well with the mission of the College and as we explore the prospects of a nursing program. Health care remains one of the areas where job growth is expected and could provide opportunities for students interested in health care, but not professional careers. The community has resources which include the Sisters of Providence and their health care facilities on campus as well as two major hospitals in the Terre Haute community, many doctors' offices, and for profit and not-for-profit business as interested in wellness. The major could easily have a minor (highlighted with the *) and might build towards a master's program as well. The SMWC version of this major will prepare students to understand the breadth of opportunities in the healthcare arena. These are all areas with future growth in the job market. Potential careers include environmental health specialists, epidemiologists, food protection and safety technicians, health promotion and planning developers, researchers, health statisticians, wellness promoter for businesses, colleges, or insurance companies.

Health and Wellness – B.S. (48-51 credit hours)**Required Courses:****(48-51 credit hours)**

BI 141 Principles of Biology I	4 credit hours
BI 142 Principles of Biology II	4
BI 263 Medical Terminology	3
BI 251 Bioethics	2
BI 253 Biostatistics	3
BI 337 Human Anatomy	4
BI 334 Physiology	4
BI 490 Internship	3-6
HW 155 Introduction to Health and Wellness	3
HW 255 Introduction to Public Health	3
HW 256 Environmental Health	3
HW 353 Epidemiology	3
HW 355 The Science of Nutrition	4
HW 421 Seminar in Health Issues	2
ID/BI/HW 450 Global Health	3

Health and Wellness minor (21 credit hours)**Required Courses:****(21 credit hours)**

BI 263 Medical Terminology	3 credit hours
HW 155 Introduction to Health and Wellness	3
HW 255 Introduction to Public Health	3
HW 256 Environmental Health	3
HW 355 The Science of Nutrition	4
HW 421 Seminar in Health Issues	2
ID/BI/HW 450 Global Health	3

Life Science Education

See “Life Science Education Grades 5-12” in the Education Department, pages 63-64.

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 Woods Core requirement.

Mathematics - B.S. (37 credit hours)

Required Courses: (34 credit hours)

CS 161	Programming I	3 credit 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

Choose one: (3 credit hours)

MA 341	Geometry	3 credit hours
MA 352	Advanced Statistics with Applications	3

Mathematics minor (18 credit hours)

Required Courses: (18 credit hours)

MA 121	Calculus I	3 credit hours
MA xxx	Electives (any MA courses except MA 101, 105, 133 or 461)	15

MATHEMATICS EDUCATION

This program prepares teacher candidates to teach mathematics to students in senior high, junior high and middle school settings. Program requirements are listed under “Mathematics Education Grades 5-12” in the Education Department, pages 64-65.

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 or 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 - B.S. (52 credit hours)

Required Courses:	(48 credit hours)
BI 141 Principles of Biology I	4 credit hours
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
Choose one:	(4 credit hours)
CH 322 Organic Chemistry II	4 credit hours
CH 323 Biochemistry	4

Recommended for Woods Core:

MA 121 Calculus I

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 education program, provides the background for students to apply to the professional programs and/or take the appropriate admissions 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 32 hours with at least a 3.0 (3.3 for Pre-Vet, Pre-Med, and Pre-PT), may apply for admission to the Pre-Professional program by following the prescribed processes indicated in the Gateway for Admission to the Pre-Professional Studies Program. 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, internship and volunteer experiences in the candidate's 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 Admission Procedure

Students who wish to complete the Pre-Professional Studies program must meet the requirements of an assessment system. This assessment provides faculty the opportunity to formally assess candidates' capabilities as prospective majors in the Pre-Professional disciplines, and to support the candidates in becoming competent, caring professionals. The criteria are meant to assist the students in evaluating their likelihood of admittance to a professional program and sustainability of the students in the Pre-Professional Studies program. The following policies and procedures apply to all students seeking a Pre-Professional Studies degree:

Gateway - Admission to the Pre-Professional Studies program

Upon admission to the College, students will be listed as Biology majors until they matriculate into the Pre-Professional program. Criteria for admission to the Pre-Professional Studies program area are as follows:

1. Completion of a minimum of 32 hours of college credit;
NOTE: Early application - Upon recommendation of the chairperson and/or the academic advisor, the student may apply during the semester in which she is completing her 32nd credit hour. However, the student must have attained a minimum cumulative GPA of 3.0 (3.3 for Pre-Vet, Pre-Med and Pre-PT) at both the beginning and the end of the semester. If upon completion of the 32nd credit hour the GPA falls below 3.0 (3.3 for Pre-Vet, Pre-Med and Pre-PT), the student will need to re-apply for admission upon re-establishing the minimum GPA requirement of 3.0 (3.3 for Pre-Vet, Pre-Med and Pre-PT).
2. Attainment and maintenance of a cumulative GPA of 3.0 or higher (3.3 for Pre-Vet, Pre-Med and Pre-PT);
3. Competence in basic skills such as: Successful completion (grade of "C" or better) of Principles of Biology I and II, or equivalent; successful completion of Pre-Calculus, or College Algebra and Trigonometry, or Statistics/Biostatistics, or equivalent; written and oral communication.
NOTE: Candidates achieving below the passing score will be provided a Skills/Academic Enhancement Plan written by the candidate's academic advisor and approved by the department. Candidates on such a plan may be *Conditionally Admitted* (see definition below) to the Pre-Professional Studies program. All conditions must be removed for candidates to pass this Gateway.
4. Completion and submission of a letter of application to the department chairperson.
NOTE: The department will review the letter of application and determine who is admitted to the program.
5. Application to the program must occur **before** completion of the 90th credit hour.

Gateway Application Procedures

1. Submit a typewritten letter addressed to the Chairperson, Department of Sciences and Mathematics, Saint Mary-of-the-Woods College, Saint Mary of the Woods, IN 47876. Address the following:
 - a. Why have I chosen the Pre-Professional Studies program?
 - b. Why have I chosen the specific discipline within the Pre-Professional Studies program (Veterinary, Medical, Dental, PT, OT, etc)?
 - c. What personal qualities will I contribute to the program?
 - d. How will I exemplify responsible commitment to the Pre-Professional discipline chosen?
 - e. The letter of application should indicate appropriate GPA, explanation of extracurricular and leadership activities, internships and volunteer experiences in the candidate's desired field of study, and career goals and interests, as they pertain to the Pre-Professional Studies program.
2. Upon receipt of the letter of application, the letter will be reviewed by all members of the department. Upon acceptance of the letter of application candidates will be scheduled to participate in a formal interview with an evaluation team from the department.

Candidates should be prepared to discuss the following: a) current personal/professional strengths as a prospective

Pre-Professional Studies student; b) how the candidate's personal dispositions relate to the chosen discipline within Professional Studies; and c) the candidate's personal plan and timeline for successful completion of the Pre-Professional Studies program as well as matriculation to the Professional level.

Upon completion of the interview, the department will recommend one of the following:

- a. *Unconditional Admittance* - Candidate has successfully passed all requirements. Required minimums must be maintained.
 - 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 department. Candidates must submit a new letter of application to request that their admission status be changed from *Conditional* to *Unconditional* within one academic year or other date determined by the department. If there is no change in status or no re-application occurs, the candidate will be removed from the program.
 - c. *Not Admitted* - Candidate has not passed. This status may pertain to students who do not display the appropriate dispositions, values, attitudes or skills that are necessary for success in the Pre-Professional Studies program.
3. The department will make final decisions and inform candidates of their status within one month after the interview is complete.
 4. The grade of "C" or better must be obtained in all courses required for the major. A minimum GPA of 3.0 (3.3 for Pre-Vet, Pre-Med and Pre-PT) must be achieved/maintained.
 5. At least 50% of all earned credits for the major courses must be completed at SMWC.

Pre-Professional Studies - B.S. (54 credit hours)

Required Courses:

		(54 credit hours)
BI 141	Principles of Biology I	4 credit hours
BI 142	Principles of Biology II	4
BI 225	Science Communications I	0
BI 226	Science Communications II	0
BI 325	Science Communications III	1
BI 326	Science Communications IV	1
BI 334	Physiology	4
BI 342	Genetics	4
BI 411	Undergraduate Research	2
BI 412	Undergraduate Research	1
BI 426	Science Communications VI	1
BI xxx	Biology elective	4
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

Recommended for Woods Core:

MA 121	Calculus I	3 credit hours
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DEPARTMENT OF SOCIAL AND BEHAVIORAL SCIENCES

The faculty of the Social and Behavioral Sciences Department at Saint Mary-of-the-Woods College is actively involved in research, practice and advocacy; bringing real-world applications of the social sciences to the classroom. We employ innovative teaching techniques, and strive to provide service and experiential learning opportunities to take learning beyond the classroom.

As a student, you will have opportunities to participate in original research, present findings at regional and national conferences and gain practical experiences in the social sciences through practicum and internship experiences.

CRIMINOLOGY

The Criminology major at Saint Mary-of-the-Woods College emphasizes a social science understanding of crime and criminal behavior with an emphasis on critical reading, writing and research. Students complete 24 credit hours of Criminology core courses and another 12 credit hours in their concentration area. Students may choose either a Psychology or a Sociology concentration. The hours completed in the concentration area can be tailored to fit the student's particular area of interest, and these courses must be approved by the student's academic advisor.

Criminology - B.S. (36 credit hours)

Required Core Courses:	(24 credit hours)
CR 111 Introduction to Criminal Justice	3 credit hours
CR 200 Juvenile Justice	2
CR 211 Corrections	3
CR 320 Junior Seminar	1
CR 330 Interviewing and Investigating	3
CR 331 Criminal Law and Procedure	3
CR 490 Internship or Culminating Project	3
GO 335 Inside the Governments	3
HS 250 Ethical and Legal Issues	3

PSYCHOLOGY CONCENTRATION: (12 credit hours)

NOTE: PS 111 General Psychology and MA 253 are required within Woods Core.

Required Course:	(3 credit hours)
PS 312 Research Methods	3 credit hours

Electives: (9 credit hours)

PS 285 Techniques of Counseling	3 credit hours
PS 360 Abnormal Psychology	3
PS 365 Drugs and Alcohol	3
PS 370 Social Psychology	3
PS 486 Crisis Intervention	3

Or any other advisor-approved Psychology course

SOCIOLOGY CONCENTRATION: (12 credit hours)

NOTE: SO 211 Introduction to Sociology and MA 253 are required within Woods Core.

Required Courses: (6 credit hours)

SO 323	Crime and Deviance	3 credit hours
SO 415	Research Methods in Social Science	3

Electives: (6 credit hours)

SO 212	Social Problems	3 credit hours
SO 321	Sociology of Families	3
SO 324	Racial and Cultural Minorities	3
SO 340	Sex, Gender and Society	3
Or any other advisor-approved Sociology course		

EQUINE ASSISTED THERAPY

For information about the Equine Assisted Therapy minor, please see page 80.

HISTORY

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.

History minor (18 credit hours)

Required Courses: (18 credit hours)

HI 211	United States History to 1877	3 credit hours
HI 212	United States History Since 1877	3
HI 332	World Civilizations II	3
HI xxx	History electives	9

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 2.5 GPA 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 - B.S. (49 credit hours)

Required Courses: (43 credit hours)

BU 461	Not-for-Profit Administration	3 credit hours
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/Community Methods	3
HS 411*	Human Services Practicum II	5
PL 200	Law, Ethics and Society	3
PS 111	General Psychology	3
PS 285	Techniques of Counseling	3
PS 360	Abnormal Psychology	3
SO 211	Introduction to Sociology	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

* Course must be taken at Saint Mary-of-the-Woods College. APL, transfer credit, and substitution are not accepted.

Electives: (6 credit hours)

Course as approved by the advisor.

Other Required Courses: (3 credit hours)

MA 253 Statistics (Woods Core mathematics requirement) 3 credit hours

PARALEGAL STUDIES

Paralegal Studies Program Mission

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

American Bar Association Approval

The Paralegal Studies program at Saint Mary-of-the-Woods College has been approved by the American Bar Association (ABA). 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 Studies 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.

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 places 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/professional community, and modifying or upgrading curricula, personnel, facilities and equipment; and
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 program, and 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 to 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 materials.
 - Measure: Students will prepare a portfolio of personal information, research and writing assignments.
 - Standard: At least 80% of all students will receive a grade of “B” or better on this portfolio.
 4. To demonstrate readiness for entry level employment as a paralegal.
 - Measure: Students will prepare résumés, 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 technology, 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 better.
 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 the 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 résumés.
 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 will need to be familiar with the UPL rules and regulations for the state within which you are working.

Law School

There is no magic major which will ensure 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 (GPA), LSAT scores, letters of recommendation, work experience and state of residency. Other criteria are also considered, such as extracurricular activities 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.

Note: The ABA requires that students in an ABA-approved program must complete 10 hours of legal specialty courses in traditional (face-to-face) format.

Paralegal Studies - B.A. (45 credit hours)

Required Legal Specialty Courses:	(19 credit hours)
PL 200 Law, Ethics and Society	3 credit hours
PL 231 Legal Research	3
PL 302 Computers in the Law	3
PL 322 Commercial Transactions	3
PL 432 WESTLAW Enrichment	1
PL 442 Advanced Legal Research and Writing	2
PL 472 Legal Practicum	4

Required Paralegal Courses:	(14 credit hours)
PL 111 Introduction to the Profession	2 credit hours
PL 232 Legal Communication	3
PL 233 Interviewing and Investigation	3
PL 321 Theories of Liability	3
PL 323 Civil Litigation	3

Required Paralegal Electives: (12 credit hours)

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

Litigation Track

PL 324 Mediation/ACR	3 credit hours
PL 402 Administrative Law	3
Plus six credit hours of paralegal electives	6

OR

Personal Law Track

PL 332	Family Law	3
PL 420	Intellectual Law	3
PL 422	Property Law and Applications	3
PL 431	Death and Taxes	3

OR

Other Electives Available

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

Paralegal Studies - A.A. (39 credit hours)

Required Legal Specialty Courses: (19 credit hours)

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

Required Paralegal Courses: (11 credit hours)

PL 111	Introduction to the Profession	2 credit hours
PL 232	Legal Communication	3
PL 321	Theories of Liability	3
PL 323	Civil Litigation	3

Required Paralegal Electives: (9 credit hours)

Any 9 credit hours of paralegal electives (may be from a track or a combination of paralegal courses not otherwise required for the associate degree).

Paralegal Studies - post-baccalaureate certificate (27 credit hours)

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

Required Legal Specialty Courses:		(19 credit hours)
PL 200	Law, Ethics and Society	3 credit hours
PL 231	Legal Research	3
PL 302	Computers in the Law	3
PL 322	Commercial Transactions	3
PL 432	WESTLAW Enrichment	1
PL 442	Advanced Legal Research and Writing	2
PL 472	Legal Practicum	4

Required Paralegal Courses:		(8 credit hours)
PL 111	Introduction to the Profession	2 credit hours
PL 321	Theories of Liability	3
PL 323	Civil Litigation	3

POLITICAL SCIENCE

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 credit hours)

Required Courses:		(12 credit hours)
GO 115	Science of Politics	3 credit hours
GO 335	Inside the Governments	3
GO/HI 418	Constitutional Law	3
HI 432	Globalization and Social Justice	3

Electives: (6 credit hours)
Any 6 credit hours of GO electives.

PRE-LAW

This minor is designed for students who may pursue careers in government, politics or history, or who may seek admission to law school. The foundational courses in history, political science and paralegal studies provide students with an understanding of the societal processes through which our political life is shaped. Students gain valuable skills in oral and written communication which prepare them for leadership in the public arena. The minor provides the potential for employment while in law school. While no undergraduate program is required for, or guarantees admittance to, law school, courses in legal research, critical thinking and reasoning give graduates with this minor a strong foundation for further study of the law.

Pre-Law minor (19 credit hours)

Required Courses:		(16 credit hours)
GO 335	Inside the Governments	3 credit hours
GO/HI 418	Constitutional Law	3

PL 200	Law, Ethics and Society	3
PL 231	Research and Writing	3
PL 323	Civil Litigation	3
PL 395	Junior Seminar	1

Choose one: **(3 credit hours)**

HI 211	United States History to 1877	3 credit hours
HI 212	United States History Since 1877	3

PSYCHOLOGY

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

Psychology - B.S. (38 credit hours)

Required Courses: **(32 credit hours)**

PL 200	Law, Ethics and Society	3 credit hours
PS 111	General Psychology	3
PS 195	Seminar in Psychology	1
PS 240	Psychology of Women	3
PS 260	Developmental Psychology	3
PS 312	Research	3
PS 320	Learning	3
PS 330	Biological Psychology	3
PS 360	Abnormal Psychology	3
PS 440	Personality	3
PS 450	Tests and Measurements	3
PS 495	Senior Seminar	1

Electives: **(6 credit hours)**

PS 250	Human Sexuality	3 credit hours
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 within Woods Core: **(6 credit hours)**

MA 253	Statistics (Woods Core math requirement)	3
SO 211	Introduction to Sociology (Woods Core social science req.)	3

Psychology minor (21 credit hours)

Required Courses:		(21 credit hours)
PS 111	General Psychology	3 credit hours
PS 240	Psychology of Women	3
PS 320	Learning	3
PS 360	Abnormal Psychology	3
PS 440	Personality	3
PS xxx	Electives	6

SOCIOLOGY

The Sociology minor 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 credit hours)

Required Courses:		(15 credit hours)
SO 211	Introduction to Sociology	3 credit hours
SO 212	Contemporary Social Problems	3
SO 410	Contemporary Sociological Theory	3
SO 415	Research Methods in Social Science	3
SO xxx	Sociology elective	3
Electives:		(6 credit hours)
SO 321	Sociology of Families	3 credit hours
SO 323	Crime and Deviance	3
SO 324	Racial and Cultural Minorities	3
SO 340	Sex, Gender and Society	3

THEOLOGY

The Theology major is built on the understanding of theology as “faith seeking understanding,” and equips students with the knowledge to pursue that process. Courses in the Theology major are designed to deepen your understanding of your 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 you to enter into an intelligent and informed dialogue with both the world at large and your own faith community.

Theology is a truly integrative discipline that draws from many other disciplines as tools for its methodology: philosophy, psychology, sociology, cultural anthropology, history, art, music, literature and the natural sciences.

The College offers Theology both as a major and as a minor.

Theology - B.A. (38-40 credit hours)

Required courses:

TH 201	Foundations of Theology	(26-28 credit hours)	3 credit 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	The 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:

TH 341	Christian Ethics	(3 credit hours)	3 credit hours
TH 343	Global Issues of Justice and Peace		3
TH 344	Ethics and the Professions		3

Choose one:

TH 370	Christian Ministry and Service	(3 credit hours)	3 credit hours
TH 371	Women Imaging God		3

Other required courses:

PH 230	Philosophy of Woman	(6 credit hours)	3 credit hours
PH 330	Philosophy of Religion		3

Theology minor (21 credit hours)

Required courses:

TH 201	Foundations of Theology	(12 credit hours)	3 credit hours
TH 220	Introduction to Hebrew Scriptures		3
TH 225	Introduction to Christian Scriptures		3
TH 360	Christian Worship		3

Choose two:

TH 300	The Theology of God	(6 credit hours)	3 credit hours
TH 331	Jesus: God and Human		3
TH 351	The Church in the Contemporary World		3

Choose one:

TH 341	Christian Ethics	(3 credit hours)	3 credit hours
TH 343	Global Issues of Justice and Peace		3
TH 344	Ethics and the Professions		3

WOMEN'S STUDIES

Women's Studies minors at Saint Mary-of-the-Woods College have an interest in the history of women's roles and status, a wish to understand and share present experiences, and eyes on improving women's lives.

Women's Studies minor (18-21 credit hours)

Required Courses:

WS 101	Intro to Women's Studies	3 credit hours
WS 415	Feminist Theory	3

(6 credit hours)

Electives:

Choose 4-5 elective courses (12-15 credit hours). At least 3 courses must be upper-level (300-400 level).

AD 252	Women Artists	3 credit hours
EN 235	American Women Writers	3
EN 353	Women Writers	3
GO/HI 317	Women in American Society	3
ID/PL 430	Women and the Law	3
ID/WS 301	Images of Muslim Women	3
ID 350	Images of Beauty and American Women	2
PH 230	Philosophy of Woman	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

(12-15 credit hours)

DEPARTMENT OF TEXT AND IMAGE

The Department of Text and Image is the home to classes in art, graphic design, media studies and journalism. The department also supports a variety of experiential learning opportunities, including *The Woods*, an art gallery and internships under the supervision of the three faculty members who represent the Department of Text and Image.

Department of Text and Image Transfer Policy

Since technology taught in the Department of Text and Image is constantly changing, caution is used in accepting transfer credits based on the age of the credits. Generally, a course must have been taken within 10 years of enrollment at the College. Some exceptions to this rule may be applied when the student is currently employed in the field. One-half of the total hours required for each of the department's majors and minors must be taken at the College. Students may also choose to gain credit through a CLEP exam or APL.

Department of Text and Image Grade Policy

Students who declare a major or minor within the Department of Text and Image must earn a "C-" or higher for the final grade in any required class within the major or minor. If a "D+" or lower is recorded, the student must retake the course.

ART AND DESIGN

The Art and Design major at Saint Mary-of-the-Woods College teaches students 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 and Design majors gain the necessary foundation to pursue careers in graphic design, studio art or art education.

Art and Design (Graphic Design emphasis) - B.A. (54 credit hours)

Required Core Courses: (51 credit hours)

AD 110	2D Design Foundations	3 credit hours
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 and Design	3
AD 260	Visual Communication and Problem Solving	3
AD 261	Visual Cognition	3
AD 351	Design Principles and Methods	3
AD 357	Web Design	3
AD 450	Identity and Application	3
AD 451	Senior Design Studio	3
AD 490	Internship	3
JM 101	Introduction to Mass Media	3
JM 342	Sequential Art	3

Electives: (3 credit hours)

AD 251	History of Design and Current Trends	3 credit hours
AD 252	Women Artists	3

Art and Design (Studio Art emphasis) - B.A. (51 credit hours)

Required Core Courses: (48 credit hours)

AD 110	2D Design Foundations	3 credit hours
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 and Design	3
AD 260	Visual Communication and Problem Solving	3
AD 261	Visual Cognition	3
AD 321	Advanced Painting and Drawing	3
AD 323	Ceramics	3
AD 357	Web Design	3
AD 452	Space and Time	3
AD 453	Senior Art Studio	3
JM 101	Introduction to Mass Media	3
JM 342	Sequential Art	3

Electives: (3 credit hours)

AD 251	History of Design and Current Trends	3 credit hours
AD 252	Women Artists	3

ART AND 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 and prepare for graduate instruction, leading to the career of their choice.

Art Therapy Concentration Courses: (18 credit hours)

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

ART EDUCATION

See "Art Education Grades P-12" in the Education Department, pages 61-62.

GRAPHIC DESIGN

Graphic Design minor (24 credit hours)

Required Core Courses:	(24 credit hours)
AD 110 2D Design Foundations	3 credit hours
AD 157 Digital Imaging	3
AD 251 History of Design and Current Trends	3
AD 257 Digital Illustration and Design	3
AD 260 Visual Communication and Problem Solving	3
AD 261 Visual Cognition	3
AD 350 Layout and Typography	3
AD 357 Web Design	3

JOURNALISM AND MEDIA STUDIES

Journalism & Media Studies (Journalism emphasis) - B.A. (54 credit hours)

Required Core Courses:	(54 credit hours)
AD 157 Digital Imaging	3 credit hours
AD 257 Digital Illustration and Design	3
AD 260 Visual Communication and 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 and Current Trends	3
JM 300 Digital Video and 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 and Ethics	3
JM 420 Investigative Reporting	3
JM 450 Senior Journalism Studio	3
JM 490 Internship	1-6

Journalism & Media Studies (Media Studies emphasis) - B.A. (54 credit hours)

Required Core Courses:	(54 credit hours)
AD 157 Digital Imaging	3 credit hours
AD 257 Digital Illustration and Design	3
AD 260 Visual Communication and 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 and Creative Expression	3

JM 250	History of Media and Current Trends	3
JM 300	Digital Video and 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 and Ethics	3
JM 451	Senior Media Studio	3
JM 490	Internship	1-6

Journalism minor (24 credit hours)

Required Core Courses:		(24 credit hours)
AD 257	Digital Illustration and Design	3 credit hours
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

Media Studies minor (24 credit hours)

Required Core Courses:		(24 credit hours)
AD 157	Digital Imaging	3 credit hours
AD 357	Web Design	3
JM 100	Media Reporting	3
JM 101	Introduction to Mass Media	3
JM 242	Film and Creative Expression	3
JM 250	History of Media and Current Trends	3
JM 300	Digital Video and Audio Production	3
JM 330	Public Relations	3

STUDIO ART

Studio Art minor (24 credit hours)

Required Core Courses:		(24 credit hours)
AD 110	2D Design Foundations	3 credit hours
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 Communication and Problem Solving	3
AD 323	Ceramics	3

Undergraduate Course Descriptions

AD 110 2D Design Foundations (3)

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 3D Design Foundations (3)

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 in the creation of sculptural forms. Spring, every year.

AD 121 Drawing Foundations (3)

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. Spring, every year.

AD 157 Digital Imaging (3)

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. Campus: Fall, every year. WOL: Fall, every year. Course fee.

AD 200 Studies in the Visual Arts (3)

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. Campus: Fall and Spring, every year. WOL: Fall, Spring and Summer, every year.

AD 221 Painting Foundations (3)

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, odd years. *Prerequisites: AD 110 and AD 121.*

AD 250 History of Western Art (3)

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 History of Design and Current Trends (3)

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. Spring, even years. *Prerequisite: AD 250 or consent of instructor.*

AD 252 Women Artists (3)

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. Spring, odd years. *Prerequisite: AD 250 or consent of instructor.*

AD 257 Digital Illustration and Design (3)

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. Campus and WOL: Spring, every year. Course fee.

AD 260 Visual Communication and Problem Solving (3)

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. Campus and WOL: Spring, every year. *Prerequisite: AD 257 or consent of instructor.*

AD 261 Visual Cognition (3)

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. Fall, even years. *Prerequisite: AD260.*

AD 290 Supplemental Learning Experience (1-4)

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. Fall and Spring, every year.

AD 321 Advanced Painting and Drawing (3)

Students continue to learn and refine drawing and painting skills learned in foundation courses. Emphasis will be placed on the students' exploration of their unique interests. Conceptual origins of the artistic process will be examined. This course examines drawing and painting as a conceptual tool. Spring, even years. Course fee. *Prerequisite: AD 221.*

AD 323 Ceramics (3)

An introduction to construction techniques, firing systems and the historical origins of functional ceramics. Course will be lecture, demonstration and applications, including technical development. Introduces thrown forms, glazing, oxidation firing and sculptural concerns. Fall, odd years. Course fee.

AD 340 Elementary Art Methods (3)

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. Campus: As needed. Fall and Spring, every year.

AD 341 Teaching Art in Senior/Junior/Middle School (3)

Focuses on the philosophy of art education, as well as the methods and materials for teaching art at the secondary level. As needed.

AD 350 Layout & Typography (3)

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, even years. *Prerequisites: AD110 and AD121 or consent of instructor.*

AD 351 Design Principles and Application (3)

Furtheres 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. Spring, odd years. Course fee. *Prerequisites: AD 157, AD 257 and AD 350.*

AD 357 Web Design (3)

Introduces students 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. Campus and WOL: Fall, every year. Course fee. *Prerequisites: AD 157 and AD 257, or consent of instructor.*

AD 395 Introduction to Art Therapy (3)

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). As needed. *Prerequisites: AD 110, AD 111 and PS 111.*

AD 450 Identity and Application (3)

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, odd years. Course fee. *Prerequisite: AD 350.*

AD 451 Senior Design Studio (3)

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 and Design faculty, as well as participate in a senior exhibition required during the senior year prior to graduation. Spring, even years. Course fee. *Prerequisites: AD 351 and AD 450.*

AD 452 Space & Time (3)

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. Spring, even years. Course fee. *Prerequisite: AD 111.*

AD 453 Senior Art Studio (3)

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. Spring, every year. Course fee. *Prerequisites: AD 321, AD 323 and AD 452.*

AD 480 Topics in Art and Design (1-4)

Advanced study of a designated or selected topic serving the special needs of advanced students not covered in the regular courses. As needed.

AD 490 Internship (1-6)

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.

AD 499 Independent Study (1-3)

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.

BI/EV 100 Environmental Concerns (3)

For the student interested in environmental issues, this course is an introduction to questions related to the environment. Ecosystems and the human impact on ecosystems as population density increases will be included. Different kinds of environmental damage and their problems will be discussed as well as peace and justice issues in the environmental arena. Every two years.

BI 101 Biology: Unity and Diversity (3)

This is a one semester non-majors course in biology. Students will practice science, science methodologies, critical thinking and problem solving techniques. Students will become informed on the basic biological processes important for maintaining life and diversity. In addition, they will become familiar with the diversity of biological organisms and how they interact with each other as well as understand evolutionary theory as a unifying concept in biology. Students will become practiced in the applications of scientific methodology through laboratory activities. Student comprehension of these concepts will help them make better informed decisions about their bodies and the environment. Two one-hour lectures and one two-hour lab per week. Fulfills Woods Core Requirement. Course fee. *Prerequisite: Appropriate score on mathematics placement exam or completion of MA 101.*

BI 141/142 Principles of Biology I/II (4 each)

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 one-hour lectures and one two-hour lab per week. Fall (141) and Spring (142), every year. Course fee.

BI 221 Plant Biology (4)

Study of major plant groups, their structure, function and ecological relationships. Three one-hour lectures and one two-hour lab per week. As needed. Course Fee. *Prerequisites: BI 141 and BI 142, or consent of instructor.*

BI 225 Science Communications I (0)

Critical study of current research issues in biology conducted in seminar fashion. Student research and the oral presentation of biological problems are major components of the course.

BI 226 Science Communications II (0)

A continuation of BI 225.

BI 230 Basic Anatomy and Physiology (3)

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 lab per week. Course fee. *Prerequisite: Appropriate score on mathematics placement exam or completion of MA 101.*

BI 231 Anatomy and Physiology I (3)

Includes the structure and functions of the integumentary, skeletal, muscular and nervous systems to human bodies as well as a general introduction to this area. Course fee.

BI 232 Anatomy and Physiology II (3)

Includes the structure and function of the endocrine, cardiovascular, lymphatic, digestive, respiratory, urinary, and

reproductive systems as well as growth, development and genetics. Course Fee. *Prerequisite: BI 231*

BI 235 Biology of Aging (3)

Provides information pertaining to the physical aspects of aging and their underlying biological causes. Includes discussion of theories of aging; normal age-related changes and pathologies in specific organ systems; the effects of exercise, drugs and overall nutrition on the aging process; and prospects of human life span extension.

BI 240 Animal Nutrition (3)

This course deals with the function of nutrients, digestive processes, characterization of feedstuffs and formulation of diets for domestic animals. Deficiency disorders will also be addressed. Three one-hour lectures and one two-hour lab per week. Course fee. *Prerequisites: BI 141 and BI 142, or consent of instructor.*

BI 251 Bioethics (2)

Explores the ethical issues related to biology and the practice of medicine.

BI 253 Biostatistics (3)

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. Every two years. *Prerequisites: BI 141 and BI 142, or consent of instructor. Appropriate score on the mathematics placement exam or completion of MA 112.*

BI/EV 260 Field Biology (1-3)

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. Course fee. As needed.

BI/EV 261 The Natural History of Indiana (3)

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. Two one-hour lectures and one two-hour lab per week. Course Fee

BI 263 Medical Terminology (1-2)

Intended for those needing a background in scientific vocabulary. Skills in understanding medical and biological terminology will be developed, making it easier to appreciate and remember meaning and spelling. As needed.

BI 280 Topics in Biology (1-4)

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 consent of instructor.*

BI 290 Supplemental Learning Experience (1-4)

Provides students with opportunities to explore career interests and options. This course is individually designed to meet each student's needs. Arrangements are made with the faculty advisor and the director of interns.

BI 313 Nutrition and Health Education (2)

Designed primarily for elementary education majors, deals with the principles of health and nutrition. Emphasis on promotion of personal health, management of classroom health and nutrition, plus methods for teaching this subject at the elementary school level. Every other year.

BI 317 Teaching of Life Science in Senior High/Junior High/Middle School (2)

Investigation of various methods of instruction and demonstration currently used in teaching biology, examination of recent tests and curriculum content, laboratory management and audiovisual aids and materials. As needed. Course fee. *Prerequisites: BI 141 and BI 142.*

BI 325 Science Communications III (1)

Critical study of current research issues in biology conducted in seminar fashion. Student research and development of undergraduate research proposal are major components of the course.

BI 326 Science Communications IV (1)

A continuation of BI 325. Finalization of undergraduate research proposal and oral presentation of proposed project are major components of this course.

BI 332 Anatomy (4)

Comparative study of the morphology, anatomy and natural history of typical vertebrates from an evolutionary point of view with human anatomy addressed specifically. Two one-hour lectures and two two-hour labs per week. As needed. Course fee. *Prerequisites: BI 141 and BI 142.*

BI 333 Developmental Biology (4)

Normal development in plant and animal systems from fertilized egg into differentiated organisms, including the related phenomena of metamorphosis, regeneration and growth. Three one-hour lectures and one two-hour lab per week. As needed. Course fee. *Prerequisites: BI 141 and BI 142.*

BI 334 Physiology (4)

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 one-hour lectures and one two-hour lab per week. Every two years. Course fee. *Prerequisites: BI 141, BI 142, CH 115 and CH 116.*

BI 335 Animal Behavior (4)

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 one three-hour lab per week. Course fee. *Prerequisites: BI 141 and BI 142, or consent of instructor.*

BI 336 Cell Biology (4)

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 one-hour lectures and one two-hour lab per week. Every two years. Course fee. *Prerequisites: BI 141, BI 142, CH 115 and CH 116. CH 222 is strongly recommended.*

BI 337 Human Anatomy (3)

This course is a detailed introduction to the structure of the human body including the integumentary, skeletal, muscular, digestive, cardiovascular, nervous, respiratory, reproductive, immune, and urinary systems. *Prerequisites: BI 141 and BI 142*

BI 340 Conservation (3-4)

Conservation and management of renewable resources such as soil, water, air, minerals, plants and animals in relation to the total environment. The 4-credit hour class consists of three one-hour lectures and one two-hour lab per week (the 3-

credit hour course has no lab). As needed.

BI 341 Ecology (4)

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 one-hour lectures and one two-hour lab per week. Every two years. Course fee. *Prerequisites: BI 141 and BI 142, or consent of instructor.*

BI 342 Genetics (4)

Introduction to basic principles of heredity and variation including classical, molecular and population genetics. Three one-hour lectures and one two-hour lab per week. Every two years. Course fee. *Prerequisites: BI 141 and BI 142.*

BI 351 Microbiology (4)

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 one-hour lectures and one two-hour lab per week. Every two years. Course fee. *Prerequisites: BI 141 and BI 142.*

BI 352 Medical Biology (4)

Basic concepts in immunology, medical microbiology and parasitological. Three one-hour lectures and one two-hour lab per week. As needed. Course fee. *Prerequisites: BI 141, BI 142, CH 115 and CH 116, or consent of instructor.*

BI/EV 370 Applications of Environmental Science (4)

This course uses an interdisciplinary approach to our world to emphasize the history of environmental concerns, biomes, species interactions with each other and their environment, air, water, soil and biological resources, population dynamics, toxicology, energy sources, land use management, and other related topics. Principles of physics, Environmental chemistry, and biology are incorporated throughout the course. Laboratory activities allow direct application of the concepts learned in lecture. Three one-hour lectures and one two-hour lab per week. Course fee. *Prerequisite: BI 141 or BI 101.*

This is a required course for the Environmental Sciences major and minor. This will be an elective course for biology majors and pre-professional majors.

BI 410 Involution (4)

Studies the history of life and the process that produces its diversity and unity. Content includes natural selection, speciation, macroevolution and microevolution. Three one-hour lectures and one two-hour lab per week. Course fee. *Prerequisites: BI 141 and BI 142, or consent of instructor.*

BI 411/412 Undergraduate Research (2/1)

A two-stage course under the supervision of a research adviser concerning the basic principles of research and problem solving methods in the biological sciences. The first stage is the initial background and proposal of a novel research project to be completed and approved in the second semester of junior year. The second stage consists of the actual research/internship to be completed by end of the first semester of senior year.

BI 421/422 Seminar I/II (1 each)

Critical study of current research issues on biology conducted in a seminar fashion. Student research and the oral presentation of a undergraduate research/internship are major components of the course. As needed. *Prerequisite: Junior or Senior status in the department as a major or minor.*

BI 425 Science Communications V (1)

Critical study of current research issues in biology conducted in seminar fashion. Student research and the oral presentation of undergraduate research/ internship are major components of the course.

BI 426 Science Communications VI (1)

Critical study of current research issues in biology conducted in seminar fashion. Student research and the oral presentation of biological problem are major components of the course.

BI/EV 450 Wildlife and Natural Resource Management (4)

This course examines wildlife as a natural resource, with emphasis on principles of conservation, ecology, and management. This course includes hands-on experiences, analysis of wildlife and natural resource problems and understanding basic ecological concepts associated with wildlife. It also includes habitat management practices, identification of wildlife species, analysis of policies, laws and regulations, and use and management of natural resources.

This is a required course for the Environmental Sciences major with a wildlife concentration and the environmental sciences minor. This will be an elective course for Environmental Science with a chemistry concentration, biology majors, and pre-professional majors. Three one-hour lectures and one two-hour lab per week. Course fee. Prerequisite: BI 141 or BI 101.

BI 461 Research in Biology (2-4)

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 instructor. As needed. Course fee. *Prerequisites: BI 141, BI 142, CH 115 and CH 116.*

BI 480 Topics in Biology (1-4)

Research and discussion of one or more topics of current biological interest. For majors only. For those seeking secondary education certification, the topics will include drugs, human nutrition and social biology. As needed. Course fee. *Prerequisites: BI 141 and BI 142.*

BI 490 Internship (1-6)

Work experience with firm or agency directly related to the student's major area of study. The learning experience is structured within the College approved guidelines for the internship program. Through close supervision by the director of interns, faculty advisor and the worksite supervisor, the student works toward achieving goals outlined in the individual learning contract. Normally reserved for third and fourth year students. May be repeated with different topics. As needed.

BI 499 Independent Study (1-6)

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 BI management. *Prerequisites: BI 141 and BI 142.*

BU 105 The Responsible Consumer (3)

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. Woods Online only.

BU 121 Principles of Accounting I (3)

Studies the accounting cycle leading to the development and use of financial statements. Emphasis is on the

proprietorship type of business organization. Fall, every year.

BU 121L Principles of Accounting I Lab (1)

This one hour course is an “action” learning lab where student work individually and in teams to apply the fundamental theories of financial accounting to cases and projects. Teams have a choice from a variety of projects involving accounting software, such as QuickBooks. These projects will enhance the student’s ability to think critically, solve accounting problems and make decisions. Students must be aware of the moral and ethical impact of their decisions, as well as being able to display appropriate use of technology. Fall, every year. Enrollment by department permission only. *Prerequisite: BU 121 (may be taken concurrently).*

BU 122 Principles of Accounting II (3)

Studies accounting for corporations and introduces accounting for management decision making. Builds on the concepts of BU 121. Spring, every year. Prerequisite: BU 121.

BU 122L Principles of Accounting II Lab (1)

This one hour course is an “action” learning lab where student work individually and in teams to apply the fundamental theories of financial and managerial accounting to cases and projects. Teams have a choice from a variety of projects involving ratio analysis, which will enhance the students’ ability to make informed operating decisions for their company. Students must display an awareness of the moral and ethical impact of their decisions, as well as being able to display appropriate use of technology. Spring, every year. Enrollment by department permission only. *Prerequisite: BU 122 (may be taken concurrently).*

BU 131 Macroeconomics (3)

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. Fall and Spring, every year.

BU 175 Leadership Technology Orientation (1)

This course is an introductory course that will help students gain knowledge and skills needed to succeed in a lab environment. Through classroom activities, discussions and assignments, students will have the opportunity to learn new cutting-edge technologies that are relevant to leadership. Enrollment by department permission only.

BU 215 Accounting Problems (3)

The course is designed in a case-based, problem-solving approach to provide a learning environment for students to use advanced features of Excel and Visual Basic as a tool. It includes analyzing data, interpreting data, and communicating information. It moves beyond the basic “point and click” and challenges you to use critical thinking and analysis to find efficient and effective solutions.

BU 225 Tax and Tax Laws

Introduces income tax accounting for individuals, partnerships and corporations. Tax software is used to produce individual tax returns. Every spring.

BU 232 Microeconomics (3)

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. Spring, every year.

BU 232L Microeconomics Lab (1)

This one hour course is an “action” learning lab where students work individually and in teams to understand the application of microeconomics to real world business situations through cases and projects. The focus of the lab is for the student to have a good grasp of how internal and external environmental conditions impact four market structures:

perfect competition, monopolistic competition, monopoly and oligopoly. Spring, every year. Enrollment by department permission only. *Prerequisite: BU 232 (may be taken concurrently).*

BU 241 Principles of Management (3)

Emphasizes management functions and management systems. Enhances understanding of the managerial role and its influence on organizational performance. Facilitates understanding of managerial activities involving human, technical and conceptual skills within behavioral, classical and management science approaches. Fall, every year.

BU 241L Principles of Management Lab (1)

This one hour course is an “action” learning lab where students work individually and in teams to apply the fundamental theories of management to cases and projects. The focus is a good grasp of how the functions of a manager can and do change with our changing world. Students will apply management concepts to real world business situations and learn how this enhances their decision making. Fall, every year. Enrollment by department permission only. *Prerequisite: BU 241 (may be taken concurrently).*

BU 250 Survey of E-Business (3)

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.

BU 251 Principles of Marketing (3)

Surveys the process of product design, packaging, pricing, advertising, distribution and sales of goods and services. Emphasizes not only management decisions made in each of these processes, but also usable management tools. Emphasis is also placed on the marketing concept of discovering and fulfilling human needs. Fall, every year.

BU 251L Principles of Marketing Lab (1)

This one hour course is an “action” learning lab where students work individually and in teams to apply the fundamental theories of marketing to cases and projects. An enhanced learning experience offered as a supplement to Principles of Marketing, this lab explores various advanced technologies available to marketers to recognize and serve consumer needs. Emphasis is placed upon the ethical considerations of such technologies in decision making and the marketing planning process. This is a writing intensive course culminating in a professional presentation. Fall, every year. Enrollment by department permission only. *Prerequisite: BU 251 (may be taken concurrently).*

BU 275 Intro to Leadership (3)

This course provides a framework for leadership in modern society, where students work individually and in teams to apply the fundamental theories of leadership to cases and projects. Theories of leadership will be described and students will analyze the major leadership traits of past leaders most influential in their lives. Students will begin to value and embrace leadership not as a position but as an ongoing developmental process. All human beings have the capacity to lead and influence the world for noble purposes and course components reflect servant leadership philosophies and leadership related to SMWC’s mission including women’s rights, environmentalism and sustainability. Intro to Leadership is offered in hybrid format. Enrollment by department permission only. *Prerequisite: BU 175 (may be taken concurrently).*

BU 281 Managerial Communications (3)

Studies and applies communication theory and communication as a management tool. Spring, every year.

BU 281L Managerial Communications Lab (1)

This one hour course is an “action” learning lab where students work individually and in teams to understand the application of communications to business situations through cases and projects. This lab component combines elements

of technology and leadership in preparation for today's technology intensive work environment. In terms of technology, this course emphasizes visual communication elements by using MS-Office tools such as PowerPoint, Word and Excel, and collaborative software such as Conceptboard. Spring, every year. Enrollment by department permission only. *Prerequisite: BU 281 (may be taken concurrently).*

BU 290 Supplemental Learning Experience (1-4)

Provides students with opportunities to explore career interests and options. This course is individually designed to meet each student's needs. Arrangements are made with the faculty advisor and the director of interns.

BU 323 Intermediate Accounting I (3)

Provides an in-depth study of financial accounting. Builds on the conceptual framework introduced in BU 121 to explain and evaluate accounting procedures in detail. Reviews the accounting cycle and financial statements, including the Statement of Cash Flow, and explores a study of revenue recognition, cash and receivables, present value and inventories. Students use extensive advanced spreadsheet tools and templates, and are introduced to accounting software. Every other year. *Prerequisites: BU 122 and BU 215.*

BU 324 Intermediate Accounting II (3)

Provides an in-depth study of financial accounting. Builds on the conceptual framework introduced in BU 323 to explain and evaluate accounting procedures in detail. Includes accounting for assets, financial instruments, leases, pensions, accounting for income tax, stockholder's equity and earnings/share. Students are introduced to exporting financial information from various sources to a spreadsheet package for analysis. Every other year. *Prerequisite: BU 323.*

BU 325 Advanced Tax (3)

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 Managerial Accounting (3)

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 Auditing (3)

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 Human Resource Management I (3)

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 Human Resource Management II (3)

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 Organizational Behavior (3)

Examines individual concepts, individual-organizational interface, the organization itself and organizational processes and characteristics. Every other year. *Prerequisite: BU 241.*

BU 345 Small Business Management (3)

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 Legal Issues in Human Resources Management (3)

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 Consumer Behavior (3)

Introduces the study of consumer behavior with major emphasis on applying these concepts to the design and management of marketing promotions. Includes examining the conflicting needs of consumers, determining what influences create those needs and learning how the marketer can recognize and serve those needs. Every other year. *Prerequisite: BU 251.*

BU 353 Retailing (3)

Examines the opportunities, problems, challenges and success potential of operating or working with retail business. Every other year. *Prerequisite: BU 251.*

BU 354 Salesmanship (3)

Designed for the student interested in becoming more persuasive in certain situations and who may manage or participate in some aspect of the selling or marketing process. Every other year. *Prerequisite: BU 251.*

BU 356 Supply Chain Management (3)

Studies managerial decision-making viewpoints of the marketing channel as seen through the eyes of marketing management. Includes utilization of policies and procedures concerned with the purchase of raw materials, components and finished products and the distribution channels managed to get the product to the consumer. Emphasis is on the nature, type and role of marketing institutions. Every other year. *Prerequisite: BU 251.*

BU 371 Business Law (3)

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. Spring, every year.

BU 371L Business Law Lab (1)

This one hour course is an “action” learning lab where students work individually and in teams to understand the application of business law specifically focusing on technology through the use of cases, projects and videos. This lab component concentrates on technology and the laws concerning social media and privacy. Students will also investigate the Uniform Commercial Code and how it applies to Information Law for the Information Age and Electronic Commerce. Spring, every year. Enrollment by department permission only. *Prerequisite: BU 371 (may be taken concurrently).*

BU 375 Leadership and Change (3)

This course holistically explores the essential aspects of transformational leadership and the tools used by transformational leaders to conduct business in a rapidly changing environment. Students study a comprehensive conceptualization of leadership that includes influence and styles, aspects of management including budgetary control, operations and information technology, and approaches to organizational change. Finally, the idea of total leadership is explored through social responsibility and servant leadership. Offered in hybrid format. Enrollment by department permission only. *Prerequisite: BU 275*

BU 381 Business Finance (3)

Develops a basic understanding of the methods of securing and allocating financial resources within a firm. Emphasis is on financial decision making and the associated knowledge, principles and techniques. Fall, every year. *Prerequisites: BU 122 and MA 253.*

BU 381L Business Finance Lab (1)

This one hour course is an “action” learning lab where students work in teams to impose structure on unstructured problems related to finance through simulations, cases, actual client tasks or labs. Teams have a choice from a variety of projects, but must consider the impact of ethical financial leadership and appropriate use of technology as part of their decision process. Fall, every year. Enrollment by department permission only. *Prerequisite: BU 381 (may be taken concurrently).*

BU 423 Financial Analysis, Reporting and Research (3)

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.*

BU 425 Governmental and Not-For-Profit Accounting (3)

Introduces students to fund accounting and the proper reporting format for an organization. Emphasis on governmental accounting through journal entries. Every other year. *Prerequisite: BU 324.*

BU 428 Advanced Financial Accounting (3)

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.

BU 429 International Accounting (3)

Introduces international dimensions of accounting. Includes environmental factors, internationalization of the accounting discipline and internationalization of the accounting profession. Explores the relationships between accounting and cultural differences. *Prerequisite: BU 122.*

BU 445 Contemporary Issues in Human Resource Management (3)

Covers current readings and current and directed topics in the field of human resources management that are not covered in other classes. Topics will change as the field of human resource management changes. Every other year. *Prerequisites: BU 341 and BU 342.*

BU 455 Entrepreneurial Product Strategies (3)

Develops skills in analyzing complex problems in product policy and pricing strategy. Every other year. *Prerequisite: BU 352.*

BU 458 Marketing Management (3)

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 standing.*

BU 461 Not-for Profit Administration (3)

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.*

BU 472 Advanced Business Law (3)

Topics in advanced business law may include bankruptcy, negotiable instruments, partnerships, corporations, and joint ventures. Every other year. *Prerequisite: BU 371.*

BU 475 Technology and Leadership in Practice (3)

As a capstone course, students will build on the foundational and context courses, and integrate technology with practical leadership applications. Students will explore a variety of leadership topics, such as community leadership, civic engagement and social responsibility using practical-based learning modules that incorporate leadership theory from earlier courses. Students will apply appropriate technology that allows them to build an effective collaboration model. Enrollment by department permission only. *Prerequisite: BU 375.*

BU 481 International Business: Strategies and Policies (3)

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. Spring, every year. *Prerequisite: Senior standing in business.*

BU 481L International Business Lab (1)

This one hour course is an “action” learning lab where students work individually and in teams to apply the fundamental theories of international business to cases and projects. The knowledge and skills learned in accounting, finance, management and marketing fields are used to analyze situations dealing with the cultural, social, economic, political and governmental factors that influence the current global marketplace. Includes a viewing of speeches of notable world leaders such as United Nations addresses, including topics ranging from trade, politics and human rights. An array of global leadership perspectives are analyzed. This course incorporates interactive discussions related to SMWC’s mission. Spring, every year. Enrollment by department permission only. *Prerequisite: BU 481 (may be taken concurrently).*

BU 482 Marketing Research (3)

Examines the research process in business. Provides the student the opportunity for in-depth exploration of a special area of interest. Every other year. *Prerequisites: BU 241, BU 251 and MA 253.*

BU 490 Internship (1-6)

Work experience with firm or agency directly related to the student’s major area of study. The learning experience is structured within the College approved guidelines for the internship program. Through close supervision by the director of interns, faculty advisor and the worksite supervisor, the student works toward achieving goals outlined in the individual learning contract. Normally reserved for third and fourth year students. May be repeated with different topics.

As needed.

BU 499 Independent Study (1-6)

Individually supervised advanced study of topics selected to meet the needs of the student involved. Topics in areas in which the student already has basic knowledge.

CH 101 Chemistry for Changing Times (3)

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. Two one-hour lectures and one two-hour lab per week. Fulfills Woods Core requirement. Course fee. *Prerequisite: Appropriate score on mathematics placement exam or completion of MA 101.*

CH 115 General Chemistry I (4)

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 lab per week. Fall, every year. Course fee. *Prerequisite: One year of high school chemistry or consent of instructor.*

CH 116 General Chemistry II (4)

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 lab per week. Spring, every year. Course fee. *Prerequisite: CH 115.*

CH 121 General, Organic and Biological Chemistry (3)

Introductory chemistry lecture and laboratory course that covers the important aspects of general, organic, and biological chemistry (GOB) with applications to the field of nursing. Course Fee. *Prerequisites: MA 101*

CH 222 Organic Chemistry I (4)

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 lab per week. Fall, every year. Course fee. *Prerequisite: CH 116.*

CH/EV 250 Environmental Chemistry (4)

In this course students will use the fundamental principles of chemistry to gain an understanding of the source, fate, and reactivity of compounds in natural and polluted environments. Emphasis will be placed on the environmental implications of energy utilization and on the chemistry of the atmosphere, hydrosphere, and lithosphere. Environmental issues that will be discussed include climate change, air pollution, stratospheric ozone depletion, pollution and treatment of water sources, the utilization of insecticides and herbicides. The course will include a laboratory component in which students will perform indoor/outdoor experimental activities. . Three one-hour lectures and one two-hour lab per week. Course fee. *Prerequisite: CH 115 and CH 116.*

This is a required course for the Environmental Sciences major. This will be an elective course for biology majors and pre-professional majors.

CH 280 Topics in Chemistry (4)

The study of designated or selected topics designed to serve special needs and interests not included in the regularly scheduled introductory courses. As needed.

CH 322 Organic Chemistry II (4)

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 one three-hour lab per week. Winter, every year. Course fee. *Prerequisite: CH 222.*

CH 323 Biochemistry (4)

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 metabolism. Some modern biochemical reactions and isolation of compounds from natural sources are included. Three lectures and one three-hour lab. Every two years. Course fee. *Prerequisites: CH 115 and CH 116, or consent of instructor.*

CH 335 Quantitative Analysis (4)

Theory and laboratory practice of gravimetric, volumetric and calorimetric analysis; electro-analysis and chemical separations. Some instrumental work included. Two one-hour lectures and two three-hour labs per week. As needed. Course fee. *Prerequisite: CH 222.*

CH 480 Topics in Chemistry (1-4)

The study of designated or selected topics designed to serve special needs and interests not included in the regularly scheduled advanced courses. Course fee. As needed.

CH 490 Internship (1-6)

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.

CH 499 Independent Study (1-6)

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 Introduction to Human Communication (3)

This course 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, electronic and public communication. Class activities and oral assignments engage students in the practical application of these principles with the aim of preparing students for leadership roles. Fulfills Woods Core requirement. Fall and Spring, every year. *Prerequisite: PowerPoint competency attained.*

CO 112 Interpersonal Communications (3)

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. Woods Online only.

CO 213 Public Speaking (3)

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 consent of instructor.*

CO 215 Intercultural Communication (3)

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 consent of instructor.*

CR 111 Introduction to Criminal Justice Systems (3)

Introduction to criminal justice systems and process from the time of arraignment and booking through pre-trial, trial and sentencing.

CR 200 Juvenile Justice (2)

Study of the juvenile justice process. *Prerequisite: CR 111.*

CR 211 Corrections (3)

Study of the corrections process. *Prerequisite: CR 111.*

CR 320 Junior Seminar (3)

The CR 320 Junior Seminar course will introduce students to the various careers existing in the field of criminology and will aid those students who wish to pursue study at the graduate level.

CR 330 Criminal Interviewing and Investigation (3)

Students will learn and develop the skills necessary for investigating, interviewing and report writing in the field of criminology.

CR 331 Criminal Law and Procedure (3)

Course introduces the principles and theories of criminal law and presents the fundamental role that criminal law plays in our democratic process.

CR 490 Fieldwork in Criminal Justice (3)

Hands-on training and/or original research in criminology. *Prerequisite: CR 111.*

CS 101 Introduction to Computer Software (3)

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.

CS 161 Programming I – Introduction to Visual BASIC.Net (3)

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.*

CS 201 Advanced Computer Applications (2)

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. Spring, even years.

CS 250 Survey of CIS (3)

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.

CS 260 Research Techniques (1-3)

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/newsgroups and evaluating information, data/warehouse mining, and supercomputing. Additional hours can be added for research projects. As needed.

CS 261 Programming II – Advanced Visual BASIC.Net (3)

The second half of CS 161. 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. Spring, even years. *Prerequisite: CS 161.*

CS 280 Topics in CIS (1-4)

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 Supplemental Learning Experience (1-4)

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 Systems Analysis and Design (3)

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 C/C++/C# (3)

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. Spring, even years. *Prerequisites: CS 161 and CS 261.*

CS 340 Internet Languages (3)

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 Computer Forensics and Investigation (3)

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. *Prerequisite: Working knowledge of hardware and operating systems to maximize success on projects and exercises throughout the text.*

CS 345 Advanced Web Management (3)

This course integrates social media and current and emerging tools to web page functionality. Students update editing

software, modify template design using HTML5, design landing and banner pages based on keyword protocol, integrate forms and back-end database functionality, and apply analytical techniques. Students use open source software.
Prerequisite: AD 357.

CS 380 Telecommunications and Networking (3)

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 Database Concepts and Design (3)

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. Spring, odd years. *Prerequisite: CS 250.*

CS 440 Security (3)

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 Web Server Implementation & Management (3)

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. *Prerequisite: Junior standing or permission of instructor.*

CS 470 Senior Project (3-6)

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 standing and a CIS major.

CS 480 Topics in CIS (1-4)

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. Prerequisite: Junior or senior standing.

CS 490 Internship (1-6)

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.

EA 100 Introduction to Equine Assisted Therapy (3)

Survey of the history, purposes, theory, methods and applications of the uses of equines to enhance human social and psychological well-being. Classroom and arena participation, with shadowing and interview activities with practitioners in the field. Campus only. Fall, odd years.

EA 200 Horse and Human (2)

Study of equine behavior, human non-verbal expression and animal-human interaction. Classroom and arena participation. Alternative format. Spring, even years.

EA 300 Processes in Equine Assisted Therapy (3)

This course studies the intervention process as it is applied in programs that offer equine facilitated therapies. Students develop skill in each step of this process. The course emphasizes the theoretical basis for selection of interventions, communication and observation skills, group dynamics and experiential learning. Classroom and arena participation. Campus only. Fall, even years.

EA 400 Capstone in Equine Assisted Therapy (3)

The capstone course in the Equine Assisted Therapy minor integrates knowledge gained in previous courses and advances student skill in selecting, implementing and evaluating equine-based processes. Course activities are relevant to the student's chosen area of emphasis (mental health, organizational leadership or education). Classroom and arena participation. Campus only. Spring, odd years.

EA 490 Internship in Equine Assisted Therapy (1)

Forty documented hours in placement in an approved setting that provides equine assisted mental health, growth and learning, or organizational development services, under the supervision of an experienced practitioner. Campus only. Fall and Spring, every year. May be repeated.

ED 100 Observations in the Schools (0)

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. Requires resume, unofficial educational transcripts, and expanded criminal background history. Course Fee. Fall, every year.

ED 105 Introduction to Urban Education (2)

Introduces and defines urban education. Includes identification, analysis, and discussion of common characteristics. Spring, every year.

ED 109 Philosophical and Ethical Foundations of Education (3)

Explores philosophical, ethical, historical, and social foundations of education as these approaches relate to educators as change agents in society. Addresses applications in the context of educational communities and emphasizes critical, reflective, values-based, and philosophic decision-making for the development of competent, caring, professionals. Includes an introduction to standards for professional practice and portfolio development. Fall, every year.

ED 111 Field Experience I: Child Care (3)

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. Requires resume, unofficial educational transcripts, and expanded criminal background history. Course Fee. Fall and Spring, every year.
Prerequisites: ED 124 and ED 213.

ED 124 Introduction to Inclusive Early Childhood Education (3)

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, every year.

ED 141 Introduction to Inclusive Elementary Education (3)

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, every year.

ED 147 Special Education Law and Procedures (3)

Presents the history and philosophy of special education, state and federal mandates, and implications for teachers. Includes special education procedures such as collaborating with other professionals, accommodating instruction, writing individualized education plans (IEPs), connecting IEP goals and objectives to state standards, conducting annual case reviews, and conferencing with parents and other professionals. Also discusses current trends and issues in special education. Fall, every year.

ED 200 Growth and Development (3)

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. Spring, every year.

ED 201 Technology in Education (2)

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 Spring, every year.

ED 202 Education in a Global Society (3)

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, every year.

ED 203 Effectively Collaborating with Families and Community Resources (3)

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. Course Fee. Spring, every year.

ED 204 Paraprofessionals in the Schools (2)

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 Survey of Teaching and Learning (3)

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.

ED 206 Introduction to Elementary Education (3)

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.

ED 207 Introduction to Middle School/Junior High Education (3)

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.

ED 208 Introduction to High School Education (3)

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.

ED 212 Teaching Diverse Learners in General Education Classes (2)

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.

ED 213 Principles of Teaching in Inclusive Settings (3)

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 program for children with developmental delays/disabilities. Spring, every year. *Prerequisite: ED 124.*

ED 214 Field Experience I: Kindergarten Education (2)

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. Requires resume, unofficial educational transcripts, and expanded criminal background history. Course Fee. Fall and Spring, every year. *Prerequisite: ED 109.*

ED 220 Field Experience I: Elementary Education (2)

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. Requires resume, unofficial educational transcripts, and expanded criminal background history. Course Fee. Fall and Spring, every year. *Prerequisites: ED 109 and ED 141.*

ED 221 Field Experience I: Urban Education (2)

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. Requires resume, unofficial educational transcripts, and expanded criminal background history. Course Fee. Fall and Spring, every year. *Prerequisite: ED 202.*

ED 234 Field Experience I: Middle School/Junior High Education (2)

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. Requires resume, unofficial educational transcripts, and expanded criminal background history. Course Fee. Fall and Spring semesters. *Prerequisite: ED 109.*

ED/PS 237 Educational Psychology (3)

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. Spring, every year. *Prerequisite: ED 109 or PS 111.*

ED 239 Field Experience I: High School Education (2)

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. Requires resume, unofficial educational transcripts, and expanded criminal background history. Course Fee. Fall and Spring, every year. *Prerequisite: ED 109.*

ED 241 Understanding Mild Disabilities (3)

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. Spring, every year.

ED 250 Field Experience: Kindergarten Education (2)

Teacher candidates complete 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 children's learning. Requires resume, unofficial educational transcripts, and expanded criminal background history. Course Fee. Fall and Spring, every year. *Prerequisites: ED 124 and ED 213.*

ED 251 Field Experience: Elementary/Primary Education (2)

Teacher candidates complete 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. Requires resume, unofficial educational transcripts, and expanded criminal background history. Course Fee. Fall and Spring, every year. *Prerequisites: ED 124 and ED 213.*

ED 252 Field Experience I: Elementary Mild Intervention (2)

Teacher candidates complete 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. Requires resume, unofficial educational transcripts, and expanded criminal background history. Course Fee. Fall and Spring, every year.

ED 253 Field Experience I: Middle School/Junior High Mild Intervention (2)

Teacher candidates complete 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. Requires resume, unofficial educational transcripts, and expanded criminal background history. Course Fee. Fall and Spring, every year.

ED 254 Field Experience I: High School Mild Intervention (2)

Teacher candidates complete 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. Requires resume, unofficial educational transcripts, and expanded criminal background history. Course Fee. Fall and Spring, every year.

ED 255 Introduction to Mild Disabilities (2)

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 261 The Science of Reading (3)

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, every year.

ED 262 Language Arts for the Diverse Classroom (3)

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. Spring, every year.

ED 263 Children’s Literature for the Elementary Classroom (3)

Children’s Literature has a central place in the preschool and elementary classroom. This class looks closely at traditional literacy genres and the major values of children’s literature-enjoyment, aesthetics, understanding, imagination, information and knowledge, cognition, language and learning. The course also focuses on teaching the elements of scientifically-based reading instruction through literature. Fall, every year. *Prerequisites: ED 261 and ED 262.*

ED 264 Reading in the Elementary Content Area (3)

This course provides teachers with the tools they need to lay an educational groundwork that promotes students’ success with informational text. Spring, every year. *Prerequisites: ED 261, ED 262 and ED 263.*

ED 265 Emerging Literacy: Literature and Language Development (3)

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, every year. Requires admission to the Teacher Education Program.

ED 280 Topics in Education (1-4)

Study of designated or selected topics designed to serve special needs and interests not included in regularly scheduled introductory courses. Offered as needed.

ED 290 Supplemental Learning Experience (1-4)

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.

ED 291 Supervised Internship: Early Childhood Programs (4)

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. Requires resume, unofficial educational transcripts, and expanded criminal background history. Course Fee. Fall and Spring, every year. *Prerequisites: All education courses required in major.*

ED 303 Music, Movement, and the Arts (3)

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. Requires admission to the Teacher Education Program. Course fee. Fall, every year.

ED 308 Assessment and Evaluation (2)

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. Requires admission to the Teacher Education Program. Course fee. Spring, every year.

ED 310 Early Childhood Assessment (3)

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. Requires admission to the Teacher Education Program. Spring, every year.

ED 312 Infants and Toddlers (3)

Prepares teacher candidates to guide the development of children from birth through two years of age. Includes an awareness of the critical interactive role that care providers play in these unique periods of children's development as well as the pragmatics (e.g., curriculum, licensing requirements) that are required to provide exemplary care for all children, including those in inclusive childcare settings. Fall, every year. Requires admission to the Teacher Education Program. *Prerequisites: ED 124, ED 200 and ED 213.*

ED 318 Cognitive Inquiry: Math and Science Methods (3)

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. Course fee. Spring, every year. Requires admission to the Teacher Education Program.

ED 320 Project Based Learning: Social Studies Methods (3)

Cognitive processes are explored through the project approach, providing experiences, materials, integrated methods and developmentally appropriate practices for social studies. Spring, every year. Requires admission to the Teacher Education Program. *Prerequisites: ED 124, ED 213, ED 250, ED 251 and ED 318.*

ED 321 Field Experience II: Urban Education (2)

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 Fee. Fall and Spring, every year. Requires admission to the Teacher Education Program, resume, unofficial educational transcripts, and expanded criminal background history.

ED 326 Real World Application in the Social Studies (3)

Addresses methods of teaching social studies that focus on introducing students to the knowledge, skills, and attitudes required of citizens of a democracy. Fall, every year. Requires admission to the Teacher Education Program.

ED 327 Literacy Instruction for Diverse Learners (3)

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. Course fee. Requires admission to the Teacher Education Program.

ED 329 Field Experience II: Elementary Education (3)

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. Course Fee. Fall and Spring, every year. Requires admission to the Teacher Education Program, resume, unofficial educational transcripts, and expanded criminal background history.

ED 330 Methods of Teaching Science in Elementary School (3)

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, and integrate science into the curriculum. Includes Nutrition and Health Education with an emphasis in personal health and on issues of classroom health and nutrition. Course fee. Fall, every year. Requires admission to the Teacher Education Program.

ED 331 Principles in Teaching Senior High/Junior High/Middle School (3)

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, every year. Requires admission to the Teacher Education Program.

ED 332 Literacy in Senior High/Junior High/Middle School (2)

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. Requires admission to the Teacher Education Program. Spring semester.

ED 333 Methods of Teaching Mathematics (3)

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. Includes an emphasis on the math skills and comfort level of the pre-service teacher with teaching mathematics. Fall, every year. Requires admission to the Teacher Education Program. *Prerequisite: Woods Core mathematics requirement.*

ED 334 Field Experience II: Middle School/Junior High Education (2)

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. Course Fee. Fall and Spring, every year. Requires admission to the Teacher Education Program, resume, unofficial educational transcripts, and expanded criminal background history.

ED 336 Field Experience II: High School Education (2)

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. Course Fee. Fall and Spring, every year. Requires admission to the Teacher Education Program, resume, unofficial educational transcripts, and expanded criminal background history.

ED 337 Elementary Curriculum and Instructional Methods (2)

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 Instructional Methods (2)

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 339 Literacy Instruction for English Language Learners (3)

All students come to school with strengths in their home language. Ideally literacy instruction builds on those strengths. The challenge for schools occurs when students' home language is not the language of schooling. Second-language instruction and the effects of culture on reading are explored in this course. Spring, every year.

ED 345 Assessment and Intervention in Elementary Special Education (3)

Prepares teacher candidates to assess the academic and social/behavioral strengths and needs of students with mild disabilities in the elementary grades and to develop appropriate instructional interventions that promote positive learning outcomes. Fall, every year. Requires admission to the Teacher Education Program.

ED 346 Assessment and Intervention in Middle School/High School Special Education (3)

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. Spring, every year. Requires admission to the Teacher Education Program.

ED 350 Field Experience: Infant/Toddler Education (2)

Teacher candidates complete 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. Course Fee. Fall and Spring, every year. Requires admission to the Teacher Education Program, resume, unofficial educational transcripts, and expanded criminal background history.

ED 351 Field Experience: Preschool Education (2)

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. Course Fee. Fall and Spring, every year. Requires admission to the Teacher Education Program, resume, unofficial educational transcripts, and expanded criminal background history.

ED 352 Field Experience II: Elementary Mild Intervention (2)

Teacher candidates complete 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. Course Fee. Fall and Spring, every year. Requires admission to the Teacher Education Program, resume, unofficial educational transcripts, and expanded criminal background history.

ED 353 Field Experience II: Middle School/Junior High Mild Intervention (2)

Teacher candidates complete 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. Course Fee. Fall and Spring, every year. Requires admission to the Teacher Education Program, resume, unofficial educational transcripts, and expanded criminal background history.

ED 354 Field Experience II: High School Mild Intervention (2)

Teacher candidates complete 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. Course Fee. Fall and Spring, every year. Requires admission to the Teacher Education Program, resume, unofficial educational transcripts, and expanded criminal background history.

ED 355 Transition Planning and Vocational Education (3)

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. Spring, every year. Requires admission to the Teacher Education Program.

ED 356 Literacy Practicum I (2)

The effective teaching of reading is fundamental to the elementary classroom. This course provides teacher candidates with the opportunity to apply educational theory, teaching strategies, and assessment drawing from research incorporating the best teaching practices used to successfully teach children who are struggling to read. Twenty tutoring sessions and a case study are required. Course Fee. Fall, every year. Requires admission to the Teacher Education Program, resume, unofficial educational transcripts, and expanded criminal background history. *Prerequisites: ED 261, ED 262, ED 263, ED 264, ED 265 and ED 339.*

ED 357 Literacy Practicum II (2)

This 60 hour field experience provides teacher candidates with an opportunity to observe and work under the direction of professional teachers in settings that provide a curriculum for struggling readers. Placements will be in Reading Recovery, Title I or Reading First sites. Course Fee. Spring, every year. Requires admission to the Teacher Education Program, resume, unofficial educational transcripts, and expanded criminal background history. *Prerequisites: ED 261, ED 262, ED 263, ED 264, ED 265, ED 339 and ED 356.*

ED 358 Functional Behavioral Assessment and Behavioral Intervention Plans (3)

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). Spring, every year. Requires admission to the Teacher Education Program.

ED 360 Practicum: Elementary Education (1)

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. Course fee. Fall and Spring, every year. Requires admission to the Transition to Teaching Program, resume, unofficial educational transcripts, and expanded criminal background history.

ED 361 Practicum: Middle School/Junior High Education (1)

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. Course fee. Fall and Spring, every year. Requires admission to the Transition to Teaching Program, resume, unofficial educational transcripts, and expanded criminal background history.

ED 362 Practicum: High School Education (1)

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. Course fee. Fall and Spring, every year. Requires admission to the Transition to Teaching Program, resume, unofficial educational transcripts, and expanded criminal background history.

ED 363 Practicum: Elementary Mild Intervention (1)

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. Course fee. Fall and Spring, every year. Requires admission to the Transition to Teaching Program, resume, unofficial educational transcripts, and expanded criminal background history.

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

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. Course fee. Fall and Spring, every year. Requires admission to the Transition to Teaching Program, resume, unofficial educational transcripts, and expanded criminal background history.

ED 365 Practicum: High School Mild Intervention (1)

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. Course fee. Fall and Spring, every year. Requires admission to the Transition to Teaching Program, resume, unofficial educational transcripts, and expanded criminal background history.

ED 366 Children and Nature: Environmental Pedagogy (3)

Designed to give prospective teachers and teachers skills to use the natural environment as a formal classroom for all areas of the curriculum. Spring, every year. Open to all majors; requires admission to the Teacher Education Program for Education majors.

ED 367 Guiding Young Children's Social and Behavioral Development (3)

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. Requires admission to the Teacher Education Program. Spring semester.

ED 368 Social Emotional Development and Behavioral Intervention (3)

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. Spring, every year. Requires admission to the Teacher Education Program.

ED 373 Assessment for Learning (3)

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. Spring, every year. Requires admission to the Teacher Education Program.

ED 400 Supervised Teaching: Kindergarten Education (4)

Provides a capstone teaching experience in a kindergarten classroom. Teacher candidates complete 8 weeks of supervised teaching and are responsible for full-time planning and teaching for a minimum of three weeks late in the placement. Course fee. Fall and Spring, every year. Requires Education Department approval, resume, unofficial educational transcripts, and expanded criminal background history.

ED 401 Supervised Teaching: Early Childhood Mild Intervention (4)

Provides a capstone teaching experience in an early childhood special education or inclusive setting. Teacher candidates complete 8 weeks of supervised teaching and are responsible for full-time planning and teaching for a minimum of three weeks late in the placement. Course fee. Fall and Spring, every year. Requires Education Department approval, resume, unofficial educational transcripts, and expanded criminal background history.

ED 402 Supervised Teaching: Kindergarten Mild Intervention (4)

Provides a capstone teaching experience in a kindergarten special education or inclusive classroom. Teacher candidates complete 8 weeks of supervised teaching and are responsible for full-time planning and teaching for a minimum of three weeks late in the placement. Course fee. Fall and Spring, every year. Requires Education Department approval, resume, unofficial educational transcripts, and expanded criminal background history.

ED 403 Supervised Teaching: Elementary/Primary Mild Intervention (4)

Provides a capstone teaching experience in a primary elementary (grades 1, 2, or 3) special education or inclusive classroom. Teacher candidates complete 8 weeks of supervised teaching and are responsible for full-time planning and teaching for a minimum of three weeks late in the placement. Course fee. Fall and Spring, every year. Requires Education Department approval, resume, unofficial educational transcripts, and expanded criminal background history.

ED 404 Supervised Teaching: Elementary/Intermediate Mild Intervention (4)

Provides a capstone teaching experience in an intermediate elementary (grades 4, 5, or 6) special education or inclusive classroom. Teacher candidates complete 8 weeks of supervised teaching and are responsible for full-time planning and teaching for a minimum of three weeks late in the placement. Course fee. Fall and Spring, every year. Requires Education Department approval, resume, unofficial educational transcripts, and expanded criminal background history.

ED 405 Supervised Teaching: Middle School/Junior High Mild Intervention (4)

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. Course fee. Fall and Spring, every year. Requires Education Department approval, resume, unofficial educational transcripts, and expanded criminal background history.

ED 406 Supervised Teaching: High School Mild Intervention (4)

Provides a capstone teaching experience in a high school special education or inclusive classroom. Teacher candidates complete 8 weeks of supervised teaching and are responsible for full-time planning and teaching for a minimum of three weeks late in the placement. Course fee. Fall and Spring, every year. Requires Education Department approval, resume, unofficial educational transcripts, and expanded criminal background history.

ED 411 Supervised Teaching: Early Childhood Education (4)

Provides a capstone teaching experience in an early childhood setting. Teacher candidates complete 8 weeks of supervised teaching and are responsible for full-time planning and teaching for a minimum of three weeks late in the placement. Course fee. Fall and Spring, every year. Requires Education Department approval, resume, unofficial educational transcripts, and expanded criminal background history.

ED 414 Supervised Teaching: Elementary/Primary Education (4)

Provides a capstone teaching experience in an elementary/primary (grades 1, 2, or 3) classroom. Teacher candidates complete 8 weeks of supervised teaching and are responsible for full-time planning and teaching for a minimum of three weeks late in the placement. Course fee. Fall and Spring, every year. Requires Education Department approval, resume, unofficial educational transcripts, and expanded criminal background history.

ED 416 Early Childhood Program Administration (3)

Analysis and evaluation of current educational programs for young children with emphasis on designing and developing a program commensurate with the needs of children. Fall, every year. Requires admission to the Teacher Education Program.

ED 417 Supervised Teaching: Early Childhood Education (6)

Provides a capstone teaching experience in an early childhood setting. Teacher candidates complete 8 weeks of supervised teaching and are responsible for full-time planning and teaching for a minimum of three weeks late in the placement. Course fee. Fall and Spring, every year. Requires Education Department approval, resume, unofficial educational transcripts, and expanded criminal background history.

ED 418 Professional Practicum: Early Childhood (4)

This course is designed to provide students with the opportunity to explore non-classroom settings that are related to young children and their families. The course requires 150 contact hours in the setting. Course fee. Requires Admission to the Teacher Education Program. *Prerequisites: ED 310 and ED 416.*

ED 419 Supervised Teaching-9: Early Childhood Education (4)

Provides a capstone teaching experience in an early childhood setting. Teacher candidates complete 9 weeks of supervised teaching and are responsible for full-time planning and teaching for a minimum of three weeks late in the placement. Course fee. Fall and Spring, every year. Requires Education Department approval, resume, unofficial educational transcripts, and expanded criminal background history.

ED 422 Supervised Teaching: Elementary/Intermediate Education (4)

Provides a capstone teaching experience in an elementary/intermediate (grades 4, 5, or 6) classroom. Teacher candidates complete 8 weeks of supervised teaching and are responsible for full-time planning and teaching for a minimum of three weeks late in the placement. Course fee. Fall and Spring, every year. Requires Education Department approval, resume, unofficial educational transcripts, and expanded criminal background history.

ED 427 Supervised Teaching: Kindergarten Education (6)

Provides a capstone teaching experience in a kindergarten classroom. Teacher candidates complete 8 weeks of supervised teaching and are responsible for full-time planning and teaching for a minimum of three weeks late in the placement. Course fee. Fall and Spring, every year. Requires Education Department approval, resume, unofficial educational transcripts, and expanded criminal background history.

ED 429 Supervised Teaching-9: Kindergarten Education (4)

Provides a capstone teaching experience in a kindergarten classroom. Teacher candidates complete 9 weeks of supervised teaching and are responsible for full-time planning and teaching for a minimum of three weeks late in the

placement. Course fee. Fall and Spring, every year. Requires Education Department approval, resume, unofficial educational transcripts, and expanded criminal background history.

ED 432 Supervised Teaching: Middle School/Junior High Education (4)

Provides a capstone teaching experience in a middle school or junior high classroom. Teacher candidates complete 8 weeks of supervised teaching and are responsible for full-time planning and teaching for a minimum of three weeks late in the placement. Course fee. Fall and Spring, every year. Requires Education Department approval, resume, unofficial educational transcripts, and expanded criminal background history.

ED 433 Supervised Teaching: High School Education (4)

Provides a capstone teaching experience in a high school classroom. Teacher candidates complete 8 weeks of supervised teaching and are responsible for full-time planning and teaching for a minimum of three weeks late in the placement. Course fee. Fall and Spring, every year. Requires Education Department approval, resume, unofficial educational transcripts, and expanded criminal background history.

ED 437 Supervised Teaching: Elementary/Primary Education (6)

Provides a capstone teaching experience in an elementary/primary (grades 1, 2, or 3) classroom. Teacher candidates complete 8 weeks of supervised teaching and are responsible for full-time planning and teaching for a minimum of three weeks late in the placement. Course fee. Fall and Spring, every year. Requires Education Department approval, resume, unofficial educational transcripts, and expanded criminal background history.

ED 439 Supervised Teaching-9: Elementary/Primary Education (4)

Provides a capstone teaching experience in an elementary/primary (grades 1, 2, or 3) classroom. Teacher candidates complete 9 weeks of supervised teaching and are responsible for full-time planning and teaching for a minimum of three weeks late in the placement. Course fee. Fall and Spring, every year. Requires Education Department approval, resume, unofficial educational transcripts, and expanded criminal background history.

ED 450 Seminar in Teaching (1)

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. Course fee. Fall and Spring, every year. Requires Education Department approval.

ED 457 Supervised Teaching: Elementary/Intermediate Education (6)

Provides a capstone teaching experience in an elementary/intermediate (grades 4, 5, or 6) classroom. Teacher candidates complete 8 weeks of supervised teaching and are responsible for full-time planning and teaching for a minimum of three weeks late in the placement. Course fee. Fall and Spring, every year. Requires Education Department approval, resume, unofficial educational transcripts, and expanded criminal background history.

ED 459 Supervised Teaching-9: Elementary/Intermediate Education (4)

Provides a capstone teaching experience in an elementary/intermediate (grades 4, 5, or 6) classroom. Teacher candidates complete 9 weeks of supervised teaching and are responsible for full-time planning and teaching for a minimum of three weeks late in the placement. Course fee. Fall and Spring, every year. Requires Education Department approval, resume, unofficial educational transcripts, and expanded criminal background history.

ED 467 Supervised Teaching: Middle School/Junior High Education (6)

Provides a capstone teaching experience in a middle school or junior high classroom. Teacher candidates complete 8 weeks of supervised teaching and are responsible for full-time planning and teaching for a minimum of three weeks late in the placement. Course fee. Fall and Spring, every year. Requires Education Department approval, resume, unofficial educational transcripts, and expanded criminal background history.

ED 469 Supervised Teaching-9: Middle School/Junior High Education (4)

Provides a capstone teaching experience in a middle school or junior high classroom. Teacher candidates complete 9 weeks of supervised teaching and are responsible for full-time planning and teaching for a minimum of three weeks late in the placement. Course fee. Fall and Spring, every year. Requires Education Department approval, resume, unofficial educational transcripts, and expanded criminal background history.

ED 471 Supervised Teaching: Early Childhood Mild Intervention (6)

Provides a capstone teaching experience in an early childhood special education or inclusive setting. Teacher candidates complete 8 weeks of supervised teaching and are responsible for full-time planning and teaching for a minimum of three weeks late in the placement. Course fee. Fall and Spring, every year. Requires Education Department approval, resume, unofficial educational transcripts, and expanded criminal background history.

ED 472 Supervised Teaching: Kindergarten Mild Intervention (6)

Provides a capstone teaching experience in a kindergarten special education or inclusive classroom. Teacher candidates complete 8 weeks of supervised teaching and are responsible for full-time planning and teaching for a minimum of three weeks late in the placement. Course fee. Fall and Spring, every year. Requires Education Department approval, resume, unofficial educational transcripts, and expanded criminal background history.

ED 473 Supervised Teaching: Elementary/Primary Mild Intervention (6)

Provides a capstone teaching experience in a primary elementary (grades 1, 2, or 3) special education or inclusive classroom. Teacher candidates complete 8 weeks of supervised teaching and are responsible for full-time planning and teaching for a minimum of three weeks late in the placement. Course fee. Fall and Spring, every year. Requires Education Department approval, resume, unofficial educational transcripts, and expanded criminal background history.

ED 475 Supervised Teaching: Elementary/Intermediate Mild Intervention (6)

Provides a capstone teaching experience in an intermediate elementary (grades 4, 5, or 6) special education or inclusive classroom. Teacher candidates complete 8 weeks of supervised teaching and are responsible for full-time planning and teaching for a minimum of three weeks late in the placement. Course fee. Fall and Spring, every year. Requires Education Department approval, resume, unofficial educational transcripts, and expanded criminal background history.

ED 476 Supervised Teaching: Middle School/Junior High Mild Intervention (6)

Provides a capstone teaching experience in a middle school or junior high special education or inclusive classroom. Teacher candidates complete 8 weeks of supervised teaching and are responsible for full-time planning and teaching for a minimum of three weeks late in the placement. Course fee. Fall and Spring, every year. Requires Education Department approval, resume, unofficial educational transcripts, and expanded criminal background history.

ED 478 Supervised Teaching: High School Mild Intervention (6)

Provides a capstone teaching experience in a high school special education or inclusive classroom. Teacher candidates complete 8 weeks of supervised teaching and are responsible for full-time planning and teaching for a minimum of three weeks late in the placement. Course fee. Fall and Spring, every year. Requires Education Department approval, resume, unofficial educational transcripts, and expanded criminal background history.

ED 480 Topics in Education (1-4)

Study of designated or selected topics designed to serve special needs and interests not included in regularly scheduled advanced courses. Offered as needed.

ED 487 Supervised Teaching: High School Education (6)

Provides a capstone teaching experience in a high school classroom. Teacher candidates complete 8 weeks of supervised

teaching and are responsible for full-time planning and teaching for a minimum of three weeks late in the placement. Course fee. Fall and Spring, every year. Requires Education Department approval, resume, unofficial educational transcripts, and expanded criminal background history.

ED 489 Supervised Teaching-9: High School Education (4)

Provides a capstone teaching experience in a high school classroom. Teacher candidates complete 9 weeks of supervised teaching and are responsible for full-time planning and teaching for a minimum of three weeks late in the placement. Course fee. Fall and Spring, every year. Requires Education Department approval, resume, unofficial educational transcripts, and expanded criminal background history.

ED 490 Internship (1-6)

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.

ED 491 Supervised Teaching: Early Childhood Mild Intervention (4)

Provides a capstone teaching experience in an early childhood special education or inclusive setting. Teacher candidates complete 9 weeks of supervised teaching and are responsible for full-time planning and teaching for a minimum of three weeks late in the placement. Course fee. Fall and Spring, every year. Requires Education Department approval, resume, unofficial educational transcripts, and expanded criminal background history.

ED 492 Supervised Teaching: Kindergarten Mild Intervention (4)

Provides a capstone teaching experience in a kindergarten special education or inclusive classroom. Teacher candidates complete 9 weeks of supervised teaching and are responsible for full-time planning and teaching for a minimum of three weeks late in the placement. Course fee. Fall and Spring, every year. Requires Education Department approval, resume, unofficial educational transcripts, and expanded criminal background history.

ED 493 Supervised Teaching: Elementary/Primary Mild Intervention (4)

Provides a capstone teaching experience in a primary elementary (grades 1, 2, or 3) special education or inclusive classroom. Teacher candidates complete 9 weeks of supervised teaching and are responsible for full-time planning and teaching for a minimum of three weeks late in the placement. Course fee. Fall and Spring, every year. Requires Education Department approval, resume, unofficial educational transcripts, and expanded criminal background history.

ED 495 Supervised Teaching: Elementary/Intermediate Mild Intervention (4)

Provides a capstone teaching experience in an intermediate elementary (grades 4, 5, or 6) special education or inclusive classroom. Teacher candidates complete 9 weeks of supervised teaching and are responsible for full-time planning and teaching for a minimum of three weeks late in the placement. Course fee. Fall and Spring, every year. Requires Education Department approval, resume, unofficial educational transcripts, and expanded criminal background history.

ED 496 Supervised Teaching: Middle School/Junior High Mild Intervention (4)

Provides a capstone teaching experience in a middle school or junior high special education or inclusive classroom. Teacher candidates complete 9 weeks of supervised teaching and are responsible for full-time planning and teaching for a minimum of three weeks late in the placement. Course fee. Fall and Spring, every year. Requires Education Department approval, resume, unofficial educational transcripts, and expanded criminal background history.

ED 498 Supervised Teaching: High School Mild Intervention (4)

Provides a capstone teaching experience in a high school special education or inclusive classroom. Teacher candidates complete 9 weeks of supervised teaching and are responsible for full-time planning and teaching for a minimum of three weeks late in the placement. Course fee. Fall and Spring, every year. Requires Education Department approval, resume, unofficial educational transcripts, and expanded criminal background history.

EN 110 Introductory College Writing (3)

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 Spring, every year.

EN 111 English Composition and Research Writing (3)

EN 111 explores strategies of critical reading, thinking and writing to improve students' skills in writing to a professional audience. Analysis of texts and arguments are featured, and peer editing and revision are used as important tools for improving each student's writing process in several essay formats, including multimedia. Citation skills and Standard English are addressed. Fulfills Woods Core requirement. Fall and Spring, every year. *Prerequisite: EN 110 or placement.*

EN 113 English Composition for International Students (3)

Review of English grammar as needed by the class. Students will read articles on current affairs, write compositions expressing their views on a variety of issues, and expand their level of vocabulary (to include idiomatic expressions). Required for international students. Campus only. Fall, every year.

EN 150 Publication Production (1)

Students participate in the production of the College's publication, the *Aurora*. Course may be taken more than once. Fall and Spring, every year.

EN/TA 151 Interpretive Reading and Reader's Theatre (3)

Study of poetry, prose and drama through oral interpretation. Analysis of literary texts by way of performance. Preparation for platform reading. Spring, even years.

EN 153 English Conversation for International Students I (3)

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. Spring, every year.

EN/TA 202 Introduction to Literature and Theatre (3)

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. Spring, even years.

EN 211 Introduction to Literature (3)

Introduces to the creative and critical processes in literature. Using examples of poetry, fiction, and drama this course emphasizes methods of writing and reading critically about literature. Fulfills Woods Core requirement.

EN 212 Creative Writing (3)

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.

EN 222 Literature and Myth (3)

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.

EN 229 British Literature (3)

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. Spring, odd years.

EN 232 American Literature (3)

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.

EN 235 American Women Writers (3)

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. Spring, odd years.

EN/TA 251 Advanced Interpretive Reading and Reader's Theatre (3)

Designed for students who have completed a basic study of oral interpretation (poetry, prose, fiction, drama), and wish to continue with more advanced analysis and group performance, including mixed text work and use of nonfiction materials. As needed. *Prerequisite: EN/TA 151.*

EN 280 Topics in English (2-3)

Study of designated or selected topics designed to serve special needs and interests not included in the regularly scheduled introductory courses. Every Spring.

EN 283 Writing for Young Audiences (3)

Reading and discussing theory of writing for children and adolescents, as well as practice in writing stories and poems for young people. As needed.

EN 290 Supplemental Learning Experience (1-4)

Provides students with opportunities to explore career interests and options. This course is individually designed to meet each student's needs. Arrangements are made with the faculty advisor and the director of interns. As needed.

EN 312 Advanced Creative Writing (3)

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 consent of instructor.*

EN 320 Poetry (3)

Study of poetic forms, sounds, images, figures with an emphasis on poems writing for professional writing majors and creative writing minors. Spring, even years. *Prerequisite: EN 212 or consent of instructor.*

EN 321 Creative Nonfiction (3)

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. Spring, odd years.

EN/TA 327 Drama (3)

Analysis of drama to illustrate techniques of playwriting as artistic expression. Students will also write their own monologues and scenes. Fall, odd years. *Prerequisite: EN 212.*

EN/TA 341 Age of Shakespeare (3)

Study of the principal writers of the English Renaissance with special focus on the works of Shakespeare. Every Spring.

EN/TA 343 Modern Dramatic Literature (3)

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. Spring, even years.

EN 353 Women Writers (3)

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.

EN 355 Study of Language (2)

Studies history of English, language origins, bilingual education, and other topics of interest to secondary education English students. As needed.

EN 356 English Grammar and How to Teach It (1)

Analyzes the complexities of English grammar and explores a variety of ways to teach grammar for language arts teachers in middle and high schools. Spring, odd years.

EN 380 Teaching Young Adult Literature (2)

Explores novels from the adolescent literature genre. Provides additional practice in developing lesson plans, activities, and research projects centered on young adult fiction. As needed.

EN 381 Methods of Teaching English in Senior High/Junior High/Middle School (2)

Techniques of teaching grammar, literature, and oral and written expression in the senior high, junior high and middle school. As needed.

EN 420 Fiction (3)

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 consent of instructor.*

EN 450 Modern World Literature (3)

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.

EN 480 Topics in English: Senior Thesis (2-3)

Study of designated or selected topics designed to serve the special needs and interests of advanced students. As needed.

EN 490 Internship (1-6)

Work experience with firm or agency directly related to the student's major area of study. The learning experience is structured within the College approved guidelines for the internship program. Through close supervision by the director of interns, faculty advisor and the worksite supervisor, the student works toward achieving goals outlined in the individual learning contract. Normally reserved for third and fourth year students. May be repeated with different topics. As needed.

EQ 100 Orientation to Equine Studies (0)

Required of all equine studies majors, minors, and equestrian team members, and is offered each semester in concentrated form. It serves as an introduction to the rules, regulations and procedures of the Equine Center, with special attention to safety, proper techniques, and personal performance of each student. It will also aid in the placement of students at proper riding levels. Fall and Winter, every year.

EQ 101 Survey of Equine Studies (3)

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.

EQ 103/105, 203/205, 303/305, 403/405 Stable Management (1 each)

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, record keeping and horse sales. Students will work closely with instructors to learn and practice skills necessary to effectively maintain and manage an equine facility. Each student will be responsible for the care of a horse throughout their stable management experience. Proficiency test will be given each semester. Fall and Winter, every year.

EQ 103/105 First Year Stable Management: Routine Horse Care/First Aid (1 each)

Every year.

EQ 203/205 Second Year Stable Management: Farm Equipment and Facilities Management (1 each)

Must have valid driver's license for EQ 205. Every year.

EQ 303/305 Third Year Stable Management: Equine Marketing (1 each)

Every year.

EQ 403/405 Fourth Year Stable Management: Equine Farm Administration (1 each)

Every year.

EQ 104 Principles of Therapeutic Riding (2)

Introduction to history and principles of therapeutic riding; rules, regulations, and certification through the North American Riding for the Handicapped Association; OSHA and ADA regulations; and effective instructor verbal and nonverbal communication skills, body language and dress. As needed.

EQ 111 Training and Handling I (3)

Stresses behavior modification and safe handling techniques. Emphasis is on understanding normal equine behaviors as they relate to training and management. It requires significant independent work with yearlings, in addition to learning to work with partners. Spring, every year.

EQ 121 Beginning English Riding Level I (1)

Students learn the basics of grooming and saddling, as well as developing basic balance and strengths in the walk and the trot. Fall and Spring, every year. Requires the consent of the instructor.

EQ 122 Theory of Dressage (1)

Introduction to the theories involved in the practice of dressage. Background for EQ 222. As needed.

EQ 123 Beginning Western Riding Level I (1)

Students learn saddling and grooming and familiarize themselves with the walk and trot. Fall, every year.

EQ 131 Beginning English Riding Level II (1)

The student will continue to develop the skills learned in EQ 121 and learn how to canter. Fall and Spring, every year. Requires the consent of the instructor.

EQ 133 Beginning Western Riding Level II (1)

The student will continue to develop the skills learned in EQ 123, and progress to the next stage of riding.

EQ 200 General Equine Health (3)

Provides an overview of the anatomy, normal function and pathology of the body systems of the horse, excepting the skeletomuscular system. Prevention and management of common disorders is stressed. Every year.

EQ 201 Equine Nutrition (3)

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.

EQ 211 Principles of Selection (2)

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.

EQ 214 Theory of Basic Training (2)

The basic concepts of training the inexperienced or experienced horse will be explored. Emphasis will be placed on the horse's psychological makeup and how it influences his capacity to learn. Connections will be made between historic and current training techniques. Students will be required to apply training techniques to influence horse behavior. Spring, every year.

EQ 215 Theory of Equitation (2)

Students will examine the theories behind various riding techniques and the ways in which they promote body awareness and control in the rider. Application of this knowledge will allow the student to improve overall performance of the horse especially with respect to balance, carriage, and communication. Fall, every year.

EQ 221 Intermediate English Riding, Level I (1)

Student will continue development of their flat skills in the walk, trot and canter. Course may be repeated. Fall and Spring, every year. Requires the consent of the instructor.

EQ 222 Dressage I (2)

Designed for dressage riders up to the first level test (United States Dressage Federation). Course may be repeated. Every year. *Prerequisite: Consent of instructor.*

EQ 223 Intermediate Western Riding, Level I (1)

Students will become more secure in all three gaits. Riders will experience self-exploration and how it influences the horse's rhythm, balance and responsiveness. Course may be repeated. Fall and Spring, every year. Requires the consent of the instructor.

EQ 224 Jumping I (2)

Students focus on individual jumping skills with difficulty depending on the student's level of training and mastery. Course may be repeated. Fall, every year. *Prerequisite: Consent of instructor.*

EQ 231 Intermediate English Riding, Level II (1)

Students will continue development of skills learned in EQ 221 and learn how to jump. Course may be repeated. Every semester. *Prerequisite: Consent of instructor.*

EQ 233 Intermediate Western Riding, Level II (1)

Students will move from a self-discovery experience to learning how to influence the horse's position and carriage. More independent work and personal goals will be required. Fall and Spring, every year. Requires the consent of the instructor.

EQ 238 Timed Event (2)

Introduces students to the basics of timed event competition, such as barrel racing, pole bending and stake race. As needed. *Prerequisite: Consent of instructor.*

EQ 242 Introduction to Equine Instruction (2)

Designed to give students experience in evaluating horses and riders, and develop a lesson program that will produce optimum results. Emphasis is placed on defining and understanding correct rider position. Students will study effective methods of teaching, creating lesson plans, and teaching riders who vary in age ability and level of confidence. Odd years.

EQ 280 Topics in Equine Studies (1-4)

Focusing on a selected topic in equine studies, this course addresses special needs and interests not covered in depth in other equine studies courses. As needed.

EQ 290 Supplemental Learning Experience (1-4)

Provides students with opportunities to explore career interests and options. This course is individually designed to meet each student's needs. Arrangements are made with the faculty advisor and the director of interns.

EQ 291 Equipment and Preparation, English Emphasis (2)

Covers the principles and techniques of preparing a horse for sale, grooming for competition and proper selection, care and use of equipment. As needed.

EQ 292 Equipment and Preparation, Western Emphasis (2)

Covers the principles and techniques of preparing a horse for sale, grooming for competition and proper selection, care and use of equipment. As needed.

EQ 294 Equine Genetics (2)

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.

EQ 300 Farrier Science (2)

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.

EQ 302 Equine Reproduction (3)

Provides an overview of the anatomy, normal function and pathology of the reproductive system of the stallion and mare. Normal reproduction and development as well as breeding problems are covered. Safe and correct stallion and broodmare management practices are also discussed. As needed.

EQ 306 Equine Lameness (2)

Anatomy, normal function, and pathology of the skeleto-muscular system with emphasis on prevention, diagnosis and management of common lameness. Every year.

EQ 314 Basic Training Applied (2)

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.*

EQ 316 Basic Schooling (2)

Concepts such as bending and improving the horse's balance will be emphasized. Students will become acquainted with rhythm, suppleness, and impulsion. Upon completion, the student should be able to maintain a consistent frame. As needed.

EQ 317 Equine Fitness (3)

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.

EQ 318 Introduction to Driving (2)

Students will learn the basics of driving a horse in harness. Topics will include harness types, fitting, introducing the horse to the harness and driving techniques. As needed.

EQ 321 Advanced English Riding (1)

Students will continue development of their flat skills, focusing on higher-level movements. Fall and Spring, every year. Requires the consent of the instructor.

EQ 322 Dressage II (2)

Designed for dressage riders up to the third level of tests (USDF). Course may be repeated. As needed. *Prerequisite: consent of instructor.*

EQ 323 Advanced Western Riding (1)

Students will continue to build the foundation/relationship between horse and rider through self-development and influencing the horse's responsiveness and carriage. Upper level maneuvers will be introduced. Fall and Spring, every year. Requires the consent of the instructor.

EQ 324 Jumping II (2)

Continues development of skills learned in EQ 224. Difficulty is increased according to the student's ability. Course may be repeated. Spring, every year. *Prerequisite: Consent of instructor.*

EQ 325 Course Design (2)

Lecture topics include proper design of obstacles and layouts for courses for different jumping disciplines, such as hunters, jumpers and eventing. As needed.

EQ 335 Reining (2)

Students study methods of training and exhibiting reining horses, with emphasis on correct performance of movements and patterns. As needed. *Prerequisite: Consent of instructor.*

EQ 337 Western Trail (2)

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: Consent of instructor.*

EQ 342 Teaching Techniques (2)

Designed for those who wish to become instructors. Emphasis is on techniques of teaching horsemanship, facility and lesson planning and execution, safety and evaluation. Students assist instructors during lessons. As needed. *Prerequisite: EQ 242.*

EQ 347 Restraint and Handling Techniques for Pre-veterinary Students (2)

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. This course also covers handling restraint of feline, canine, alpacas, bovine, swine, and exotic animals. As needed.

EQ 350 Biomechanics of Riding (3)

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.

EQ 407 Equine Business Management and Facilities Design (3)

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. Spring, every year.

EQ 411 Training and Handling II (3)

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 321 or 323 and Consent of Instructor.*

EQ 417 Equine Environmental Management (2)

Emphasizes proper management of grasslands and equine facilities in accordance with environmental principles. Promotion of healthy, productive pastureland, barns, paddocks and water sources with a minimum of environmental impact will be stressed. As needed.

EQ 420 Practicum (Management) (1)

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: Consent of instructor.*

EQ 421 Practicum (Teaching) (1)

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 consent of instructor.*

EQ 422 Practicum (General) (1)

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: Consent of instructor.*

EQ 480 Topics in Equine Studies (1-4)

Focusing on a selected topic in equine studies, this course addresses special needs and interests not covered in depth in other equine studies courses. As needed.

EQ 490 Internship (1-12)

Following the College guidelines for internships, students work in a horse-related business or operation. As needed. *Prerequisite: Consent of department chair.*

EV/BI 100 Environmental Concerns (3)

For the student interested in environmental issues, this course is 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.

EV/MA 240 Ecological Math Modeling (3)

This course is necessary to demonstrate to students the use of mathematics and modeling in the use and conservation of natural resources. It will help students understand the fundamentals of resource management and how to predict population sizes and age structures of wildlife. This course will help make students more marketable and better able to consult and predict the outcomes of resource use.

EV/CH 250 Environmental Chemistry (4)

In this course students will use the fundamental principles of chemistry to gain an understanding of the source, fate, and reactivity of compounds in natural and polluted environments. Emphasis will be placed on the environmental implications of energy utilization and on the chemistry of the atmosphere, hydrosphere, and lithosphere. Environmental issues that will be discussed include climate change, air pollution, stratospheric ozone depletion, pollution and treatment of water sources, the utilization of insecticides and herbicides. The course will include a laboratory component in which students will perform indoor/outdoor experimental activities. . Three one-hour lectures and one two-hour lab per week. Course fee. *Prerequisite: CH 115 and CH 116.*

This is a required course for the Environmental Sciences major. This will be an elective course for biology majors and pre-professional majors.

EV/BI 261 The Natural History of Indiana (3)

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. Two one-hour lectures and one two-hour lab per week. Course fee.

EV/PL 350 Environmental Law (3)

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.

EV/BI 370 Applications of Environmental Science (4)

This course uses an interdisciplinary approach to our world to emphasize the history of environmental concerns, biomes, species interactions with each other and their environment, air, water, soil and biological resources, population

dynamics, toxicology, energy sources, land use management, and other related topics. Principles of physics, Environmental chemistry, and biology are incorporated throughout the course. Laboratory activities allow direct application of the concepts learned in lecture. Three one-hour lectures and one two-hour lab per week. Course fee. Prerequisite: BI 141 or BI 101.

This is a required course for the Environmental Sciences major and minor. This will be an elective course for biology majors and pre-professional majors.

EV/BI 450 Wildlife and Natural Resource Management (4)

This course examines wildlife as a natural resource, with emphasis on principles of conservation, ecology, and management. This course includes hands-on experiences, analysis of wildlife and natural resource problems and understanding basic ecological concepts associated with wildlife. It also includes habitat management practices, identification of wildlife species, analysis of policies, laws and regulations, and use and management of natural resources.

This is a required course for the Environmental Sciences major with a wildlife concentration and the environmental sciences minor. This will be an elective course for Environmental Science with a chemistry concentration, biology majors, and pre-professional majors. Three one-hour lectures and one two-hour lab per week. Course fee. Prerequisite: BI 141 or BI 101.

EV 490 Internship (3)

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.

FR 111 Basic French I/ (3 each)

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. Campus only. Course fee. Fall, every year.

FR 112 Basic French II (4 each)

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. Campus only. Course fee. Spring, every year.

FR 150 French Culture (3)

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. Woods Online only.

FR 211/212 Intermediate French I/II (3 each)

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. Course fee. FR 211: Fall, every year. FR 212: Spring, every year.

FR 231 French Conversation (3)

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.

Spring, odd years. *Prerequisite: Two semesters of college French or consent of instructor.*

FR 280 Topics in French Studies (1-3)

Covers topics at an intermediate level related to student interest or needs. Repeatable. May be offered in conjunction with FR 480. Campus only. As needed.

FR 290 Supplemental Learning Experience (1-4)

Provides students with opportunities to explore career interests and options. This course is individually designed to meet each student's needs. Arrangements are made with the faculty advisor and the director of interns. Campus only.

FR 291 Business French (3)

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: Two semesters of college French or consent of instructor.*

FR 331 French Grammar (3)

Students conduct an advanced study and practice of the structure of modern French in its component parts (verb tenses, nouns, adjectives, adverbs, pronouns, etc.). Concepts are illustrated by authentic written and audiovisual materials, so that students use grammar in context. Campus only. Fall, even years. Course fee.

FR 351 French Phonetics and Linguistics (3)

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. Spring, even years. Course fee.

FR 361 Survey of Literature in French (3)

Students conduct historical and critical studies of the principal authors and literary movements of France and Francophonia. Students will discuss orally and in written form the works considered. Campus only. As needed.

FR 371 French Culture and Civilization (3)

From a cross-cultural perspective, students study the origins, development and culture of the French people and the development of the French nation into modern times by using a variety of materials including video, slides, music and readings. Taught in English. Campus only. As needed.

FR 372 Francophone Culture and Civilization (3)

From a cross-cultural perspective, students conduct a study of the history and cultures of French-speaking areas in the world from colonialism to the modern day. A variety of materials including video, slides, music and poetry are used. Francophone areas to be covered include Canada, the United States, Africa and the Caribbean. In English. Campus only. As needed.

FR 434 French Stylistics (3)

Students conduct an advanced study of the process of writing in French. A variety of authentic writing models, which illustrate various functions and style, serve as references. Students use audio and video, as well as texts, to practice and refine their composition skills. Campus only. As needed.

FR 480 Topics in French Studies (1-3)

This course covers literature and topics relative to student interest or needs. Repeatable. May be offered in conjunction

with FR 280. Campus only. As needed.

FR 490 Internship (1-6)

Work experience with firm or agency directly related to the student's major area of study. The learning experience is structured within the College approved guidelines for the internship program. Through close supervision by the director of interns, faculty advisor and the worksite supervisor, the student works toward achieving goals outlined in the individual learning contract. Normally reserved for third and fourth year students. May be repeated with different topics. As needed.

FR 499 Independent Study (1-3)

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: consent of the instructor.

GO 115 Science of Politics (3)

Introduces the study of political science, demonstrating those aspects of human behavior which the political scientist examines and the research tools employed. Explores the nature and purpose of politics, and patterns of authority, citizenship and political change. The goal is a solid theoretical framework for use in studying both American institutions and processes and other political systems in the world today. As needed.

GO 225 American Public Policy (3)

Discusses and analyzes the processes of agenda setting, formulation, implementation and evaluation of public policies regarding selected issues such as housing, land use, health care and social services. As needed.

GO 275HN (Honors course) Moral Dilemmas in Western Political Thought (3)

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.

GO 280 Topics in Political Science (1-4)

The study of designated or selected topics designed to serve special needs and interests not included in the regularly scheduled introductory courses. As needed.

GO/HI 317 Women in American Society (3)

Investigation of the various legal, social and political factors that have determined the position of women at various periods in the nation's history. Provides the student with the necessary historical and analytical tools to understand current themes and issues relating to the changing roles of women in contemporary society. Fall, odd years.

GO/HI 319 History in the Making: Our National Elections (3)

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.

GO 335 Inside the Governments (3)

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.

GO 340 Comparative Politics (3)

Examines divergent governmental systems to gain an understanding of the various patterns of decision making in the world today and to evaluate the viability of alternative political processes. Emphasizes the relationship between politics, constitutions and foreign policy considerations in the determination of governmental action. As needed.

GO/SS 415 Research Methods in Social Science (3)

Presents basic principles of research design and the primary techniques used by social scientists in the collection and analysis of data; e.g., surveys and polling, observation, experiment, case study and content analysis. Spring, odd years.

GO/HI 418 The United States Constitution: Origin and Evolution (3)

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. Spring, odd years.

GO 480 Topics in Political Science (1-4)

The study of designated or selected topics to serve special needs and interests not included in the regularly scheduled advanced courses. As needed.

GO 490 Internship (1-6)

Work experience with firm or agency directly related to the student's major area of study. The learning experience is structured within the College approved guidelines for the internship program. Through close supervision by the director of interns, faculty advisor and the worksite supervisor, the student works toward achieving goals outlined in the individual learning contract. Normally reserved for third and fourth year students. May be repeated with different topics. As needed.

GO 499 Independent Study (3)

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.

HCA 300 Healthcare Administration I (3)

Introduction to roles of professionals in meeting standards of regulatory agencies and voluntary organizations in healthcare delivery systems. Application of the concepts of financial management within healthcare organizations. This will include: budgeting, financial planning principles, reimbursement procedures, governmental regulation and legal restraints.

HCA 400 Healthcare Administration II (3)

This course is intended to teach the skills needs to keep organizations competitive in the constantly changing healthcare environment. The course discusses developments in the healthcare field that require managers to have heightened skills in strategic planning and competitive analysis. The course also examines the models that exist for delivering quality service to consumers and how to build a base of loyal customers. *Prerequisite: HCA 300.*

HCA 490 Internship (1-6)

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 111 History of Indiana (1-3)

Survey of the historical development of the state of Indiana from Indian times to the present. Emphasis is on the Old Northwest Territory, early statehood, Indiana Indians, government and economic development. As needed.

HI 211 United States History to 1877 (3)

Survey of European influences in exploration; the colonial, revolutionary and federal periods; sectional rivalries that led to the Civil War; the Civil War and Reconstruction. Emphasis is given to the U.S. Constitution and to the development of political and economic systems. Fall, even years.

HI 212 United States History Since 1877 (3)

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." Spring, odd years.

HI 222 World History Since 1900 (3)

A survey of major events and developments worldwide since 1900. Topics include independence movements in Europe's colonies, the two world wars, the Holocaust, revolutions, communism, fascism, socialism, laissez-faire capitalism, economic globalization, women's liberation, cultural trends including diversity, and the role of technology in shaping today's world. Fulfills Woods Core requirement. Fall and Spring, every year.

HI 280 Topics in History (1-4)

The study of designated or selected topics designed to serve special needs and interests not included in the regularly scheduled introductory courses. As needed.

HI 290 Supplemental Learning Experience (1-4)

Provides students with opportunities to explore career interests and options. This course is individually designed to meet each student's needs. Arrangements are made with the faculty advisor and the director of interns.

HI 311 The United States as a World Power (3)

A study of the evolution of the United States into a world power; development of foreign policy, its justification and motivating causal factors; and the moral implications of these policies. Examination of the change from rural-agrarian society to urban-industrial and militarized society, its impact on foreign policy, the individual and American citizens. As needed.

HI 315 Civil War and Reconstruction (3)

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 Women in American Society (3)

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 History in the Making: Our National Elections (3)

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 England and the Commonwealth (3)

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 World Civilizations I (3)

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 World Civilizations II (3)

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/ID 349 Appalachia: America's "Third World" Region (2)

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. Fall, even years. *Prerequisites: Successful completion of 5 Skills courses, 3 Foundations/Diversity courses, and 3 Perspectives courses.*

HI 370/SP 371 Latin American Life and Civilization (3)

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 French Culture/Civilization (3)

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 The United States Constitution: Origin and Evolution (3)

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. Spring, odd years.

HI 421 Russia and the Soviet Union (3)

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 Twentieth Century European History (3)

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 Globalization and Social Justice (3)

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 Twentieth Century Asian History (3)

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 Topics in History (1-4)

The study of selected topics designed to serve special needs and interests of the intermediate and advanced student. As needed.

HI 490 Internship (1-6)

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 Independent Study (1-4)

Individually supervised advanced study on a topic of scholarly and critical interest in a selected area of United States or world history. The topic should be in an area in which the student already has some basic knowledge. As needed.

HS 211 Introduction to Human Services (3)

A general overview of the knowledge base, value structure, purpose, nature, history and functions of work in the various settings of the human services.

HS 250 Ethical and Legal Issues in the Helping Professions (3)

An introduction to ethical issues in the helping professions and the legal context of practice, with emphasis on the development of ethical competence for the undergraduate helping professional.

HS 280 Topics in Human Services (1-4)

The study of selected topics to serve special needs, experiences and interests not included in the regularly scheduled courses.

HS 311 Human Services Practicum I (2)

Supervised introductory field experience (100 hours) in a selected social service agency. *Prerequisites: HS 211 and PS 285.*

HS 330 Human Services Techniques: Casework Methods (3)

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. *Prerequisite: HS 311 (may be taken concurrently).*

HS 331 Human Services Techniques: Group and Community Methods (3)

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.

Prerequisite: HS 311 (may be taken concurrently).

HS 411 Human Service Practicum II (5)

Supervised field experience (250 hours) in a selected social service agency combined with reflective and analytical writing assignments. Human Services majors only. *Prerequisite: HS 330.*

HS 480 Topics in Human Services (1-4)

The study of selected topics to serve special needs, experiences and interests not included in regularly scheduled courses.

HW 155 Introduction to Wellness (3)

Explore the components of wellness and investigate opportunities with the wellness area including employers-sponsored programs, community programs, as well as individual wellness assessment and programs.

HW 255 Introduction to Public Health (3)

The background and history of public health will be explored. Analytical methods such as epidemiology and statistics will be employed to analyze some questions in the field. A biomedical basis of diseases with the emphasis on infectious, chronic, genetic, behavioral, and psychosocial aspects of health will be investigated.

HW 256 Environmental Health (3)

Addresses all the physical, chemical, and biological factors external to a person of natural and built environmental that impacts the quality of life.

HW 353 Epidemiology (3)

An introduction to basic principles and concepts of epidemiology relating to the design, analysis, and interpretation of epidemiological studies. Students will be expected to understand and be able to apply measures of disease prevalence and incidence (e.g. odds, rate, or risk). The advantages and disadvantages of different study designs, including cohort, case-control and intervention studies will be examined. Problems in interpreting epidemiological data, such as chance, bias, and confounding will be considered. Students should be able to critically interpret evidence and assess causality.

Prerequisites: BI 253

HW 355 Science of Nutrition (4)

The role of nutrition through the human life span will be examined. The nature of the macro- and micro-nutrition will be explored along with their function in the body. Health issues related to excess or lack of nutrients will be explored. 3 hours of lecture/discussion with laboratory related to foods.

HW 421 Seminar in Health Issues (2)

Presentation of current peer-reviewed journal articles covering topics directly related to Health Issues. Develops critical thinking skill in evaluating published materials. Allows for increased opportunity for public speaking and communication of complex technical information.

ID 101 Library Skills, Resources and Research (1)

Students develop effective research techniques and become efficient using library resources.

ID 150 Cultural Diversity in the United States (3)

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. Woods Online only.

ID 290 Supplemental Learning Experience (1-4)

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. Fall and Spring, every year.

ID 300 Religions of the World: A Spiritual Dimensions Approach (2)

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. Spring, odd years. *Prerequisites: Successful completion of 5 Skills courses, 3 Foundations/Diversity courses, and 3 Perspectives courses.*

ID/WS 301 Images of Muslim Women (2)

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. Fall, odd years. *Prerequisites: Successful completion of 5 Skills courses, 3 Foundations/Diversity courses, and 3 Perspectives courses.*

ID 302 Film, Culture, and Creativity (2)

Studies the relationship of film to cultural values and creativity with an emphasis on films that raise ethical dilemmas and peace and justice issues. Spring, odd years. *Prerequisites: Successful completion of 5 Skills courses, 3 Foundations/Diversity courses, and 3 Perspectives courses.*

ID 303 Irish Culture in Literature and Film (2)

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. Fall, odd years. *Prerequisites: Successful completion of 5 Skills courses, 3 Foundations/Diversity courses, and 3 Perspectives courses.*

ID 310 Saints and Peacemakers (2)

Study of the lives of saints and peacemakers whose ideas and actions make us consider the importance of values of faith, contemplation, and peace. Spring, odd years. *Prerequisites: Successful completion of 5 Skills courses, 3 Foundations/Diversity courses, and 3 Perspectives courses.*

ID 315 History of Education in the United States (2)

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. Woods Online only. *Prerequisites: Successful completion of 5 Skills courses, 3 Foundations/Diversity courses, and 3 Perspectives courses.*

ID/HI 349 Appalachia: America's "Third World" Region (2)

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. Fall, even years. *Prerequisites: Successful completion of 5 Skills courses, 3 Foundations/Diversity courses, and 3 Perspectives courses.*

ID 350 Images of Beauty and American Women (2)

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. Fall, even years. *Prerequisites: Successful completion of 5 Skills courses, 3 Foundations/Diversity courses, and 3 Perspectives courses.*

ID 355 History of Science (2)

Explores the history of western science including Greek science, Arabic science, Medieval science, the Scientific Revolution and Modern science. *Prerequisite: Successful completion of 5 Skills courses, 3 Foundation/Diversity courses and 3 Perspectives courses.*

ID 360 Science and Religion: Conflict and Conciliation (2)

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. *Prerequisite: Successful completion of 5 Skills courses, 3 Foundation/Diversity courses and 3 Perspectives courses.*

ID 380 Topics in Interdisciplinary Studies (2)

One-time offering of designated interdisciplinary topics course. Topic to be determined by instructor. *Prerequisites: Successful completion of 5 Skills courses, 3 Foundations/Diversity courses, and 3 Perspectives courses.*

ID 410 From Mythos to Logos: The Journey of Human Rationality & Consciousness in the Western World (3)

An integrative examination of the foundations, contributions, direction, and the future of human rationality and consciousness in the Western world. Spring, odd years. *Prerequisite: Successful completion of at least one ID 300-level course.*

ID/WS 415 Feminist Theory (3)

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. Spring, even years. *Prerequisite: Successful completion of at least one ID 300-level course.*

ID 420 Literature and the Moral Imagination (3)

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. Spring, odd years. *Prerequisite: Successful completion of at least one ID 300-level course.*

ID/PL 430 Women and the Law (3)

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. Fall, odd years. *Prerequisite: Successful completion of at least one ID 300-level course.*

ID 437 Environmental Ethics (3)

Social, political, esthetic, scientific and religious perspectives will be used to investigate topics related to issues of health in a variety of countries. Mathematical 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.*

ID 440 Women, Values and Leadership (3)

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. Woods Online only. *Prerequisite: Successful completion of at least one ID 300-level course.*

ID 450 Global Health (3)

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. *Prerequisite: Successful completion of at least one ID 300-level course.*

ID 497 Cultural Immersion Experience (0)

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 Media Reporting (3)

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. Campus: Spring, odd years. WOL: Fall and Spring, every year.

JM 101 Introduction to Mass Media (3)

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. Campus: Fall, every year. WOL: Fall and Spring, every year.

JM 115 Editing (3)

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. Campus: Spring, even years. WOL: Spring, every year.

JM 200 Advanced Reporting (3)

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. Campus: Fall, odd years. WOL: Fall, every year. *Prerequisite: JM 100.*

JM 242 Film & Creative Expression (3)

Studies film history and creative techniques with an emphasis on the connections between film and culture, trends, and developments in US and world films. Campus: Spring, even years. WOL: Spring, every year.

JM 250 History of Media and Current Trends (3)

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. Campus: Spring, odd years. WOL: Spring, every year. *Prerequisite: JM 101.*

JM 290 Supplemental Learning Experience (1-4)

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 Digital Video and Audio Production (3)

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. Campus: Fall, odd years. WOL: Fall, every year.

JM 305 Social Issues in Media (3)

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. Campus: Spring, even years. WOL: Fall, every year. *Prerequisite: JM 101.*

JM 315 Photography (3)

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. Campus: Fall, even years. WOL: Fall, every year. Course fee.

JM 320 Narrative Journalism (3)

Builds on the writing and reporting skills acquired in JM 100 and JM 200, introducing literary techniques into nonfiction writing. Techniques include incorporating dialogue, narrative, documentary film, audio and photography to produce comprehensive nonfiction media packages. Campus: Spring, odd years. WOL: Spring, every year. *Prerequisites: JM 115 and JM 200.*

JM 330 Public Relations (3)

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. Campus: Spring, even years. WOL: Spring, every year. *Prerequisite: JM 101.*

JM 340 Advertising (3)

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. Campus: Spring, odd years. WOL: Spring, every year. *Prerequisite: JM 101.*

JM 342 Sequential Art (3)

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. Campus and WOL: Fall, every year. *Prerequisite: JM 257 or consent of instructor.*

JM 410 Communication Law and Ethics (3)

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. Campus: Fall, even years. WOL: Spring, every year. *Prerequisites: JM 100 and JM 101.*

JM 420 Investigative Reporting (3)

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. Campus: As needed. WOL: Fall, every year. *Prerequisite: JM 320.*

JM 450 Senior Journalism Studio (3)

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. Campus: Spring, every year. WOL: Fall and Spring, every year.

JM 451 Senior Media Studio (3)

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. Campus: Spring, every year. WOL: Fall and Spring, every year.

JM 480 Topics in Journalism and Media Studies (1-4)

Advanced study of a designated or selected topic serving the special needs of advanced students not covered in the regular courses. As needed.

JM 490 Internship (1-6)

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. Internships may be virtual. May be repeated with different topics.

JM 499 Independent Study (1-3)

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.

LC 110 Succeeding in the College Environment (2)

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. Fall, every year. Course fee.

LC 111 Succeeding in the College Environment II (1)

Students will learn additional methods to apply various skills and strategies designed to enhance success. Self-assessment, study skills, test-taking strategies, writing strategies, stress-management, motivation and self-management are among several key topics covered. Dedicated tutors will be assigned to each student. Course Fee.

LS 300 Liberal Studies Seminar (3)

A study of the history, theory and value of a liberal arts education. Students compare and contrast the methodologies of various disciplines, explore different approaches to critical thinking, and consider the idea that, in one form or another, all disciplines have critical thinking in common as a basic methodology. The course includes a focus on changing views regarding the value and purpose of a college education, including what employers consider important in terms of grades, majors and other factors. For the course's capstone project, students articulate a well-developed plan and rationale for how their Liberal Studies major will help them meet their life and career goals. *Prerequisite: WC 100.*

LS 499 Liberal Studies Culminating Project (3)

The culminating project for Liberal Studies majors. Students develop, integrate and apply the knowledge they have acquired in their content areas through one of several possible options to be determined in consultation with the Liberal Studies advisor and the two content area department chairs. The options for the culminating project may include, but are not limited to, the following: internship, original research, study abroad and a community service project. Students demonstrate that they have met the goals of the course for all options by writing a final paper and making an oral

presentation (in person or online). *Prerequisites: LS 300 and completion of at least 80% of coursework in two areas.*

MA 101 Fundamentals of Mathematics (3)

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 Spring, every year.

MA 105 Finite Mathematics (3)

Introduction to mathematical reasoning, algebraic concepts, and concepts from probability and statistics for students going into MA 253. Intended for students who do not place directly into MA 253 or who do not feel adequately prepared to go into MA 253. Topics include statements, truth tables, arguments, Euler diagrams, variables, exponents and order of operations, operations with integers, linear equations in one variable, ratios, proportions and percents, graphs, functions, types, organization and presentation of data, measures of central tendency, probability and counting rules. Fall and Spring, every year.

MA 112 College Algebra (3)

The study of linear, polynomial, algebraic, rational, exponential, and logarithmic functions and their graphs, with applications. Fulfills Woods Core requirement. Fall and Spring, every year. *Prerequisite: MA 101 or placement.*

MA 113 Essentials of Trigonometry (1)

Right-triangle trigonometry, circular functions and their inverses, trigonometric identities and equations, applications. *Prerequisite: MA 112 or equivalent.*

MA 120 Precalculus (3)

Designed for mathematics and science majors whose future courses mandate rigorous symbol manipulation. Topics include solutions of polynomial equations, exponential and logarithmic functions, rational functions, trigonometric functions, and analytic geometry. *Prerequisite: MA 101, placement or consent of instructor.*

MA 121/122 Calculus I/II (3 each)

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 MA 113, or MA 120. Prerequisite for MA 122: MA 121.*

MA 133 Mathematics for Elementary Education Teachers (3)

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. Spring, every year. *Prerequisite: MA 101 or placement.*

MA 210 Discrete Mathematics (3)

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.*

MA 220 Logic (3)

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 standing or consent of instructor.*

MA 221 History of Mathematics (1)

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 MA 210, or consent of instructor.*

MA 230 Introduction to Mathematical Modeling (2-3)

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 hour class, MA 112 or equivalent; for 3 credit hour class, MA 121.*

MA 231 Linear Algebra (3)

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.*

EV/MA 240 Ecological Math Modeling (3)

This course is necessary to demonstrate to students the use of mathematics and modeling in the use and conservation of natural resources. It will help students understand the fundamentals of resource management and how to predict population sizes and age structures of wildlife. This course will help make students more marketable and better able to consult and predict the outcomes of resource use.

MA 253 Statistics (3)

Elementary introduction to statistical reasoning, including sampling, organization and presentation of data, elementary probability, statistical inference and data analysis. In particular, topics covered include: the nature of probability and statistics; organization and presentation of data; measures of central tendency, variation and position; probability; binomial, normal and t distributions; estimation and confidence intervals; hypothesis testing; z and t tests, correlation and regression, and chi-square tests; applications to the natural and social sciences, business, education, and government. Use of appropriate computer software and technology resources. Fulfills Woods Core requirement. Fall and Winter, every year. *Prerequisite: MA 105 or placement.*

MA 280 Topics in Mathematics (1-4)

The study of designated or selected topics designed to serve special needs and interests not included in the regularly scheduled introductory courses. As needed.

MA 290 Supplemental Learning Experience (1-4)

Provides students with opportunities to explore career interests and options. This course is individually designed to meet each student's needs. Arrangements are made with the faculty advisor and the director of interns.

MA 322 Calculus III (3)

Functions of several variables, limits and continuity, differentiation and its applications, theory of iterated and multiple integrals, introductory differential equations. Every other year. *Prerequisite: MA 122.*

MA 331 Abstract Algebra (3)

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.*

MA 341 Geometry (3)

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.*

MA 352 Advanced Statistics with Applications (3)

Hypothesis testing, multiple regression and correlation, two-way analysis of variance, multivariate statistics, nonparametric methods, sampling and simulation, quality control; applications to business and natural and social sciences. Students use computer software to analyze their data and interpret computer output. As needed. *Prerequisite: MA 253.*

MA 353 Elements of Mathematical Statistics (1)

Statistical measures of central tendency and dispersion; basic probability; theory of discrete and continuous random variables; normal, binomial, Poisson, chi-square and t distributions; statistical inference; hypothesis testing; analysis of error; correlation and regression; analysis of variance; applications to business decisions and to experiments in nature and social sciences. Use of appropriate computer software. Every other year. *Prerequisites: MA 121 and MA 253.*

MA 361/362 Basic Concepts of Mathematics and Methods I/II (3/3)

The logical structure of the real number system and its subsystems; the use of numbers in real life; basic concepts of algebra and statistics; informal geometry. Designed for prospective elementary teachers; stresses methods of presenting these concepts at the elementary school level. Every year.

MA 421 Seminar in Mathematics (2-3)

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 standing as a mathematics major or minor.*

MA 422 Introduction to Real Analysis (3)

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 MA 322. MA 331 is recommended.*

MA 461 Teaching of Mathematics in Senior High/Junior High/Middle School (2)

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 standing as a mathematics major with secondary teaching emphasis.*

MA 480 Topics in Mathematics (1-4)

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 Internship (1-6)

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 Independent Study (1-4)

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 Ensemble (0-1)

Performance in College Chorale, Madrigals, Orchestra, Collegium Musicum, chamber music groups, band, jazz band or accompanying. Fall and Spring, every year.

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

MU 010-080 Applied Music (0-2)

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 Spring, 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 (0.5-1)
- MU 020 Voice (1-2)
- MU 021 Voice Class (0-1)
- MU 025 Convocation (0)
- MU 029 Secondary Voice (0.5-1)
- 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 (0.5-1)
- MU 046 Secondary Clarinet (0.5-1)
- MU 049 Secondary Saxophone (0.5-1)
- 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 Junior/Senior Recital (0-1)

As needed. Course fee.

MU 010 Applied Piano (1-2)

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 Harmonization at the Piano (1 each)

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

MU 019 Secondary Piano (1)

Individual piano study for music majors whose primary instrument is not the piano. Focus on technique, performance practice and repertoire of intermediate through advanced levels. Final jury performance required. Must have written permission of instructor to enroll. *Prerequisites: MU 014 and/or successful completion of the piano proficiency exam.*

MU 021 Voice Class (1)

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.

MU 110/120/210 Aural Skills I/II/III (1 each)

Three-semester course sequence developing concepts and skills in aural perception and music reading.

MU 115/125/215/225 Music Theory I/II/III/IV (3 each)

A four semester sequence for the development of concepts and skills in written music theory. Every year.

MU 141 String Techniques I (1)

Elementary performance on stringed instruments. As needed. Course fee.

MU 142 String Techniques II (1)

Intermediate performance on string instruments. As needed. Course fee.

MU 157: Music Therapy Practicum I (0.5—1)

First pre-internship clinical experience for music therapy majors. This course will provide students with opportunities to learn various skills in music therapy through observation of music therapy sessions at a clinical site. Students will work under the supervision of an MT-BC at each clinical site and will experience the therapeutic process through observation. Meets the American Music Therapy Association requirements for obtaining pre-internship clinical hours. Primarily develops observational skills. Students will receive small group supervision with faculty MT-BC. Fall, Winter, every year. Course fee. Pre-req: instructor consent

MU 200 American Music: From Jamestown to James Brown and Beyond (3)

This course introduces students to a rich and diverse history of American popular music. Students will listen critically to both recorded and live music, discussing and writing about the music itself and about its cultural and historical content

and significance. Fulfills Woods Core requirement.

MU 213 Music and Technology (2)

Use of the computer and MIDI synthesizer keyboard to create, edit and perform music scores. Notation and sequencing software programs will be used. Spring, every year. *Prerequisites: CS 101 and basic piano keyboard, or consent of instructor.*

MU 242 Clinical Musicianship (2)

Provide applied practice of clinical music therapy interventions and methods for use in medical, long-term care, educational and rehabilitation settings. Focus on the functional skills needed on: guitar, voice and piano, as well as non-symphonic instruments. Spring, every year. Course fee. *Prerequisites: MU 282 and MU 342.*

MU 243 Conducting I (2)

Introduction to basic conducting patterns and techniques with practical experience in choral/vocal and instrumental music. *Prerequisite: MU 115 or consent of instructor.*

MU 250 MTED Clinical Musicianship (1)

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. Course fee. *Prerequisite: Admission to MTED program.*

MU 256: Music Therapy Practicum IIa (0.5—1)

Level 2a pre-internship first clinical experience for music therapy majors. This course will provide students with opportunities to learn various applied skills in music therapy through co-leading and/or leading group music therapy sessions at a designated clinical site (typically older adults or children in school setting). Students will work under the supervision of an MT-BC and will experience the therapeutic process from observation and assessment through developed treatment plan and preliminary data collection. Meets the American Music Therapy Association requirements for obtaining pre-internship clinical hours. Students will receive weekly group supervision with faculty MT-BC. Fall, Winter, every year. Course fee. Pre-req: MU 157 and/or instructor consent

MU 257: Music Therapy Practicum IIb (0.5—1)

Level 2b pre-internship clinical experience for music therapy majors. This course will provide students with opportunities to learn various applied skills in music therapy through co-leading and/or leading group music therapy sessions at a designated clinical site (typically children/adults with developmental disabilities or older adults). Students will work under the supervision of an MT-BC and will experience the therapeutic process from observation and assessment to developed treatment plan and data collection. Meets the American Music Therapy Association requirements for obtaining pre-internship clinical hours. Students will receive weekly small group supervision with faculty MT-BC. Fall, Winter, every year. Course fee. Pre-req: MU 157 and/or instructor consent

MU 258 MTED Practicum I (1)

Level I pre-internship clinical experience for music therapy equivalency distance students. This course will provide students with opportunities to learn various skills in music therapy through observation, assisting, assessing and co-leading music therapy sessions at a clinical site. Students will work under the supervision of an MT-BC at each clinical site and will experience the therapeutic process from observation and assessment to final evaluation of clients. Students will receive individual supervision (face-to-face) at clinical sites and group supervision (via Skype or other online methods) with course instructors and peers. Course fee. *Prerequisite: Admission to MTED program.*

MU 263 Studies in Instrumental Literature (1)

Survey of literature for wind, brass or percussion instruments. As needed.

MU 264 Studies in Keyboard Literature (1)

Survey of literature for keyboard instruments, mainly piano. As needed.

MU 265 Studies in Vocal Literature (1)

Survey of vocal literature to the present day. As needed.

MU 267 Studies in Jazz (3)

Survey of jazz styles and performers, with emphasis on listening. As needed.

MU 280 Topics in Music (1-4)

The study of designated or selected topics designed to serve special needs and interests not included in the regularly scheduled introductory courses. As needed.

MU 282 Music as Therapy (3)

An introduction to the history of music therapy and to the application of music in the therapeutic treatment of a variety of populations. Fall, every year. Course fee.

MU 283 Therapeutic Processes in Music Therapy (2-3)

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. Spring, every year. Course fee. *Prerequisite: MU 282 and consent of instructor.*

MU 321/322/323 Music History I/II/III (3 each)

Study of non-Western and Western music from the ancient period to contemporary. Each course presents music in relation to the social and cultural background of the periods. Every year.

MU 331/332 Counterpoint I/II (2 each)

Study of sixteenth century and eighteenth century counterpoint in their practical application to writing in two, three and four parts. As needed. *Prerequisites: MU 111, MU 112, MU 211 and MU 212.*

MU 333 Arranging (2)

Practicum in orchestration and/or arranging compositions for instrumental or choral groups. Alternate years.

MU 341 Music in the Elementary School (3)

Study of music materials as available in courses now in use in the elementary school, stressing evaluation and organization. Study of current methods of programs in the elementary school. Includes the study of Orff and Kodaly techniques. Every year.

MU 342 Guitar Techniques (1)

Develop functional guitar and vocal skills, stylistic and genre-specific techniques and understanding of terminology essential for use in music therapy clinical and educational settings. This course is primarily applied and performance-based in nature. Fall, every year. *Prerequisite: Music therapy major or consent of instructor.*

MU 343 Instrumental Techniques II (1)

Intermediate performance and pedagogy of wind, brass, percussion instruments and guitar. As needed. Course fee. *Prerequisite MU 342.*

MU 344 Clinical Improvisation (2)

Development of therapeutic skills on voice, percussion, piano and guitar used in clinical improvisation. Normally reserved for upper-level music therapy students. A lab is required as part of this course. Fall, alternate years. Course fee. *Prerequisite MU 283 and consent of instructor.*

MU 350 Conducting (1)

Students will learn basic conducting skills (conduct basic patterns with technical accuracy; conduct ensembles); begin the process of internship application and preparation. Course fee. *Prerequisite: Admission to MTED program.*

MU 351 Essential Skills in Music (3)

Fundamentals of music and current practices in presenting music in elementary classrooms. Spring, even years.

MU 352 Percussion Techniques (1)

Developing a fundamental understanding of terminology and cultural uses, as well as basic skill and technique with multicultural percussion (e.g. African hand drumming, Latin-based instruments, etc). Fundamental skill and performance on Western traditional percussion instruments (e.g. trap set, marimba, etc) will also be included. *Prerequisite: Music major or consent of instructor.*

MU 356: Music Therapy Practicum IIIa (0.5—1)

Level 3a pre-internship clinical experience for music therapy majors. This course will provide students with opportunities to learn various skills in music therapy through co-leading, and/or leading group or 1:1 music therapy sessions at a clinical site. Students will work under the supervision of an MT-BC and will experience the therapeutic process from assessment through final evaluation of treatment. Meets the American Music Therapy Association requirements for obtaining pre-internship clinical hours. Students will receive 2:1 supervision with faculty MT-BC. Fall, Winter, every year. Course fee. Pre-req: MU 157 and/or instructor consent

MU 357: Music Therapy Practicum IIIb (0.5—1)

Level 3b pre-internship clinical experience for music therapy majors. This course will provide students with opportunities to learn various skills in music therapy through co-leading, and/or leading group or 1:1 music therapy sessions at a clinical site (typically 1:1). Students will work under the supervision of an MT-BC and will experience the therapeutic process from assessment through final evaluation of treatment. Students will receive 2:1 supervision with faculty MT-BC. Meets the American Music Therapy Association requirements for obtaining pre-internship clinical hours. Fall, Winter, every year. Course fee. Pre-req: MU 157 and/or instructor consent.

MU 358 MTED Practicum II (1)

Level II pre-internship clinical experience for music therapy equivalency distance students. This course will provide students with opportunities to refine skills learned at the previous level, and learn the skills of treatment planning, implementation, documentation and leading music therapy sessions at a clinical site. Students will work under the supervision of an MT-BC at each clinical site and will experience the therapeutic process from observation and assessment to final evaluation of clients. Students will receive individual supervision (face-to-face) at clinical sites and group supervision (via Skype or other online methods) with course instructors and peers. Course fee. *Prerequisite: Admission to MTED program.*

MU 367 Intensive Music Therapy Practicum (0.5-1)

This elective course allows the student to engage in a supervised onsite music therapy clinical experience under both a board certified music therapist (MT-BC) and the faculty MT-BC supervisor. Students will engage in the entire treatment process in a 4-week practicum which provides them experiences in observing, co-leading and/or leading clinical sessions with a specific clinical population. Population/facility placement TBD based upon availability. As needed. Course fee. Music therapy majors only. Instructor consent required.

MU 383 Music Therapy Clinical Skills I (3)

Music therapy methods and treatment goals/objectives for children and adults with varied developmental and intellectual disabilities in group homes, schools, day programs and other residential settings. Also includes the development of assessment, evidence-based treatment planning and music therapy clinical skills for the purpose of effective treatment. Fall, every year. Course fee. *Prerequisite: MU 282.*

MU 384 Music Therapy Clinical Skills II (3)

Music therapy methods and treatment goals/objectives for individuals in long-term care, medical, rehabilitation, mental health, hospice and residential settings. The development of assessment, evidence-based treatment planning and music therapy clinical skills for the purpose of effective treatment. Spring, every year. Course fee. *Prerequisite :MU 282.*

MU 386 Music Therapy Seminar I (0.5)

This required course provides necessary preliminary music therapy internship preparation, as well as addresses professional role and ethical issues in music therapy. Spring, every year. Course fee. *Prerequisite: MU 257 or consent of instructor.*

MU 431/432 Composition I/II (2)

Creative work in instrumental and vocal forms. As needed. Prerequisites: MU 111 and MU 112.

MU 440 Secondary Instrumental Methods and Conducting II (2)

Study of current materials and methods used in secondary school instrumental programs; instrumental conducting techniques. Every other year.

MU 441 Secondary Choral Methods (2)

Study of current materials and methods used in secondary school choral programs. Every other year.

MU 442 Piano Pedagogy (1)

Study of methods of teaching private and class piano and of teaching repertoire. As needed.

MU 443 Vocal Pedagogy (1)

Study of methods of teaching private and class voice; survey of teaching repertoire. As needed.

MU 444 Instrumental Pedagogy (1)

Study of methods of teaching a selected solo instrument or family and survey of teaching repertoire. As needed.

MU 450 MTED Seminar (2)

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. Course fee. *Prerequisite: Admission to MTED program.*

MU 455 Expressive Movement (1)

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. Course fee. *Prerequisite: Admission to MTED program.*

MU 456: Music Therapy Practicum IVa (0.5-1)

Level 4a pre-internship clinical experience for music therapy majors. This course will provide students with opportunities to learn various skills in music therapy through observation, co-leading, and/or leading group or 1:1 music

Level 4a pre-internship clinical experience for music therapy majors. This course will provide students with opportunities to learn various skills in music therapy through observation, co-leading, and/or leading group or 1:1 music therapy sessions at a clinical site (typically medical or psychiatric setting). Students will work under the supervision of an MT-BC and will experience the therapeutic process from observation through final evaluation of treatment. Students will receive 1:1 supervision with faculty MT-BC. Meets the American Music Therapy Association requirements for obtaining pre-internship clinical hours. Fall, Winter, every year. Course fee. Pre-req: MU 157 and/or instructor consent.

MU 457: Music Therapy Practicum IVb (0.5-1)

Level 4b pre-internship clinical experience for music therapy majors. This course will provide students with opportunities to learn various skills in music therapy through co-leading, and/or leading 1:1 or group music therapy sessions at a clinical site (typically similar setting as a pending internship placement). Students will work under the supervision of an MT-BC and will experience the therapeutic process from observation through final evaluation of treatment. Students will receive 1:1 supervision with faculty MT-BC. Meets the American Music Therapy Association requirements for obtaining pre-internship clinical hours. Fall, Winter, every year. Course fee. Pre-req: MU 157 and/or instructor consent.

MU 458 MTED Practicum III (1)

Level III pre-internship clinical experience for music therapy equivalency distance students. This course will provide students with opportunities to refine skills learned at the previous level, and learn the skills of evaluation and termination in music therapy sessions at a clinical site. Students will work under the supervision of an MT-BC at each clinical site and will experience the therapeutic process from observation and assessment to final evaluation of clients. Students will receive individual supervision (face-to-face) at clinical sites and group supervision (via Skype or other online methods) with course instructors and peers. Course fee. *Prerequisite: Admission to MTED program.*

MU 468 MTED Practicum IV (1)

Pre-internship clinical experience for music therapy equivalency distance students. This course will provide students with opportunities to gain additional hours and develop the necessary competencies required to move on to internship. Students will work under the supervision of an MT-BC at each clinical site and will experience the therapeutic process from observation and assessment to final evaluation of clients. Students will receive individual supervision (face-to-face) at clinical sites and group supervision (via Skype or other online methods) with course instructor and peers. Course fee. *Prerequisites: Admission to MTED program and consent of instructor or director.*

MU 480 Topics in Music (1-3)

The study of designated or selected topics designed to serve special needs and interests not included in the regularly scheduled courses. As needed.

MU 484 Music Psychology (2)

An investigation of topics such as: the influence of music on human behavior; physiological responses to music; neuromusical research; hearing and music perception; human musicality. Includes individual projects. Normally reserved for juniors and seniors. Requires instructor's consent. Fall, every year. Course fee.

MU 485 Research in Music Therapy (2)

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. Spring, every year. Course fee.

MU 486 Music Therapy Seminar II (0.5)

This required course provides more in-depth internship preparation, as well as addresses supervision, administration, employment options and reimbursement issues in music therapy. Fall, every year. Course fee. *Prerequisite: MU 386 or consent of instructor.*

MU 490 Music Therapy Internship I (2-6)

Supervised internship for music therapy students who have successfully completed at least 180 hours in pre-internship clinical training. Student must have passed all music proficiency exams prior to enrolling in this course. Admission to the internship requires consent of the Director of Music Therapy and a “C-” or better in all music therapy courses. The internship placement is based on the student’s clinical and personal needs. The student must: 1) accrue at least 900 hours in internship training, 2) accrue a total of at least 1200 hours in pre-internship and internship hours, and 3) demonstrate entry-level knowledge and skill in all AMTA Professional Competencies. No text. As needed. Course fee.

MU 491 Music Therapy Internship II (1-6)

Supervised music therapy clinical experience. Elective course for music therapy students who have taken MU 490 but have not accrued either sufficient clock hours or competency in all skill areas. Requires consent of the Director of Music Therapy. No text. As needed. Course fee.

NU 305: Professional Nursing

Focuses on the expanded role of the professional nurse through the framework of the baccalaureate nursing program outcomes related to communication, health promotion, safety, culturally sensitive care and compassionate care, leadership, advocacy, and professionalism. Three credit hours. *Prerequisites: Admitted into the RN-BSN track Woods Online only.*

NU 310: Adult Nursing I

Focuses on theory, application of the nursing process, and skill development for care of adults and older adults who experience acute and chronic medical conditions as well as traumatic injuries. Health promotion and evidence-based nursing care are provided in various health care settings and the community. Five credit hours. *Forty-five (45) didactic course hours and ninety (90) practice hours. Prerequisites: NU 220, and 222. Woods Online only.*

NU 355: Nursing Research

Emphasis is placed on developing an understanding of nursing theory, the logical process of research, on the scientific rigor necessary for carrying out studies of nursing interest, and on critically reading and using nursing research in nursing practice. Three credit hours. *Prerequisites: NU 220, and 222, or NU 305. Woods Online only.*

NU 455: Nursing Leadership

Focuses on leadership and management theories with the application to nursing practice. Emphasis is placed on the importance of effectively coordination of client care across various delivery systems. Three credit hours. *Prerequisites: NU 320, 340, and 342, or NU 305. Woods Online only.*

NU 485: Population Focused Nursing

Explores public health nursing using health promotion, risk reduction, and disease management and control strategies with vulnerable clients, families, and populations. Community assessment, epidemiologic, environmental, change, political action, and case-management frameworks are used to guide evidence-based nursing care in community settings. Five credit hours. *Forty-five (45) didactic course hours and ninety (90) practice hours. Prerequisites: NU 320, 340, and 342, or NU 305. Woods Online only.*

NU 495: Professional Role

Applies the role of the professional nurse, prepares the student for career advancement, and explores of current and future trends in nursing and health care. Five credit hours. *Forty-five (45) didactic course hours and ninety (90) practice hours. Prerequisites: NU 430, and 485, or NU 305 Woods Online only.*

NU 499: Comprehensive Nursing

Review of the theory and practice of nursing care for success on the licensure examination. Medications, therapeutic diets, diagnostic tests, and nursing procedures are reviewed through presentations and practice questions. Two (2) credit hours. *Prerequisites NU 430, 455, and 485. Woods Online only.*

PE 110 Study in Fitness (2)

A study in fitness, leisure and physical activities for adults. Distance only.

PE 119 Folk, Square and Social Dance (1)

Students learn a variety of international dances and the cultural background of each dance in folk and square dance. Social dance includes learning the waltz, fox trot, jitterbug, rumba and cha-cha. As needed.

PE 121 Beginning Swimming/Advanced Beginning Swimming (1)

Designed for the non-swimmer or the person unable to handle herself comfortably in deep water. The student learns the basics: survival floating, front crawl, elementary backstroke, sidestroke, self-rescue techniques and treading water. As needed.

PE 126 General Fitness (1)

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. Campus only. Fall and spring, every year.

PE 130/131 Modern Dance I/II (1 each)

Emphasizes the study of techniques as well as the creative aspects of the art form. Class objectives include an increase in strength and range of movement and an enjoyment and appreciation of the dance through doing, viewing and discussing. As needed.

PE 141 Self-Defense for Women (1)

Basic aspects of self-defense, including hand and leg strikes and various escapes. In addition, legal aspects of self defense, legal weapons, violence in intimate relationships, sexual harassment, sexual abuse of children and resources for victims of sexual assault are discussed. As needed.

PE 142 Advanced Self Defense for Women (1)

Includes advanced skills used in the beginning class and learning defenses against various weapons. As needed.

PE 151 Intermediate Swimming (1)

Designed for persons who are able to swim at least one length of the pool and are able to swim in deep water. Emphasis is placed on stroke refinement and conditioning. Basic water safety and rescue techniques are also taught. As needed.

PE 280 Topics in Physical Education (1-3)

The study of designated or selected topics designed to serve special needs and interests not included in the regularly scheduled courses. As needed.

PH 200 Introduction to Philosophy (3)

A philosophical examination of the foundations of the responses of Western and non-Western traditions to the perennial questions of human existence. What is there? How do we do it? What am I? What should we do? Students will read major contributions to these questions. Fulfills Woods Core requirement. Every semester.

PH 220 Philosophical Methods (3)

An introduction to the basic elements of argumentative prose and the conceptual tools necessary to understand, analyze, criticize and construct arguments, including how to assess claims, inferences and how to write philosophically. *Prerequisite: PH 200.*

PH 230 Philosophy of Woman (3)

Course has three fundamental goals: to enable participants to understand differing historical and philosophical perspectives on women; to help participants challenge traditional philosophy with as many feminist perspectives as possible; and to demonstrate feminist philosophers make the kinds of distinctions that matter in everyday lives of ordinary women and men. *Prerequisite: PH 200.*

PH 280 Topics in Philosophy (1-3)

The study of selected topics of importance in the discipline. *Prerequisite: PH 200.*

PH 300/301 History of Philosophy I/II (3 each)

Study of significant philosophers and their works within specified time periods. *Prerequisite: PH 200.*

PH 310 Aesthetics (3)

Exploration of the meaning of the aesthetic response, the aesthetic attitude of and involvement with the world through the appreciation of the arts. Various aesthetic theories are studied, selected from such philosophers as Plato, Aristotle, Nietzsche, Kant, Croce and Heidegger. *Prerequisite: PH 200.*

PH 320 Ethics (3)

Study of problems of morality designed to help the student deal effectively with the conflicts and controversies of contemporary times. *Prerequisite: PH 200.*

PH 330 Philosophy of Religion (3)

Philosophical analysis of the phenomenon of religion with treatment of such problems as religious language, the varieties of the concept of God and the philosophical/theological relationship. Primary source materials are investigated for the tracing of historical religious thought. *Prerequisite: PH 200.*

PH 340 Contemporary Philosophy (3)

Course explores and evaluates a number of contemporary philosophical schools and movements including philosophies of language, mind, existentialism, phenomenology, feminism, deconstructionism, postmodernism, relativism and globalism. *Prerequisite: PH 200.*

PH 360 Philosophy and Science (3)

Examines, historically and critically, philosophy's connection with science. Specifically, such problems as the conceptual and fundamental limitations of science will be investigated in preparation to answering these questions: "Is the real world too complex for us? Are there questions in the areas of physics, biology and economics that are beyond the power of science to ever answer?" *Prerequisite: PH 200.*

PH 480 Topics in Philosophy (1-3)

The study of selected topics of importance in the discipline. *Prerequisite: PH 200.*

PH 499 Independent Study (3)

Individually supervised study of materials designed to meet the needs of the student involved. The topic is in an area which the student already has some basic knowledge.

PL 111 Introduction to the Profession (2)

Course introduces students to the legal assistant career including what the profession is about, what the legal assistant does and how the legal assistant can create a future in an ethical context. Fall, every year.

PL 200 Law, Ethics, and Society (3)

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. Spring, every year.

PL 231 Legal Research (3)

Students gain an understanding of legal resource materials and basis techniques of legal research through federal and state case law, statutes, encyclopedias, administrative material, Shepards and other sources. Extensive hands-on exercises in the law library. Excellent for students planning to attend law school. Fall, every year. Course fee.

PL 232 Legal Communication (3)

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. Spring, every year. Course fee. *Prerequisite: PL 231.*

PL 233 Interviewing and Investigation (3)

Course presents the five-stage interviewing model, an extensive multicultural focus, an emphasis on developmental theory and the concept of negotiation or alternative dispute resolution. Students master an important set of skills basic to all interviewing situations and engage in role-playing situations designed to develop communication skills. Fall, even years.

PL 280 Topics in Paralegal Studies (1-3)

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 course fee.

PL 302 Computers in the Law (3)

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. Spring, every year. Course fee. *Prerequisite: PL 231.*

PL 321 Theories of Liability (3)

Course presents tort and contract law basics and the liability of persons who commit civil wrongs and/or breach contracts. Fall, even years. Course fee. *Prerequisite PL 231.*

PL 322 Commercial Transactions (3)

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. Spring, odd years. Course fee. *Prerequisites: PL 231 and PL 321.*

PL 323 Civil Litigation (3)

Students learn skills which will prepare them to assist attorneys in all activities relating to civil trial practice from pretrial to trial, appeal and enforcement/compliance procedures. Students draft documents, develop discovery plans, conduct discovery, investigate and develop trial notebooks. Fall, odd years.

PL 324 Mediation/ADR (3)

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: consent of instructor.*

PL 331 Criminal Law (3)

Course introduces the principles and theories of criminal law, presents the fundamental role that criminal law plays in our democratic process and delineates the limitations placed on the government's power to use criminal law. Fall, odd years.

PL 332 Family Law (3)

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 Corporate Law and Legal Entities (3)

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. Spring, odd years. As needed.

PL 342 CSI: Crime Scene Investigation (3)

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. Spring, even years. *Prerequisite: PL 331 or consent of instructor.*

PL/EV 350 Environmental Law (3)

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 Administrative Law (3)

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. Spring, odd years. As needed.

PL 420 Intellectual Property (3)

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 and 231.*

PL 422 Property Law and Applications (3)

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. Spring, even years. As needed.

PL/ID 430 Women and the Law (3)

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. Fall, odd years.

PL 431 Death and Taxes (3)

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 WESTLAW Enrichment (1)

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. Spring, every year. Course fee. *Prerequisite: PL 302.*

PL 441 Law Office Administration (3)

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 Advanced Legal Research and Writing (2)

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. Spring, every year. *Prerequisite: Consent of program coordinator.*

PL 472 Legal Practicum (4)

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. Spring, every year. Course fee. *Prerequisite: Consent of program coordinator.*

PL 480 Topics in Paralegal Studies (1-3)

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: Consent of instructor.*

PL 490 Internship (1-6)

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 program coordinator.*

PL 499 Independent Study (1-4)

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 program coordinator.*

PL MO1 Mentor Program (0)

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 program coordinator.*

PS 111 General Psychology (3)

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. Fall and Spring, every year.

PS 195 Freshman Seminar in Psychology (1)

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.

PS/ED 237 Educational Psychology (3)

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. *Prerequisite: ED 109 or PS 111.*

PS 240 Psychology of Women (3)

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.

PS 250 Human Sexuality (3)

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.

PS 253 Statistics (3)

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. *Prerequisite: MA 112 or placement.*

PS 260 Developmental Psychology (3)

Studies human physical, cognitive, personality, emotional, social and moral development and change from conception to death. *Prerequisite: PS 111.*

PS 261 Adolescent Psychology (3)

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

PS 280 Topics in Psychology (1-3)

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 Techniques of Counseling (3)

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.

PS 290 Supplemental Learning Experience (1-4)

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 Stress Management (3)

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.

PS 310 Psychology of Aging (3)

Studies the development of and changes in intellectual, social, interpersonal and psychobiological functions in aging. Woods Online only.

PS 312 Research (3)

Introduces research methods including experimental and quasi-experimental design, correlation techniques, survey and field research. May have course fee. *Prerequisites: PS 111 and MA/PS 253.*

PS 320 Learning (3)

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. *Prerequisite: PS 111.*

PS 330 Biological Psychology (3)

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. May have course fee. *Prerequisites: PS 111, plus six hours of psychology and BI 101, or consent of instructor.*

PS 360 Abnormal Psychology (3)

Studies the dynamics of abnormal behavior including etiology, diagnosis, treatment and prevention of emotional disorders, psychoses, substance abuse and childhood disorders. *Prerequisite: PS 111.*

PS 365 Drug and Alcohol Addiction (3)

Studies the psychological, biological and social aspects of alcoholism and other drug addictions with an introduction to group, individual and pharmacological treatment methods. *Prerequisite: PS 111 or consent of instructor.*

PS/SO 370 Social Psychology (3)

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. *Prerequisite: PS 111 or SO 211.*

PS 375 Forensic Psychology (3)

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. *Prerequisite: PS 111.*

PS 395 Junior Seminar in Psychology ((2)

Explores career options in psychology, including a survey of graduate school options for both clinical and research psychology, including a survey of graduate school options for both clinical and research psychology. Students will participate in resume building as well as exercises for the preparation of a successful graduate school application. Students will also review professional ethics and standards.

PS 420 Cognitive Succeeding in the College Environment (2)

Explores the way humans receive, stored, and manipulate information from the world around them. The principles for cognitive neuroscience, attentions and consciousness, memory, knowledge representation, language processes and problem solving will be studied. Major theories of cognition and their applications to real-world phenomena will be examined. *Prerequisites: PS 111*

PS 440 Personality (3)

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 Psychological Tests and Measurements (3)

Introduces psychological tests and measuring such things as intelligence, achievement and personality; stresses critical evaluation of their reliability, validity and appropriate use and interpretation. *Prerequisites: PS 111 and MA/PS 253.*

PS 480 Topics in Psychology (1-3)

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 consent of instructor.*

PS 486 Crisis Intervention (3)

Provides an overview of crisis theory and interventions for working with clients in crisis. Crisis and conflict management theories, strategies and skills will be examined and applied to a variety of situations including those involving suicide, physical and sexual assault, natural and man-made disasters, grief or traumatic loss and violence in the workplace, the home, or the school.

PS 490 Internship (1-6)

Work experience with firm or agency directly related to the student's major area of study. The learning experience is structured within the College approved guidelines for the internship program. Through close supervision by the director of interns, faculty advisor and the worksite supervisor, the student works toward achieving goals outlined in the individual learning contract. Normally reserved for third and fourth year students. May be repeated with different topics. As needed.

PS 493 Research Practicum (1-6)

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 junior or senior standing. As needed.

PS 495 Senior Seminar in Psychology (1)

Designed to help the student complete the capstone project in psychology, an extensive proposal for research which allows the student to marshal knowledge of both the subject matter and the methods of psychological inquiry.

PS 499 Independent Study (1-3)

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.

PY 220/221 General Physics I/II (4 each)

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. Three one-hour lectures and on two-hour lab per week. Every other year. Course fee. *Prerequisite: Knowledge of algebra, trigonometry and vectors.*

SC 201 Integrative Science I: From the Big Bang to the Beginning of Life (3)

Explores the physical and chemical principles underlying the creation of the universe, the formation of 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: MA 101 or placement.*

SC 202 Integrative Science II: From the Beginnings of Life to the Future of Life (3)

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. Two one-hour lecture and one two-hour lab per week. Course fee. *Prerequisite: MA 101 or placement.*

SC 250 Sex and Science (3)

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: Consent of instructor.*

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 Introduction to Sociology (3)

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. Fall and Spring, every year.

SO 212 Contemporary Social Problems (3)

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. Spring, even years. *Prerequisite: SO 211 or consent of instructor.*

SO 280 Topics in Sociology (1-4)

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 consent of instructor.*

SO 321 Sociology of Families (3)

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 consent of instructor.*

SO 323 Crime and Deviance (3)

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 consent of instructor.*

SO 324 Racial and Cultural Minorities (3)

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 consent of instructor.*

SO 340 Sex, Gender and Society (3)

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 consent of instructor.*

SO/PS 370 Social Psychology (3)

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. *Prerequisite: PS 111 or SO 211.*

SO/SS 410 Contemporary Sociological Theory (3)

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: PH 200 and SO 211.*

SO/SS 415 Research Methods in Social Science (3)

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. Spring, odd years. *Prerequisite: SO 211 or consent of instructor.*

SO 435 Death, Dying and Bereavement (2-3)

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. *Prerequisite: SO 211*

or consent of instructor.

SO 480 Topics in Sociology (1-4)

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 consent of instructor.*

SO 490 Internship (2-4)

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 consent of instructor.*

SO 499 Independent Study in Sociology (1-3)

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 consent of instructor.*

SP 111 Basic Spanish I (3)

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. Campus only. Fall, every year. Course fee.

SP 112 Basic Spanish II (4 each)

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. Campus only. Spring, every year. Course fee.

SP 150 Spanish/Latino Culture (3)

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. Woods Online only.

SP 211/212 Intermediate Spanish I/II (3 each)

Students review grammatical patterns through a variety of listening and reading activities as well as improve their own oral and written expression. Campus only. SP 211: Fall, every year. SP 212: Spring, every year. Course fee.

SP 231 Spanish Conversation (3)

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. Campus only. Spring, every year. *Prerequisite: Two semesters of college Spanish or consent of instructor.*

SP 280 Topics in Spanish Studies (1-3)

Covers at an intermediate level specific topics related to students interest or needs. As needed.

SP 290 Supplemental Learning Experience (1-4)

Provides students with opportunities to explore career interests and options. This course is individually designed to meet each student's needs. Arrangements are made with the faculty advisor and the director of interns.

SP 291 Business Spanish (3)

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: Two semesters of college Spanish or consent of instructor.*

SP 331 Spanish Grammar (3)

Students conduct an advanced study and practice the structure of modern Spanish in its component parts (verb tenses, nouns, adjectives, adverbs, pronouns, etc.). Concepts are illustrated by authentic written and audiovisual materials, so that students use grammar in context. Campus only. As needed. Course fee.

SP 351 Spanish Phonetics and Linguistics (3)

Students conduct an in-depth study of the history and phonology of the Spanish language to improve their understanding and pronunciation of Spanish. Concepts are illustrated by authentic audio and visual materials. Campus only. As needed. Course fee.

SP 361 Survey of Literature in Spanish (3)

Students conduct historical and critical studies of the principal authors and literary movements of Spain and Latin American countries and discuss orally and in written form the works considered. As needed.

SP 371/HI 370 Latin American Life and Civilization (3)

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.

SP 372 Spanish Culture and Civilization (3)

From a cross-cultural perspective, students study the origins and development of the Spanish people, their culture and the development of the Spanish nation into modern times by using a variety of materials including video, slides, music and readings. In English. As needed.

SP 434 Spanish Stylistics (3)

Students conduct an advanced study of the process of writing in Spanish. A variety of authentic writing models that illustrate various functions and style serve as references. Students use audio and video, as well as texts, to practice and refine their composition skills. As needed. Campus only. *Prerequisite: SP 331.*

SP 480 Topics in Spanish Studies (1-3)

This course covers literature and specific topics relative to student interest or needs. Repeatable. May be offered in conjunction with SP 280. As needed.

SP 490 Internship (1-6)

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 junior and senior students. May be repeated with different topics. As needed.

SP 499 Independent Study (1-3)

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: Consent of instructor and department chair.*

SS 315 Teaching Social Studies in Senior High/Junior High/Middle School (2)

Develops teaching techniques, skills and processes necessary for the teaching of social studies in senior high, junior high and middle schools. As needed.

SS 326 Geography of World Affairs (3)

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. Spring, every year.

SS/SO 410 Contemporary Sociological Theory (3)

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: PH 200 and SO 211.*

SS/SO 415 Research Methods in Social Science (3)

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. Spring, odd years. *Prerequisite: SO 211 or consent of instructor.*

TA 114 Voice, Diction and Phonetics (2)

Studies the vocal mechanism and international phonetic alphabet through ear training exercises and analysis of speech variations. Develops a flexibility of voice and speech. As needed.

TA 150 Production and Performance (1-2)

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 Spring, every year. Course fee.

TA/EN 151 Interpretive Reading and Reader's Theatre (3)

Study poetry, prose and drama through oral interpretation. Analyze literary texts by way of performance. Preparation for platform reading. Spring, even years.

TA/EN 202 Introduction to Literature and Theatre (3)

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. Spring, even years.

TA 205HN (Honors course) Experiencing the Performing Arts (3)

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.

TA 213 Introduction to Theatre (3)

Course introduces the student to many facets of theatre: directing, acting, technical aspects, literature and history.

Students also attend and critique a variety of plays. Fall, every year.

TA 220 Technical Theatre I (3)

Introduces all phases of technical theatre: scenery, lighting, costume and makeup design. Construction and rendering with practical application to the current play. Spring, odd years. Course fee.

TA/EN 251 Advanced Interpretive Reading and Reader's Theatre (3)

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.*

TA 280 Topics in Theatre (3)

Study of designated or selected topics designed to serve special needs and interests not included in the regularly scheduled advanced courses. As needed.

TA 290 Supplemental Learning Experience (1-4)

Provides students with opportunities to explore career interests and options. This course is individually designed to meet each student's needs. Arrangements are made with the faculty advisor and the director of interns.

TA 320 Technical Theatre II (3)

An in-depth study of all phases of technical theatre including scenery, lighting, costume, make-up and sound design. Practical application to the current play. As needed. Course fee.

TA 322/422 Improvisation (2)

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.

TA 323 Projects in Play Production (1-3)

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 consent of instructor.*

TA 324 Principles of Acting I (3)

Fundamental techniques in acting with practice in pantomime, improvisation and voice production. Includes exercises in concentration, memorization techniques and short scenes. Spring, odd years.

TA 325 Principles of Acting II (3)

Continuation of acting skill development with in-depth study of characterization and variations of acting styles. As needed. *Prerequisite: TA 324.*

TA/EN 327 Drama (3)

Analysis of drama to illustrate techniques of playwriting as artistic expression. Students will also write their own monologues and scenes. Fall, odd years. *Prerequisite: EN 212.*

TA 328 Stage Movement (2)

Studies terminology and technique for movement on stage. Includes basic contact work, rhythmic and period moving and handling of props. Students also learn body control through the creation of tableaux and mask work. Culminates in a performance. Fall, even years.

TA 331/332 History of Theatre I/II (3 each)

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 consent of instructor.*

TA/EN 341 Age of Shakespeare (3)

Study of the principal writers of the English Renaissance with special focus on the works of Shakespeare. Every Spring.

TA/EN 343 Modern Dramatic Literature (3)

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. Spring, even years.

TA 425 Directing (3)

Play selection, casting, rehearsing and producing are focal points of the course. Practice in actual production and discussion of the variety of directing techniques for various types of plays are included. Fall, odd years.

TA 426 Directing Musical Theatre (3)

Studies the development of the musical as a collaborative theatrical form. Both practical and stylistic problems of current productions. Practice in directing musical scenes. As needed.

TA 428 Advanced Directing and/or Acting Practicum (3)

Additional experience in directing a complete production of experimental nature. By arrangement. As needed. *Prerequisite: TA 425 or experience as assistant director of a major production.*

TA 431 Program Building (1-3)

Designed to give the senior theatre student the opportunity to present a senior recital. Preparation must begin during the second semester of the junior year when the student petitions the faculty for the privilege of presenting the recital. Number of credit hours contingent upon recommendation of faculty. As needed.

TA 433 Contemporary Theatre (3)

Study of current trends in American theatre, emphasizing the avant-garde. Examine the effect of contemporary European plays on American theatre through discussion of literary styles, methods of production and contemporary philosophy. As needed.

TA 480 Topics in Theatre (3)

Study of designated or selected topics designed to serve special needs and interests not included in the regularly scheduled advanced courses. As needed.

TA 490 Internship (1-6)

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 junior and senior students. May be repeated with different topics. As needed.

TA 499 Independent Study (3)

Individually supervised advanced study of topics selected to meet the needs of the student involved. The topic should be in an area in which the student already has some experience. As needed.

TH 200 Introduction to Religion and Spirituality (3)

TH 200 is a study of religion and spirituality and their relationship to social justice, women's issues and environmental sustainability. The course introduces students to the nature of religion and spirituality and examines how they can generate and support a vision of life focused on service and a commitment to social justice. The vision and ministries of the Sisters of Providence will be taken as examples and illustrations of a service-oriented lifestyle that is grounded in spirituality and religion. Fulfills Woods Core requirement. Fall and Spring, every year. *Prerequisite: WC 100*

TH 201 Foundations of Theology (3)

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. Fall and Spring, every year.

TH 220 Introduction to Hebrew Scriptures (3)

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. *Prerequisite: TH 200 or 201.*

TH 225 Introduction to Christian Scriptures (3)

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. *Prerequisite: TH 200 or 201.*

TH 280 Topics in Theology (3)

The study of selected topics of importance in the discipline. *Prerequisite: TH 200 or 201.*

TH 300 The Theology of God (3)

Examines the concept of God from a Christian perspective. Topics include the experience of God; God's attributes; Trinity; the relationship of God to creation. For majors only.

TH 331 Jesus: God and Human (3)

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. *Prerequisite: TH 200 or 201.*

TH 341 Christian Ethics (3)

Considers the historical and contemporary sources and methodology of moral theology, as well as significant moral questions facing today's Christian. *Prerequisite: TH 200 or 201.*

TH 343 Global Issues of Justice and Peace (3)

Examines selected current issues in global peace and justice, within the framework of Christian theology and Catholic social teaching. *Prerequisite: TH 200 or 201.*

TH 344 Ethics and the Professions (3)

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. *Prerequisite: TH 200 or 201.*

TH 351 The Church in the Contemporary World (3)

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 200 or 201.*

TH 360 Christian Worship (3)

Focuses on the liturgical life of the Church, from both historical and modern perspectives. For theology majors only. *Prerequisite: TH 200 or 201.*

TH 370 Christian Ministry and Service (3)

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 200 or 201.*

TH 371 Women Imaging God (3)

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 200 or 201.*

TH 491 Integrating Project (2-4)

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.

WC 100 Into the Woods, Out of the Woods: Utopias and Education (3)

WC 100 uses the concept of utopias, and how they have influenced societies, education and the world, to introduce students to the concept of the SMWC community and its particular values and ideas. Includes emphases on critical thinking and writing, as well as information literacy. Serves as foundation to help students identify their individual goals and values. Fulfills Woods Core requirement. Fall and Spring, every year.

WC 150 Intercultural Communication (3)

A comparative culture class in which students learn to communicate effectively with people of different cultural backgrounds. By examining the tenets of cultural and intercultural communication theories, students will have a better understanding of different cultures from their own.

WC 200 Honors Seminar (1)

This is a part of a two-course sequence for honors students that enables them to develop academically and as future professionals. The class, ideally in the second semester of their sophomore year, would allow students to check the progress on their projects, present a draft of their projects, and provide some tools for life after college such as leadership, resume writing, RRP preparation, and so on. There is no text for this course.

WC 400 Honors Seminar (1)

This is the second part of a two-course sequence for honors students that enables them to develop academically and as future professionals. The class, ideally in the first semester of their Senior year, will focus on preparing the culminating project. There is no text for this course. The topics focus on the preparation of the culminating project, writing formats, citation formats, and presentation tips.

WC 401 Social Justice (3)

Examines social justice issues that have impacted present and recent social conditions world-wide. While the course will provide grounding for social justice topics in the associated areas in the social sciences, including sociology, business and economics; it will primarily focus on social justice movements in light of spirituality, specially how individual spirituality has impacted social justice movements. Spiritual roots of social movements in major faith traditions will be explored. In this context the course will also introduce students to some of the methods used by leaders of impactful social justice movements. Finally, the effect of advances in information and media technology on social movements will also be studied. It is one of three senior capstone courses available for the Woods Core. *Prerequisites: WC 100, TH 200*

WC 402 Sustainability (3)

Introduce participants to the goals, principles, and practical applications of sustainability. Many organizations, companies, and institutions are increasingly interested in conducting their activities while becoming more sensitive to the environmental, social, and economic dimensions. In this course, we will examine the major environmental issues and trends happening in modern society from a scientific and practical perspective, including energy and resource use, pollution, climate change, water, and population. Five major themes in sustainability will be discussed: Sustainability and the link to the Sister of Providence, conservation, food sustainability, social justice, and financial sustainability. It is one of three senior capstone courses available for the Woods Core. *Prerequisites: WC 100, TH 200*

WC 403 Global Women Leading Change (3)

An integrative view of women worldwide who have taken on leadership roles in their communities and initiated cultural changes. Students will examine transformative models of leadership that have addressed critical issues around the world. An introduction to international social norms and their influences on the struggles that women often face within their own countries and communities. A Vision of Change project is a required component of this course. It is one of three senior capstone courses available for the Woods Core. *Prerequisites: WC 100, TH 200*

WS 101 Introduction to Women's Studies (3)

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. As needed.

WS/ID 301 Images of Muslim Women (2)

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. Fall, odd years. *Prerequisites: Successful completion of 5 Skills courses, 3 Foundations/Diversity courses, and 3 Perspectives courses.*

WS/ID 415 Feminist Theory (3)

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. Spring, even years. *Prerequisite: Successful completion of at least one ID 300-level course.*

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John O'Neill, Jr.

May 1979

Joe Bindley

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Jill McNutt, M.S., ATR-BC, LPC
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Director, Master of Leadership Development Program: Susan Decker, M.Ed.
Registrar: Cory Campbell, MBA

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Business and Computer Information Systems: Donald J. Wasmer, Ph.D.
Education: Pamela Sebura, Ph.D.
Equine Studies: Sara Schulz, M.Ed.
Languages and Literature: Margaret Berry, M.A.
Nursing: Marcia Miller, PhD., RN
Music and Theatre: Tracy Richardson, Ph.D., MT-BC
Sciences and Mathematics: David Grabowski, Ph.D.
Social and Behavioral Sciences: Glenna Simons, J.D.
Text and Image: Rebecca Andrews, M.F.A.

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Director of Alumnae/i Affairs: Chanel Reeder
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Laurette Bellamy, SP	Jennie Mitchell
Brenda Carlyle	Debra Moore-Hardin
Sandra Chappell	Carol Nolan, SP
Ellen Cunningham, SP	Judy Stoffel
Jane Curley	Martha Steidl, SP
Janice Dukes	Thomas Swopes
Mary Lou Dolan, CSJ	Alexa Suelzer, SP
Sonja Frantz	Mary Josephine Suelzer, SP
Joanne Golding, SP	Emily Walsh, SP
Marie Brendan Harvey, SP	Charles Watson
Patrick Harkins	Robert Watts
Cherry Kinney	Elizabeth Westgard
L. Bernard LaMontagne, STL	

Undergraduate Faculty

- Karola Alford, 2002;** Associate Professor of Psychology; Licensed Clinical Psychologist, 1997; Ph.D., University of Illinois, 1994.
- 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; Ph.D., Indiana State University, 2013.
- Margaret Berry, 1985;** Chair, Department of Languages and Literature; Associate Professor of Business Administration and Spanish; M.A., Indiana State University, 1973; M.B.A., Virginia Polytechnic Institute and State University, 1976.
- Michael Boswell, 2005;** Associate Professor of Music; M.M., Indiana State University, 2005.
- Sharon Boyle, 2002;** Coordinator, undergraduate program in Music Therapy; Associate Professor of Music Therapy; M.M., East Carolina University, 1995.
- Joyce Cadwallader, 1977;** Professor of Biology; Ph.D., Indiana State University, 1974.
- Duane Caperton, 2012;** Assistant Professor of Psychology, Ph.D., Indiana State University, 2008
- Janet Clark, 2003;** VP for Academic Affairs; Associate Professor of Chemistry; Ph.D., Purdue University, 1996.
- Richard Collins, 1996;** Associate Professor of Theology; Ph.D., Marquette University, 1996.
- Christine Delnat, 2014;** Assistant Professor of Nursing, MSN, RN, Indiana State University, 2012
- David Grabowski, 1998;** Chair, Department of Sciences and Mathematics; Professor of Biology; Ph.D., Loyola University of Chicago Medical Center, 1993.
- Christopher Hudson, 2002;** Associate Professor of English; Ph.D., The University of Texas at Austin, 1998.
- Brad Huffey, 2001;** Professor of Psychology and Criminal Justice; Licensed Psychologist; Ph.D., Indiana State University, 1997.
- Robert Jean, 2011;** Assistant Professor of Ecology; Ph.D., Indiana State University, 2011.
- Dottie King, 2002;** President, Saint Mary-of-the-Woods College; Associate Professor of Mathematics; Ph.D., Indiana State University, 2005.
- Okyoung, 2014 Lim;** Assistant Professor of Education; Ph.D., University of North Texas, 2014
- Isabella Lindner, 1990;** Associate Professor of Education; M.S., Indiana State University, 1988.
- Ronald Maurey, 2000;** Instructor of Music; B.S., Indiana State University, 1983.
- Jamie McCracken, 2006;** Associate Professor of Business; M.B.A., Baker College, 2006.
- John McIntyre, 2003;** Professor of Music; D.M.A., University of Southern California, 1993.

Marcia Miller, 2014; Chair and Professor of Nursing, Ph.D., RN, Indiana State University, 2004

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

Anneliese Payne, 2003; Associate Professor of Education; Ph.D., Indiana State University, 1997.

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Cynthia Phillips-Sabla, 2012; Assistant Professor of Art and Design; M.F.A., Indiana State University, 2012.

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

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

Doug Scheib, 2012; Assistant Professor of Mathematics; Ph.D., University of Miami, 2012.

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

Sara Schulz, 2002; Chair, Department of Equine Studies; Assistant Professor of Equine Studies; M.Ed., Saint Mary-of-the-Woods College, 2009.

Pam Sebura, 2009; Chair, Education Department; Assistant Professor of Education; Ph.D., Ball State University, 2008.

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

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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.

James Tanoos, 2008; Associate Professor of Business; Ph.D., Purdue University, 2011.

Antonia Taylor, 2007; Visiting Assistant Professor of English; M.A., Auburn University, 2007.

Diana Thomson La Corte, 2014; Assistant Professor of Mathematics, Ph.D., University of Wisconsin-Milwaukee, 2014

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