

SAINT MARY-OF-THE-WOODS
COLLEGE



UNDERGRADUATE CATALOG
2010-2012

Revised November 2010

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The College reserves the right to change certain requirements for degrees, prerequisites, majors, fees, scheduling, etc. Every effort has been made to assure that all information contained in this catalog is accurate as of November 2010. The official catalog is published on the College’s webpage and may be updated annually. Hard copies of the catalog are available in the College Library and in the Registrar’s Office.

Saint Mary-of-the-Woods College

Mission Statement

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

Accreditation

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

A Message from the President

Welcome to a college where students are empowered. We are proud to be the oldest Catholic liberal arts college for women in the United States, enabling generations of women to develop their intellects to become leaders in their professions and communities. 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 discover what you have to offer the world, as well as what the world offers and needs of you.

Saint Mary-of-the-Woods College is a

transforming experience 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.
Interim President.



Then and Now

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

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

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

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

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

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

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

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

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

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

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

In January 2010, the College took an additional step into the area of distance education when the *Woods Online* program was launched. This is a fully online accredited degree program that can be completed from anywhere in the world with a high-speed Internet connection. In this program, men and women can earn a degree in four years as full-time *Woods Online* students, with each course lasting eight weeks. The following majors are currently available: Business Administration; Computer Information Systems; Digital Journalism; Human Resource Management; and Marketing, with more majors to be added in the future.

Saint Mary-of-the-Woods College also offers four master's degree programs, open to both women and men, in the distance formats. In 2000, the College created the Master of Arts in Art Therapy (MAAT) program, designed for persons who utilize or plan to utilize art in therapy or art as therapy, and the Master of Arts in Music Therapy (MAMT) program, which welcomes qualified music therapists seeking an advanced understanding of the therapeutic uses of music. In 2006, the College introduced the Master of Leadership Development (MLD) program. The program explores culture and creativity, leadership identity, ethical decision-making and critical analysis of research. The Master of Education degree (MED) began in 2008. The program is based on the Five Core Propositions of the National Board of Professional Teaching Standards (NBPTS) and is designed for teachers with at least 2 years of teaching experience who wish to pursue a master's program while continuing to teach full-time; the program can be completed in one year, with a two year option if needed. All four master's degree programs utilize distance learning and intensive campus-based residencies.

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.

Student Life

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

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

Campus Orientation

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

Residence Life

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

Students residing on campus live in Le Fer Hall. Students can select a room that uses a community-style bathroom, or one that has a suite-style bathroom. Student rooms are equipped with telephone, Internet, and cable connections. New students are assigned rooms prior to their arrival on campus, while returning students select their rooms for the following year during the spring.

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

All students who live on campus are on a 19 meals per week meal plan. Breakfast is served in the Oakley Student Center in Le Fer Hall. Lunch is served in O'Shaughnessy Dining Hall and Jazzman's Café located in Rooney Library. Dinner, Saturday brunch and Sunday brunch are served in O'Shaughnessy Dining Hall. Hot dishes, salads, sandwiches and vegetarian meals are available at lunch and dinner.

Students who are 24 years of age or older, who are financially independent as defined by financial aid regulations, or whose permanent, legal addresses are within 60 miles of the College may choose to commute.

Student Health

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

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

The Student Counseling Center is staffed by counselors with a Master's degree who are currently enrolled in the Counseling Psychology doctoral program at Indiana State University. The Counseling Center staff 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.

Campus Ministry

Campus Ministry at SMWC is grounded in the tradition of the Roman Catholic Church and in the spirit of the Sisters of Providence. Students of all faith traditions are encouraged to participate in a variety of programs and activities both on and off campus. Students will be empowered to take leadership roles in the planning and implementation of programs including:

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

The coordinator works closely 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.

The Campus Ministry Office is located in 111, on the first floor of Le Fer Hall.

Students with Disabilities

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

Procedures:

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

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

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

Student Activities

Social, educational and community service activities are planned by Campus Life and campus clubs and organizations. Campus Life and the Student Activities Committee bring top notch entertainment to campus on a monthly basis. This entertainment includes, but is not limited to comedians, bands, drive-in style movies, formals, educationally themed weeks and lectures. Saint Mary-of-the-Woods College students frequently interact in a wide variety of academic and social events at the nearby institutions of Rose-Hulman Institute of Technology, Indiana State University and Wabash College.

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

Publications

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

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

Student Senate

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

College Council

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

Student Activities Committee

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

Intercollegiate Athletics and Fitness Activities

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

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

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

Career Development Center

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

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

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

Library

The Mary and Andrew Rooney Library provides access to traditional and online library collections and services. A number of electronic databases, many containing full text articles, are

available to authenticated users both on and off campus. Interlibrary loan and “purchase on demand” services allow the library to meet the changing academic needs of students and faculty. The library provides meeting and classroom spaces to campus and community groups.

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

Advancement Office

The Office of Advancement raises sponsorship for student scholarships, cultivates gifts and grants to enhance the academic environment, raises public awareness about Saint Mary-of-the-Woods College, celebrates and creates College traditions, and builds connections between students and alums.

Organizations and Clubs

- Admission Ambassadors
- Alpha Phi Omega
- Anime Club
- *Aurora*
- Campus Ministry
- Chorale
- Dance Team
- Discovery Club
- Drama Club
- Education for Peace and Justice Committee
- INLAW (Indiana Legal Assistants at the Woods)
- Intercollegiate Athletics and Fitness Activities
- Judicial Board
- Madrigals
- Math Club
- Mu Phi Epsilon
- Music Therapy Club
- Peace and Justice Committee
- Presidential Corps
- Psychology Club
- Society for Human Resource Management
- Student Activities Committee
- Student Senate
- *The Woods Newspaper*
- World Wide Woodsies
- Year Book Club

Special Programs

Consortium

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

Study Abroad Program

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

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

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

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

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

Specific Study Abroad Programs offered at SMWC include the following:

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

Academic Support Team

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

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

Office of Conferences and Non-Credit Programs

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

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

In addition to facilities management and scheduling, CNCP plans and offers special programs for the community.

Honors Program

Stemming directly from the mission statement, the SMWC Honors Program will prepare students to meet five major learning outcomes. All coursework and co-curricular activities will address one or more of these outcomes. As of the 2010-11 academic year, the Honors Program is only offered in the campus program.

By participating in the SMWC Honors Program, students will:

1. *Understand complex local and global issues and communicate informed opinions*
2. *Utilize advanced knowledge and expertise within one's 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*

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

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

Students will be encouraged to apply for admission to the Honors Program at the same time they apply for admission to the College. Students who do not apply at the time of application to the College, but who meet minimum selection criteria, will be specially invited to apply for the Honors Program shortly after they are accepted to the College.

The application process will be as follows:

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

The director of the Honors Program, with assistance of the Honors Program Committee, will review the applications and notify students about their acceptance shortly thereafter.

Transfer students will be eligible to apply for admission to the Honors Program and may submit college/university grades in lieu of SAT/ACT scores and high school GPA. Transfer students who are admitted to the Honors Program will be required to complete all of the curricular and co-curricular requirements except ID 100 if it has already been waived.

Students who are enrolled 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 also will be required to complete all curricular and co-curricular activities except ID 100 if they have already taken it.

Program Completion

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

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

Courses

GOH275 Moral Dilemmas in Western Political Thought

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

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

In the context of the sociology of communities, students work with texts and problems, some of their own choosing, which call for the application of skills crucial to getting the most out of college. These skills include critical thinking, empathy and the ability to deal with complex issues and contexts. Fall, every year.

TAH205 Experiencing the Performing Arts

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

The Military At The Woods

Military Deployment Policy

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

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

In all cases, the student should complete the deployment form and provide a copy of the deployment orders, or a signed verification letter from the Education Service Office or Commanding Officer.

Upon return, the College will help the military student transition back into academic life.

Reserve Officer Training Corps Programs

Four-year ROTC programs are available through cooperative arrangements with Indiana State University and Rose-Hulman Institute of Technology.

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

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

For further information, letters of inquiry should be directed to Department of Military Science, Rose-Hulman Institute of Technology, CM 31, Terre Haute, Indiana 47803; on the web at www.goarmy.com/rotc.

Air Force ROTC

Lieutenant Colonel K. Randall Schramm, Commander
Department Office: Indiana State University, Myers Technology Center, room 203
Web site: <http://www.indstate.edu/afrotc/>
E-mail: afrotc@indstate.edu
Phone: 812-237-2657

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

Four-Year Program. 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.

Two-Year Program. 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.

Field Training. Prior to commissioning, normally between a student's sophomore and junior year, all cadets must attend a field training session at Maxwell Air Force Base. Field training for four-year cadets is four weeks and involves physical conditioning, weapons and survival training, and opportunities for developing skills as a leader and team member. A five-week field training session is required for two-year cadets. The additional week is used for academics normally taught during the first two years of ROTC.

Financial Assistance. Scholarships can be earned to pay for tuition, textbooks, and laboratory fees. A tax-free monthly allowance, ranging from \$300 to \$500 per month, is also provided for the academic year. College students are eligible to apply for the In-College Scholarship Program. Three-year and two-year scholarships are available for students pursuing particular Air Force careers or majoring in

certain academic disciplines. Health professions scholarships are also available to qualified students in any academic major who intend to go on to medical school. Nursing scholarships are available to qualified students pursuing a baccalaureate degree in nursing. 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 to students.

Professional Organizations. Arnold Air Society is a professional, honorary, service organization composed of cadets in the Air Force ROTC Program. Cadets are selected for membership based on personal merit and academic achievement. The goal of this organization is to enhance the Air Force ROTC programs and to project the image of the United States Air Force on the University campus and in the surrounding community. Silver Wings is a co-ed organization primarily composed of college students who are not cadets (although cadets can join). Membership is open to the entire college population and is based on personal merit. Silver Wings is a national, professional organization dedicated to creating proactive, knowledgeable, and effective civic leaders through community service and education about national defense.

Educational Delay. Cadets may request to postpone entering active duty until completion of an advanced degree or professional school. Requests are considered on a case-by-case basis.

Career Information. Graduates of Air Force ROTC enter the active duty Air Force as second lieutenants. They may pursue careers in technical or non-technical specialties, or as pilots, combat systems operators, air battle managers, nurses, lawyers, and doctors.

The Air Force ROTC curriculum is separated into four major areas:

Profession of Arms. Designed specifically for the continued development of professional knowledge and skills unique to the Air Force profession. Subject areas include officership, military law, laws of armed conflict, military customs and courtesies, and the individual's role in supporting organizational and Air Force policies.

Communication Skills. Designed specifically to enhance professional development, which is integrated throughout the AFROTC curriculum. Emphasis is on a progressive study of the various communication skills required of Air Force junior officers. The curriculum is designed to provide both instruction and application of principles and concepts in written communication, staff communication instruments, oral communication, and the nature and art of effective listening.

Leadership Studies. Designed to examine aspects of military leadership and management functions as part of the overall concept of leadership. An examination of leader variables and characteristics provides a lead-in to a protracted study of leadership theory. Leadership and management skills are developed and applied in Leadership Laboratory and cadet corps activities. Leadership training is emphasized at field training where team sports, military drill, and special leadership problems are mandatory.

Military Studies/International Security Studies. Designed to develop an understanding of the nature of conflict and how the United States military forces, particularly air and space forces, are developed, organized, and employed. Subjects include the need for national security, the evolution and formulation of American defense policy and strategy, regional security issues, and joint doctrine.

How to Apply

Campus Program

Application Process

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

Students offered admission to the campus program receive an Enrollment Form to be returned to the Office of Admission with a \$200 non-refundable deposit. This deposit should be received by May 1 for Fall enrollment and December 1 for Winter enrollment in order to guarantee a place in the class. Deposits will be accepted after the dates as space allows. Payment of this fee serves as a tuition deposit and begins the housing and registration process.

Freshman Applicants

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

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

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

Minimum Requirements

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

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

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

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

Home Schooled and Non-Accredited High School Applicants

Students graduating from home schools and non-accredited high schools will be required to

meet all admission requirements and may be required to submit descriptions of courses taken while in high school.

GED Applicants

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

Transfer Applicants

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

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

Minimum Requirements

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

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

Re-Admitted Students and Program Transfers

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

International Applicants

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

- Signed and dated application form for international students, accompanied by a non-refundable \$50 application fee.
- Official transcripts from high school and/or all colleges and universities attended. Transcripts must be accompanied by a certified English translation.
- A letter of recommendation from a professional person who can attest to the applicant's ability to handle college-level work.
- Official results of the Test of English as a Foreign Language (TOEFL) showing a minimum score of 500 on the paper-based test and 62 on the internet-based test. Alternatively, a score of at least 5.5 on the IELTS.
- Financial guarantee of sufficient funds available for at least one year of study (required for students planning to enroll on an F-1 visa only).
- U.S. Health Insurance coverage is required by the College.

Non-Degree Applicants

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

Campus Visits and Interviews

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

DISTANCE EDUCATION DEGREE PROGRAMS (WED AND *WOODS ONLINE*)

Application Requirements

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

- A completed and signed application form accompanied by the non-refundable \$30 application fee.
- A 250-300 word written essay describing academic, personal, and/or professional achievements, interest in attending Saint Mary-of-the-Woods College and the applicant's academic goals.
The essay should explain any learning needs or past history of academic concerns. It should address changes in situation or circumstance that should allow greater success at the Woods. The essay should demonstrate reasoning abilities and paragraph construction, and should be relatively free of grammatical and typing errors.
- For applicants with previous college experience, a current résumé and official academic transcripts from all colleges and universities attended. Applicants who have earned fewer than 15 semester hours must also submit a high school transcript or GED test scores and a letter of recommendation from a professional person who can attest to the applicant's ability to handle college-level work.
- For applicants without college experience, an official high school transcript or GED test scores; a current résumé and a letter of recommendation from a professional person who can attest to the applicant's ability to handle college-level work. For WED and *Woods Online* applicants who graduated from high school within the last five years, official SAT or ACT scores are required.
- For applicants for whom English is a second language, official results of Test of English as a Foreign Language (TOEFL) showing a minimum score of 500 on the paper-based test and 62 on the internet-based test.

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

Fees and Financial Policies

Saint Mary-of-the-Woods College offers individual and confidential financial assistance to each student enrolled in the College. Students and those who help them pay for their educational expenses have individual circumstances to consider. The following financial policies are established by Saint Mary-of-the-Woods College for fiscal year July 1, 2010 through June 30, 2011. All fees are subject to change.

Student Fees

On-Campus Program

Tuition (12-18 Credit Hours)	\$23,750
Board	5,420
Room (Average)	3,470
Application Fee	30
Assessment of Prior Learning Credit (Per Hour)	150
Technology Fee	400
General Fee	350
Graduation Fee	80
Orientation Fee (Freshmen and Transfer Students)	100
Late Sign-in on first day of term	30
Fee to add or drop a class	10
Extension fee per hour per month	25

On-Campus Program (Credit Courses Per Credit Hour)

One Hour, Less Than 12	\$450
One Hour, Above 18	450
Independent Study Off Campus	450
Internship Summer	450

Woods External Degree (WED) Program

Tuition (Per Hour)	\$450
Assessment of Prior Learning Credit (Per Hour)	150
Technology Fee (per semester)	100
Application Fee	30
Graduation Fee	80
Orientation Fee	50
As of 1/1/2011 the Orientation Fee will be	100
Fee to add or drop a class	10
Extension fee per hour per month	25
Late registration fee	30

Woods Online Program

Tuition (per credit hour, includes eBook)	\$450
Assessment of Prior Learning Credit (Per Hour)	150
Technology Fee (per session)	75
Application Fee (Online application is free)	35
Orientation/Online Readiness Fee	50
As of 1/1/2011 the above fee will be	100
Graduation fee	80
Fee to drop a class	10
Fee for <i>e-book</i> processing (only for dropped classes)	60

<i>Graduate Programs</i>	
Tuition (Per Hour)	\$518
Application Fee	35
Graduation Fee	80
MLD and MED Technology Fee per term	55
Technology fee per year unless program requires a higher fee	150
<i>Audits (as approved)</i>	
One Course Audit	\$150
Two Courses Audit	200
<i>Community Service classes</i>	
Tuition (per hour)	\$150

Drop or add fees

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

WED students who make changes to their schedules less than one week before their registration dates will be charged \$10 for each course dropped from or added to their schedules. The \$10 fee will be charged for each class added or dropped after the semester has begun,

Woods Online students who choose to drop a course after the semester has started will be charged a \$10 drop fee and a \$60 fee to cover the processing cost of the e-book.

Other Fees

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

Payment

Full payment of tuition, fees, room, board and other expenses is due before each term begins. Cash, check, money order or credit cards (VISA, Mastercard, American Express or Discover) or ACH transactions through a checking or savings account are acceptable. Payment can be made via U.S. mail, in person, or online at: **myrecords.smwc.edu**. Saint Mary-of-the-Woods College scholarships, grants and financial aid from other properly documented sources will be considered in determining net due.

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

Students have two payment options:

1. For a payment plan fee of \$35.00, payments may be spread over 4 or 5 months per semester, payments beginning July 1 or August 1 and ending November 1 for the first semester and beginning December 1 or January 1 and ending April 1 for the second semester. This is the semester plan.
2. For a payment plan fee of \$70.00, payments can be spread over 10 months from July to April.

A payment plan contract must be signed and on file in the Business Office. Payment plan forms are available in the Business Office or may be printed from the SMWC website.

WED students who are unable to pay the entire balance at registration may elect to make four monthly payments' except for the summer semester, which is two months long. The first payment is due at registration; for a payment plan fee of \$35, the remaining payments are made in successive months.

Woods Online students may elect to make two monthly payments. One half is due at the beginning of classes along with a \$35 payment plan fee; the second half is due 30 days later.

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

Returning Students

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

Withdrawals and Refunds

Campus Program

If written notification is received one week before registration, a full refund will be given for all tuition, fees, room and board charges. If a student withdraws after the semester starts, refunds for room and board charges must be approved by the Director of Campus Life. Refunds will be prorated on a weekly basis, less a \$50 withdrawal fee. Tuition, fees and financial aid will also be prorated. Withdrawal after 50% of the semester will result in 100% of charges. If a student leaves due to a disciplinary action, refunds may not be approved.

WED Program

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

If a student drops a course:

- a) within the first 7 days of the semester, the student receives a full refund less \$10 drop fee per course; the course will be removed from the transcript
- b) between day 8 and 25% of the semester, the student receives a refund of 67% of the tuition less the \$10 drop fee per course; the grade of W will be assigned for the course
- c) between 25% and 50% of the semester, the student receives a refund of 33% of the tuition, less the \$10 drop fee per course; the grade of W will be assigned for the course
- d) At or after 50% of the course, withdrawal is not possible, and the student pays the full tuition for the course.

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

Woods Online Program

- a) If the student drops a course in the first week (7 days) of the semester, he or she will receive a full refund less the \$10 drop fee and a \$60 processing fee. If the course is dropped by the seventh day, the course will be removed from the student's transcript. If dropped after the seventh day and before the twenty-eighth day, a "W" will appear on the student's transcript.
- b) If a student drops a course during the second week of the semester (8-14 days), he or she will receive a 67% refund for the dropped course, minus the \$10 and \$60 fees. The student's transcript will show a "W" for the dropped course.

- c) If a student drops a course during the third and fourth week of the semester (15-28 days), he or she will receive a 33% refund for the course dropped, minus the \$10 and \$60 fees. The student's transcript will show a "W" for the dropped course.
- d) The student will not be eligible for any refund if a course is dropped after the fourth week (twentieth-eighth day). In addition, if the course is not completed, the student's transcript will show an "F" for the dropped course.

IMPORTANT:

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

Refunds involve only those funds paid by a student or a student's family or employer. If a student has financial aid, the refund is calculated according to the percentage of total expenses paid by the student. If the tuition credit results in a credit balance on the student's account, the refund is returned to the financial aid program from which it came.

PLEASE NOTE:

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

Delinquent Balances

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

Delinquent Account Collections

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

Scholarships and Financial Aid

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

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

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

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

Federal and State Assistance

Federal Pell Grant
Federal Supplemental Equal Opportunity Grant (FSEOG)
Federal Perkins Loan
Indiana Part-Time Grant
Federal Work-Study
Frank O'Bannon Freedom of Choice Grant
TEACH Program

Signature/Alternative Loans
Veterans Administration
Vocational Rehabilitation
William D. Ford Direct Loans
Post 911 GI Bill/Yellow Ribbon

Campus Program

Institutional Assistance

Trustee Scholarship
Woods Scholarship
Presidential Scholarship
Dean's Scholarship
SMWC Grant
Top Ten on 10 Scholarships
Performing and Visual Arts Scholarship
Geographic Grants

Phi Theta Kappa Scholarship
Saint Mother Theodore Guerin Scholarship
Athletic Scholarships
Twenty-First Century Scholars Grant
Alumnae Tuition Grant
Ivy Tech Grants
Endowed Scholarships
Transfer Scholarships

Endowed Scholarships

Anna McSheffery Allman Endowed Scholarship
Mary Clare Murphy Ariens, 1955 Endowed Scholarship
John and Ellen Asbury and Dorothy Asbury Jordan Endowed Scholarship

Ave-McGahan Family Endowed Scholarship
 Ruth Scherschel Balombin, 1936 Endowed Scholarship
 Agnes and Lawrence Barrett Endowed Scholarship
 Bemis Company, Inc. Endowed Scholarship
 LaVerne Masterson Benoit, 1925 Endowed Scholarship
 William J. Benoit Endowed Scholarship
 B.W. Biddle and Family Endowed Scholarship
 Gertrude Lynch Bindley, 1935 Endowed Scholarship
 Borders Sisters Endowed Scholarship
 Dr. H. Clark and Ann M. Boyd Endowed Scholarship
 Josephine S. and Walter H. Brandt, Sr. Endowed Scholarship
 Grace Elizabeth Brassie Endowed Scholarship
 Breen-Garrity Endowed Scholarship
 Dorothy Moorhouse Buechler, 1929 Endowed Scholarship
 Bayless V. Butler and Mary R. Butler Endowed Scholarship
 Marie Murphy Carney, 1912 Endowed Scholarship
 Dorothy M. Carroll, 1935 Endowed Scholarship
 The Chicago Saint Mary-of-the-Woods College Alumnae Club Endowed Scholarship
 Class of 1947 Endowed Scholarship
 Elizabeth Cronin Connelly, 1951 Endowed Scholarship
 George B. and Elizabeth A. Craig Endowed Scholarship
 Richard E. Dennis Endowed Scholarship
 Josephine Stout Desautels, 1928 Endowed Scholarship
 Digital Audio Disc Corporation Endowed Scholarship
 Barbara Doherty, SP, 1953 Endowed Scholarship
 Marie M. Dolan, 1927 Endowed Scholarship
 Sr. Alexa Suelzer - Sr. Ruth Eileen Dwyer Endowed Scholarship
 Dorothy Bell Engert, 1933 Endowed Scholarship
 John T. Feeser Endowed Scholarship
 Mary Jo Barber Fitzgerald, 1964 Endowed Scholarship
 Mother Marie Helene Franey, SP, 1920 Endowed Scholarship
 Mary Kay Franey, 1937 Endowed Scholarship
 Ruth H. Garritano, 1943 Endowed Scholarship
 Raymond J. Gates Endowed Scholarship
 Alice Diver Goodwine, 1932 Endowed Scholarship
 Catherine Connor Graney, 1928 Endowed Scholarship
 The Sisters of Providence Saint Mother Theodore Guerin Endowed Scholarship
 Sister Theodata Haggarty, SP Endowed Scholarship
 Mary Ellen Sweeney Haggerty, 1942 Endowed Scholarship
 Jane Baker Hahn, 1954 Endowed Scholarship
 Regina Sullivan Happenny, 1922 Endowed Scholarship
 Sister Marie Brendan Harvey, 1951 Endowed Scholarship
 Agatha (Rossetti) and Joseph B. Hessley Endowed Scholarship
 P M Campana, 2001 and R K Hessley Endowed Scholarship
 Judith H. Hillenbrand Endowed Scholarship
 Holy Spirit Endowed Scholarship
 Holy Trinity Endowed Scholarship
 Mary Fendrich Hulman, 1923 Endowed Scholarship
 Saint Mary-of-the-Woods College Indianapolis Alumnae Club Endowed Scholarship
 Charlotte O'Brian Keller, 1926 Endowed Scholarship
 Genevieve Savoie Kemper, 1929 Endowed Scholarship

Amata McGlynn, SP and Margaret Alacoque Kervin, SP Endowed Scholarship
 Mr. and Mrs. Thomas Kervin, Sr. Endowed Scholarship
 Jeanne Knoerle, SP, 1949 Endowed Scholarship
 Genevieve Yung Hulme and Norman and Eugenia Yung Koester Endowed Scholarship
 Marilyn Caserotti Kostenski Endowed Scholarship
 Florence W. and George A. Kramer Endowed Scholarship
 Julia Rooney Ladner, 1951 and Frank S. Ladner Endowed Scholarship
 Karen Skinner Lafkas, 1965 Endowed Scholarship
 Dr. Cecilia J. Lauby Memorial Endowed Scholarship
 Evelyn Georgia Learned, 1935 Endowed Scholarship
 The Lescinski Family Endowed Scholarship
 Therese Roy Light, 1948 Endowed Scholarship
 Alice M. Locklin, 1927 Endowed Scholarship
 Logan-Foohey-Evard Families Endowed Scholarship
 Mother Marie Gratia Luking, SP and John Tsai Tien Ma Endowed Scholarship
 Mark-Tracey Endowed Scholarship
 James and Marie Masterson Endowed Scholarship
 Grace Hake McClorey, 1949 Endowed Scholarship
 Thomas J. and Grace Hake McClorey, 1949 Endowed Scholarship
 Monsignor John J. McMahon Endowed Scholarship
 John L. McMahon Endowed Scholarship
 Sue Kelly Mee, 1923 Endowed Scholarship
 Craigie Gunn Mitchell, 1872 Endowed Scholarship
 John Howard Mitchell Endowed Scholarship
 Frank and Kathleen Mulhern Murphy, 1923 Endowed Scholarship
 Mae Frawley Murphy, 1891 Endowed Scholarship
 Marydel Harrison Neumann Endowed Scholarship
 Hollie and Anna Oakley Foundation Endowed Scholarship
 Mary Olive O'Connell, SP Endowed Scholarship
 Elizabeth Walsh O'Connor Endowed Scholarship
 The William J. and Dorothy K. O'Neill, 1931 Foundation Endowed Scholarship
 Joseph Anthony and Anna McCoy Oppenheim Endowed Scholarship
 Florence Morgan Phillips Memorial Endowed Scholarship
 Ruth Gottemoller Pike, 1932 Endowed Scholarship
 Dr. Edward A. and Dorothy E. Piszczek Endowed Scholarship
 Joseph A. and Elizabeth Pomeroy Endowed Scholarship
 Mary Joseph Pomeroy, SP, 1921 Endowed Scholarship
 Madeleine Burget Fox Prevo Endowed Scholarship
 Quaker Oats Foundation Endowed Scholarship
 Mother Mary Raphael, SP Endowed Scholarship
 Margaret Popp Ream, 1962 Endowed Scholarship
 Francis Regan Endowed Scholarship
 Dolly Bishop Reiling, 1940 Endowed Scholarship
 Marcella Dolan Rhatigan, 1936 Endowed Scholarship
 Virginia Elizabeth Riley Endowed Scholarship
 William Joseph and Patricia Sullivan Roach Endowed Scholarship
 Maud E. Helm Rockwell, 1878 Endowed Scholarship
 Victor and Irma Schlachter Endowed Scholarship
 Oscar S. and Celeste M. Schmidt Endowed Scholarship
 Virginia Gits Schmied, 1936 Endowed Scholarship
 Dorothy (Hein 1955) and Frederick Schultheis Endowed Scholarship

Science Support Endowed Scholarship
Helen Bichl Seng, 1924 Endowed Scholarship
Patricia Hannan Sermersheim, 1949 and Michael F. Sermersheim Endowed Scholarship
Doris L. Sindlinger, 1924 Endowed Scholarship
Alma Gallagher Smith, 1940 and Lawrence J. Smith Memorial Endowed Scholarship
George F. and Christine Smith Endowed Scholarship
Gertrude Smith, SP, 1919 Memorial Endowed Scholarship
Barbara Ellen Welch, 1962 Memorial Endowed Scholarship
Catherine and Joseph Wilcox Endowed Scholarship
Elmo and Mildred Willhoff, 1928 Endowed Scholarship
Paul A. and Flossie J. Williams Endowed Scholarship
Rose Marie Wilkinson Endowed Scholarship
James Wynne Endowed Scholarship
Kathryn Young Endowed Scholarship
Mr. and Mrs. James Richard Zapapas Endowed Scholarship

Distance Programs

In addition to Federal and State Assistance, limited institutional assistance includes:

The Ivy Tech grant
Military funds
Military Spouse grant
Phi Theta Kappa grant

Academic Regulations

Late Entrances into Campus Courses

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

Repeating Courses

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

Advanced Placement

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

International Baccalaureate

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

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

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

CLEP (College Level Examination Program)

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

Assessment of Prior Learning

Students who have acquired college-level knowledge through employment, volunteer work, non-college based training programs or other means may apply for college credit through an Assessment of Prior Learning (APL). Awards are made on the basis of faculty evaluation of a student's application. A maximum of 30 credit hours may be earned through APL. Details may be obtained from academic advisors. Application materials for APL must be submitted for evaluation before the student has 100 semester hours of credit completed towards the bachelor's degree, 45 semester hours completed towards the associate degree.

Transfer of Credit from Other Institutions

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

Student Course Problems

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

Grade Appeal Policy

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

Academic Honors

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

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

Graduation with Honors

Bachelor’s degrees are conferred with honors upon those students who attain academic distinction. To be eligible for graduation honors, a student must have completed 60 credit hours of graded work at Saint Mary-of-the-Woods College. In calculating grade point average for honors, all college course work, including that transferred from other institutions, is considered. The calculation of eligibility for recognition is based upon completion of all work required for the degree. A cumulative gpa of 3.5 - 3.749 merits graduation cum laude; 3.75m - 3.899 merits magna cum laude; 3.9 - 4.0 merits summa cum laude.

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

Senior Awards

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

Seniors who have earned a 3.5 average or above at the end of seven semesters (or the equivalent in the distance programs), and who have demonstrated leadership qualities through volunteer and extra-curricular activities, may be nominated for membership in Kappa Gamma Pi, the national Catholic women’s honor society. Two Kappa Gamma Pi St. Catherine medals are awarded

each year, one in the campus program and one in the distance programs, to two graduating students who represent the high ideals of a Catholic college education.

Alumnae Leadership and Service Medals are awarded each year by the Saint Mary-of-the-Woods College Alumnae Association to two graduating seniors, one from the campus program and one from the distance programs. One student completing a graduate program is also awarded an Alumnae Leadership and Service Medal. Each student is selected on the basis of outstanding leadership and service.

Probation, Suspension and Academic Dismissal

Students will be placed on academic probation when their semester gpa or cumulative gpa is less than 2.0. The student will be notified in writing of the probationary status, and of the conditions of the probation, before the start of the next term. Normally, a student may remain on academic probation for no more than two consecutive terms. Extra-curricular activities may be restricted for students who are on probation.

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

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

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

Dismissal for Social Cause

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

Readmission

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

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

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

Academic Forgiveness

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

example, the successful completion of courses at another institution, employment history or family responsibilities.

Procedure for Requesting Transcripts

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

1. Students may obtain a copy of their academic records in person at the Registrar's Office by completing a Transcript Request Form.
2. A transcript may also be obtained by writing to the Registrar's Office. Requests or release forms must be signed by the individual whose transcript is being requested. Requests should include the student's name at the time of enrollment, the student's social security number, and a contact phone number.
3. The Registrar's Office accepts faxed requests for transcripts, (fax number: 812 535 5005), providing a signature appears on the request and a credit/debit card number and expiration date are included. Unofficial transcripts will be faxed to another institution or to an agency for a fee of \$5, but an official copy of the transcript (for an additional \$5 fee) will also be sent to the institution or agency by mail.
4. The fee for each transcript is \$5. A request without payment will not be processed.
5. Current or recent students can print an unofficial copy of their transcripts by going to myrecords.smwc.edu.

Woods External Degree Program

The Woods External Degree (WED) program, instituted in 1973, extended the mission of Saint Mary-of-the-Woods College in the education of adults. WED is a distance education program that meets the educational needs of adults who choose not to complete an undergraduate degree through traditional college programs.

Using course outlines that specify learning activities and outcomes, student and instructor plan the semester. Throughout the semester, regular contact is maintained between student and instructor by the College course management system, mail, phone or email.

WED offers adults the advantages of a liberal arts foundation and professional preparation in their chosen field of specialization. WED offers many choices of majors from among various fields of study. Offering an initial campus residency of one day and brief residency periods on campus every semester, WED enables adults to pursue the education they need and want.

Degree Requirements

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

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

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

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

Earning Credit

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

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

WED students also have the option of earning credit by means of Assessment of Prior Learning (APL) applications, the College Level Examination Program (CLEP) exams, and the evaluation of military transcripts.

For those who have acquired college-level knowledge through employment, volunteer work, non-college based training programs or other means, the College may grant APL credit. APL awards

are made on the basis of expert evaluation of a documented application. A maximum of 30 credit hours may be earned through APL. Application for APL credit must be made before the student has earned 100 hours of credit towards the bachelor's degree, or 45 hours towards the associate degree.

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

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

Request for Intra-Program Course

Students in any program may request to take a course in another program. For example, a WED student may wish to take a *Woods Online* course or a campus course; or a Woods Online student may wish to take a WED course. Students should complete the *Intra-Program Course form* to initiate the process. All intra-program course forms regardless of the student's host program should be filed with the WED office. This form should be processed at least ten days before the course start date to determine availability of the course. Additionally, WED students who wish to complete a *Woods Online* course must complete the *Woods Online* readiness course. The *Woods Online* readiness course tests the student's system and prepares the student for the *Woods Online* format. The readiness course can be completed in approximately five hours. *Woods Online* courses are rich in multimedia and require a high-speed internet connection. A list of *Woods Online* course offerings is available on the website. WED students that take a *Woods Online* course will receive a free eBook if it is available.

Request for Intra Program Transfer

Students may wish to transfer from one program to another. To initiate this process, the student should complete the *Intra-Program Transfer form*. The form is available on the College's website. The approval process includes the current academic advisor, the VPAA, and the program directors. Since *Woods Online* is an accelerated program, students are asked about extensions. Students with a history of extensions are not good candidates for *Woods Online*, since Woods Online has no extensions. Additionally, the *Woods Online* program has six majors available. It is not possible to transfer to *Woods Online* if the major is not yet available. The *Intra-Program Transfer form* is available on the College's website.

WED Policies

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

Academic Standing

To remain in good standing in the WED program, a student must maintain a cumulative gpa of 2.0 or higher on a 4.0 scale, plus a 2.0 gpa for each enrolled semester. If a student's cumulative gpa falls below the accepted level, or if the semester gpa is below a 2.0, the student will be placed on

academic probation for the next semester. At the end of this semester if the student does not attain the required 2.0 cumulative gpa, the student may be suspended from the program or allowed to continue on academic probation for a second semester.

Graduation Honors

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

Majors and Courses of Study

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

WED Undergraduate Programs

Baccalaureate majors:

- Accounting
- Accounting Information Systems
- Business Administration
- Computer Information Systems
- Creative Writing
- Criminal Justice
- Digital Media
- Early Childhood/Mild Intervention (non-licensure)
- Education (several options)
- English
- History/Political Science/Pre-law track
- Human Resource Management
- Human Services
- Humanities
- Journalism
- Marketing
- Mathematics
- Paralegal Studies
- Professional Writing
- Psychology
- Social Science (History)
- Theology

Associate majors:

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

Baccalaureate minors:

- Accounting

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

Post-Baccalaureate Programs

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

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

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

Woods Online Program

Introduction

In January 2010, the College took an additional step into the area of distance education when the *Woods Online* program was launched. This is a fully-online, accredited degree program, that can be completed from anywhere in the world with a high-speed Internet connection. In this program, men and women can earn a degree in four years as full-time *Woods Online* students, with each course lasting eight weeks. The following majors are currently available: Accounting, Business Administration, Computer Information Systems, Digital Journalism, Human Resource Management, and Marketing; with more majors to be added in the future.

The *Woods Online* program is designed to take advantage of interactive, meaningful learning by integrating environmental and social justice problems with the 21st century. The *Woods Online* program fosters collaboration with peers and supports an environment conducive to the growth of leadership skills.

In order to guarantee the quality of *Woods Online* courses, all courses go through a two-step quality review process to ensure that course objectives are clear, content is relevant and current, and multimedia lectures/labs are well-connected to the course objectives.

The general studies for Woods Online is themed under a heading of *Leadership for Environmental & Social Justice*. Students who take general studies courses can expect to work with one or more of the themes in a way that is relevant to their own situation. For example, a student working in a statistics course might work with real poverty data instead of data provided by a textbook; or students in a business course might look at compensation data within their own states to analyze equity issues. Why do we need leaders who consider these issues? Because these issues represent the types of problems that leaders will need to solve in the 21st century on a *global scale*.

The themes are:

1. **Promotion** of peace and **practice** of non-violent approaches to conflict.
2. **Responsibility** toward sustaining the environment and the diverse living communities of planet Earth.
3. **Advocacy** for universal opportunities for food, clothing, housing, health care, and education.
4. **Support** of life, dignity, freedom and realization of full potential, with special emphasis on **achieving** gender equity.
5. **Commitment** to diversity and **elimination** of discrimination in all its forms.
6. **Upholding** the dignity of work and the right to fair compensation.
7. **Active participation** and **inclusion** of all voices in the local and global society.

The themes were drawn from the Universal Declaration of Human Rights, and the Themes of Catholic Social Teaching. Students are introduced to these themes in *SO200 - Introduction to Themes of Leadership for Environmental & Social Justice*, a course created specifically for Woods Online.

Degree Requirements

The requirements for a bachelor's degree through the *Woods Online* program are the same as those in both the WED and campus programs. These include the successful completion of at least 125 credit hours with a cumulative gpa of 2.0 on a 4.0 scale. Thirty of these credit hours must be earned from Saint Mary-of-the-Woods College. This minimum does not include any hours awarded through Assessment of Prior Learning.

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

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

Full-time students in the *Woods Online* program will take two courses during each eight-week session (sometimes three courses may be required). Full-time students will earn their bachelor's degree in four years. Part-time students in the *Woods Online* program will take one course during each eight-week session (and two courses during the summer session for financial aid purposes).

Earning Credit

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

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

Woods Online students also have the option of earning credit by means of Assessment of Prior Learning (APL) applications and the College Level Examination Program (CLEP) exams. For those who have acquired college-level knowledge through employment, volunteer work, non-college based training programs or other means, the College may grant APL credit. APL awards are made on the basis of expert evaluation of a documented application. A maximum of 30 credit hours may be earned through APL. Applications for APL credit must be submitted before the student has earned 100 hours towards the bachelor's degree, 45 hours towards the associate degree.

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

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

***Woods Online* policies**

Woods Online Refund Policy (excerpt from Student Handbook)

Tuition Refunds for Dropped Courses

Once courses are finalized for registration, and the student is enrolled in the course, the student is

responsible for the tuition for all courses in the project, even if he or she does not complete any work in the courses.

Refund Schedule for dropped courses:

1st Week: Days 1-7	Student will receive a full refund for the course dropped, less a \$60.00 processing fee and a \$10.00 drop fee. If dropped by the 6 th day, it will be considered a clean drop and there will be nothing on the student’s transcript. If dropped on the 7 th day, there will be a “W” on the student’s transcript.
2nd Week: Days 8-14	Student will receive a 67% refund for the course dropped, less a \$60.00 processing fee and a \$10.00 drop fee. Student’s transcripts will show a “W” for the dropped course.
3rd and 4th Weeks: Days 15-28	Student will receive a 33% refund for the course dropped, less a \$60.00 processing fee and a \$10.00 drop fee. Student’s transcripts will show a “W” for the dropped course.
The student will not be eligible for a refund if a course is dropped after the 28 st day (beginning Week 5). In addition, if a course is dropped after 28 th day of the course (the halfway point), the student’s transcripts will show an “F” for the dropped course.	

Days are counted from the session date. To explain this better, here is an example:

Example: John Smith registers for four courses with a registration date of January 29th. Two courses start January 29th in the first session and the other two courses start April 5th. The student completes the first two courses and starts the next session (the second session started April 5th). In the second session, student decides to drop the two courses on April 21st. This is in the third week. John Smith will receive a 33% refund for the courses dropped, less a \$60 processing fee and a \$10 drop fee. John’s transcript will show a “W” for the dropped courses.

It is recommended that students speak with a financial aid advisor prior to dropping any courses if they are receiving Title IV funds, as dropping a course may affect their eligibility and/or the amount of aid received. A Saint Mary-of-the-Woods Financial Aid staff member can be reached at 812-535-5110, or can send questions via e-mail to finaid@smwc.edu.

Refunds will involve only those funds paid by the student, the student's family, or an employer. If the student has financial aid, any refund will be calculated according to the percentage of total expenses paid by the student. The remainder of the refund will be returned to the aid program from which it came. Students taking a Woods External Degree (WED) course should review the refund policies in the WED handbook.

Request for Intra-Program Course

Students in any program may request to take a course in another program. For example, a WED student may wish to take a *Woods Online* course or a campus course; or a Woods Online student may wish to take a WED course. Students should complete the *Intra-Program Course form*

to initiate the process. All intra-program course forms regardless of the student's host program should be filed with the WED office. This form should be processed at least ten days before the course start date to determine availability of the course. Additionally, WED students who wish to complete a *Woods Online* course must complete the *Woods Online* readiness course. The *Woods Online* readiness course tests the student's system and prepares the student for the *Woods Online* format. The readiness course can be completed in approximately five hours. *Woods Online* courses are rich in multimedia and require a high-speed internet connection. A list of *Woods Online* course offerings is available on the website. WED students that take a *Woods Online* course will receive a free eBook if it is available.

Request for Intra Program Transfer

Students may wish to transfer from one program to another. To initiate this process, the student should complete the *Intra-Program Transfer form*. The form is available on the College's website. The approval process includes the current academic advisor, the VPAA, and the program directors. Since *Woods Online* is an accelerated program, students are asked about extensions. Students with a history of extensions are not good candidates for *Woods Online*, since *Woods Online* has no extensions. Additionally, the *Woods Online* program has six majors available. It is not possible to transfer to *Woods Online* if the major is not yet available. The *Intra-Program Transfer form* is available on the College's website.

Academic Standing

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

Graduation Honors

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

Majors and Courses of Study

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

***Woods Online* Undergraduate Programs**

Baccalaureate majors:

- Business Administration
- Computer Information Systems (CIS)
- Accounting
- Digital Journalism
- Human Resource Management
- Marketing

Technology Requirements

- Computer less than three years old
- Webcam
- Headset with microphone
- Access to high-speed internet (DSL, cable, satellite)
- Microsoft office – provided by College (cost included in technology fee)

General Studies Curriculum

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

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

Skills for Advanced Learning

Foundations and Diversity

Academic Perspectives

Linking

Interdisciplinary

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

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

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

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

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

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

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

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

Skills for Advanced Learning

Campus:	ID 100 Critical Connections	2 hours
Distance:	ID 105 Life/Learning Skills (ID 105 is required for all <i>Woods Online</i> students)	3 hours
Campus:	CO 111 Introduction to Human Communication	3 hours
Distance:	CO 112 Interpersonal Communication	3 hours
Campus:	PE 126 Fitness & Wellness	1 hour
Distance:	PE 110 Study in Fitness	2 hours
EN 111	English Composition/Research Writing	3 hours
CS 101	Introduction to Computer Software	3 hours
MA 112	College Algebra	3 hours
MA 253	Statistics	3 hours
	Total Campus program	18 hours
	Total Distance programs	20 hours

Foundations and Diversity

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

(*Woods Online* students take Introduction to Themes of Leadership for Environmental and Social Justice)

Academic Perspectives

Creative/Expressive Perspective

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

Scientific Perspective

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

Social/Cultural Perspective

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

Elective

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

Theology Elective

Choose one from approved electives in Theology. 3 hours

Total Campus program 15 hours

Total Distance program 15 hours

Linking

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

Total Campus program 4 hours

Total Distance program 4 hours

Interdisciplinary

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

Total Campus program 3 hours

Total Distance program 3 hours

Total Hours in General Studies

Campus program 57 hours

Distance program 54 hours

Substitutions for General Studies Mathematics Requirements

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

Approved substitutions are the following:

- MA 120 Precalculus substitutes for MA 112
- MA121 Calculus substitutes for MA 112

General Studies Choices for the Bachelor's Degree

Approved Courses for Perspectives, Linking and Interdisciplinary Sections

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

Creative/Expressive Perspective (choose one)

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

Scientific Perspective (choose one)

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

Social/Cultural Perspective (choose one)

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

Plus a second course from one of the above perspectives.

Theology Electives (choose one)

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

Linking

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

Interdisciplinary

ID 410	From Mythos to Logos: The Journey of Human Rationality & Consciousness in the Western World (campus only)
ID/WS 415	Feminist Theory
ID 420	Literature & the Moral Imagination
ID 425	Value Issues in the Modern World
ID 430	Women & the Law
ID 435	Privacy in the Western World
ID 437	Environmental Ethics
ID 440	Women, Values, and Leadership (Distance only)
ID 450	Global Health
ID 455	Graphic Novels: From Cave Walls to Celluloid (campus only)
ID 460	Sustainable Foods (campus only)

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

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

Placement and Options in General Studies

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

Placement/Exemptions**CO 111/112 Communication Requirement**

Students may apply to the chairperson of the English and Languages Department for an exemption if they have significant previous speech course work and experience. Students exempt from this course are not required to take additional course hours in communication unless required by

the major. No semester hour credits are given for the exemption. Students also may apply for APL credit for the CO 111/112 requirement.

CS 101 Introduction to Computer Software

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

EN 111 English Composition and Research Writing

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

Substitutions for General Studies Mathematics requirements

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

Approved substitutions are the following:
MA 120 Precalculus substitutes for MA 112.
MA 121 Calculus substitutes for MA 112.
BI 253 Biometry substitutes for MA 253.

Foreign Language

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

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

Experiential Learning

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

Externship

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

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

Internship

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

Supplemental Learning Experience

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

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

Assessment of Student Learning

Improving Instruction

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

Collegewide Educational Objectives and Student Learning Outcomes

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

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

Assessment Methods

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

Undergraduate Program Offerings

Major	Campus				WED				Woods Online
	BA/BS	AA/AS	Minor	Teacher Licensure	BA/BS	AA/AS	Minor	Teacher Licensure	BA/BS
Accounting	X	X	X		X	X	X		X
Accounting Information Systems					X				
Art	X		X	X					
Biology	X		X						
Business Administration	X		X		X		X		X
Chemistry			X						
Computer Education			X	X			X	X	
Computer Information Systems			X		X		X		X
Creative Writing			X		X		X		
Criminal Justice	X		X		X		X		
Digital Media	X		X		X		X		
Education:									
Early Childhood/Child Development		X				X			
Early Childhood /Mild Intervention (non-licensure)	X				X				
P-3 Education/Mild Intervention	X			X	X			X	
K-Grade 6	X	X		X	X	X		X	
K-Grade 6 Mild Intervention	X			X	X			X	
Middle School/High School:									
English	X			X	X			X	
Life Science	X			X					
Mathematics	X			X	X			X	
Social Studies	X			X	X			X	
Special Education					X			X	
P-12 Art Education	X			X					
English	X		X	X	X		X	X	
Environmental Sciences			X						
Equine Science			X						
Equine Studies	X	X	X						
Equine Business Management	X								
Equine Training and Instruction	X								
Film Studies			X				X		
General Business						X			
Graphic Design	X		X						

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

Accounting

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

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

Educational Goals

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

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

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

Business Area Systems Transfer Policy

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

ACCOUNTING MAJOR (48 hours)

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

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

Required Accounting Courses: (24 hours)

BU 215	Accounting Problems	3
BU 225	Tax and Tax Laws	3
BU 323	Intermediate Accounting I	3
BU 324	Intermediate Accounting II	3
BU 326	Managerial Accounting	3
BU 327	Auditing	3
BU 423	Financial Analysis, Reporting and Research	3
BU 428	Advanced Financial Accounting	3

Electives (not required, but one advised):

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

ACCOUNTING ASSOCIATE DEGREE (33 hours)

Required Courses: (24 hours)

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

Choose three: (9 hours)

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

ACCOUNTING MINOR (18 hours)

Required Courses: (9 hours)

BU 121	Principles of Accounting I	3
BU 122	Principles of Accounting II	3
BU 131	Macroeconomics	3

Choose three: (9 hours)

BU 215	Accounting Problems	3
BU 225	Tax and Tax Laws	3
BU 323	Intermediate Accounting I	3
BU 324	Intermediate Accounting II	3
BU 325	Advanced Tax	3
BU 326	Managerial Accounting	3
BU 327	Auditing	3
BU 423	Financial Analysis, Reporting and Research	3
BU 425	Govt. and Not-for-Profit Acct.	3
BU 428	Advanced Financial Accounting	3
BU 429	International Accounting	3
BU 472	Advanced Business Law	3

Accounting Information Systems

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

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

Educational Goals

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

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

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

Business Area Transfer Policy

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

ACCOUNTING INFORMATION SYSTEMS MAJOR (81 hours)

Required Business Core: (27 hours)

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

Required Accounting Courses: (36 hours)

BU 215	Accounting Problems	3
BU 225	Tax and Tax Laws	3
BU 323	Intermediate Accounting I	3
BU 324	Intermediate Accounting II	3
BU 325	Advanced Tax	3
BU 326	Managerial Accounting	3
BU 327	Auditing	3
BU 423	Financial Analysis. Reporting and Research	3
BU 425	Governmental and Not-For-Profit Acct.	3
BU 428	Advanced Financial Accounting	3
BU 429	International Accounting	3
BU 472	Advanced Business Law	3

Required Computer Courses: (15 hours)

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

Approved Elective (3 hours)

300-400 level (DM, CIS)	3
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Art

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

ART MAJOR (49 hours)

Required Courses: (36 hours)

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

Choose one:

AR 123	Ceramics I	3 or
AR 211	Beginning Sculpture	3

Required Art Electives: (13 hours)

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

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

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

ART MINOR (18 hours)

Required Courses: (12 hours)

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

Choose one: (3 hours)

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

Choose one: (3 hours)

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

ART MAJOR WITH AN AREA OF EMPHASIS

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

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

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

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

Art Therapy Emphasis Courses: (min. 16 hours)

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

P-12 ART EDUCATION

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

Required Art Courses:

(see Art major courses)

Other Required Courses:

(see Education)

Biology

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

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

BIOLOGY MAJOR (50 hours)

Required Courses:	(38 hours)
BI 141 Principles of Biology I	4
BI 142 Principles of Biology II	4
BI 334 Physiology	4
BI 336 Cell Biology	4
BI 341 Ecology	4
BI 342 Genetics	4
BI 411 Undergraduate Research	2
BI 412 Undergraduate Research	1
CH 115 General Chemistry I	4
CH 116 General Chemistry II	4
BI 225 Science Communications (1st)	0
BI 226 Science Communications (2nd)	0
BI 325 Science Communications (1st)	1
BI 326 Science Communications (2nd)	1
BI 426 Science Communications (2nd)	1

Choose three:	(12 hours)
BI 221 Plant Biology	4
BI 332 Comparative Vertebrate	4
BI 333 Developmental Biology	4
BI 335 Animal Behavior	4
BI 340 Conservation	4
BI 351 Microbiology	4
BI 352 Medical Biology	4
BI 410 Evolution	4
BI 480 Topics in Biology	4

BIOLOGY MINOR (20 hours)

Required courses: (8 hours)

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

Choose three: (12 hours)

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

Or choose two from above plus one from the following:

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

Business Administration

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

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

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

Educational Goals

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

Business Area Transfer Policy

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

BUSINESS ADMINISTRATION MAJOR (48 hours)

Required Business Core: (27 hours)

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

Additional Requirements: (21 hours)

In addition to the business core, a Business Administration degree requires seven additional courses

to be divided among the business offerings as follows:

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

BUSINESS ADMINISTRATION MINOR (18 hours)

The Business Administration minor works well with majors in areas other than business. This minor provides introductory courses in several fields of business for graduates in positions which need some fundamental business knowledge. Note: this minor is not available to Business majors.

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

Chemistry Minor

A chemistry minor would serve to strengthen and broaden a biology major and enhance a student's ability to think more interdisciplinary across all sciences. Chemistry classes are offered at all levels, beginning with two semesters of General Chemistry and continuing with two semesters of Organic Chemistry and Biochemistry. An individualized major can be put together for students interested in majoring in chemistry utilizing the consortium agreement with Indiana State University.

CHEMISTRY MINOR

(20 hours)

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

Computer Information Systems

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

The College offers a Computer Information Systems major through the WED or *Woods Online* programs, which are designed with a great deal of flexibility allowing students to pursue various areas in technology from security to programming and design. Students successfully completing the major graduate with a minimum of one professional certification.

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

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

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

Department of Business and Information Systems Transfer Policy

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

COMPUTER INFORMATION SYSTEMS MAJOR (50 hours)

BU 121	Principles of Accounting I	3
CS 161	Programming I	3
CS 250	Survey of CIS	3
CS 261	Programming II	3
CS 320	Systems Analysis and Design	3
CS 330	C/C++/C#	3
CS 340	Internet Languages	3
BU 371	Business Law	3
CS 380	Telecommunications and Networking	3

CS 410	Database Concepts and Design	3
CS 440	Security	3
CS 470	Senior Project/Certification	3-12
CS 490	Internship (encouraged)	1-12

Choose from the following to complete 50 hours:

BU 122	Principles of Accounting II	3
Bu 250	Survey of E-Commerce	3
BU 381	Business Finance	3
CO 205	Principles of Web Design	3
CO 405	Advanced Web Design	3
CO 450	Concepts in Interactive Software	3
CS 201	Advanced Computer Applications	2
CS 260	Research Techniques	1-3
CS 280	Topics	1-4
CS 341	Computer Forensics	3
CS 445	Web Server Implem. & Management	3
CS 489	Topics	1-4

CORE FOUR COMPUTER CERTIFICATION (12 hours)

(Open to any major)

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

COMPUTER INFORMATION SYSTEMS MINOR (18 hours)

Completion of the Core Four plus 2 of the following:

CS 261	Programming II	3
CS 341	Computer Forensics	3
CS 380	Telecommunications and Networking	3
CS 440	Security	3
BU 371	Business Law	3

Creative Writing

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

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

CREATIVE WRITING MAJOR (42 hours)

Required Courses: (36 hours)

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

Required Electives: (6 hours)

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

CREATIVE WRITING MINOR (18 hours)

Required Courses: (18 hours)

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

Criminal Justice

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

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

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

CRIMINAL JUSTICE MAJOR (51 hours)

Required Courses:		(42 hours)
CJ 111	Introduction to Criminal Justice	3
CJ 200	Juvenile Justice	2
CJ 211	Corrections	3
CJ./PL 231	Legal Research	3
CJ 452	Fieldwork in Criminal Justice	4
GO 335	Inside the Governments	3
PL 200	Law, Ethics and Society	3
PL 233	Interviewing and Investigation	3
PL 331	Criminal Law and Procedure	3
PS 285	Techniques of Counseling	3
PS 370	Social Psychology	3
SO 323	Crime and Deviance	3
SO 324	Racial and Cultural Minorities	3
SO 415	Research Methods in Social Science	3

Required Electives:		(9 hours)
CJ/HS/PL/PS/SO 280/480 Topics		1-3
CJ/HS/PL/PS/SO 290 Supplemental Learning Exper.		1-3
CJ/HS/PL/PS/SO 490 Internship		1-6
CJ/HS/PL/PS/SO 499 Independent Study		1-4
PL 342	CSI: Crime Scene Investigation	3
PS 360	Abnormal Psychology	3
PS 365	Drug and Alcohol Addiction	3
PS 375	Forensic Psychology	3
SO 212	Social Problems	3
SO 321	Sociology of Families	3
SO 340	Sex, Gender and Society	3

Required in general studies:

PS 111 General Psychology
SO 211 Introduction to Sociology

CRIMINAL JUSTICE MAJOR WITH FORENSICS TRACK (54 hours)

AR 355	Photography	3
CJ 111	Introduction to Criminal Justice	3
CJ 200	Juvenile Justice	2
CJ 211	Corrections	3
CJ 231	Legal Research	3
CJ 341	Computer Forensics and Investigation	3
CJ 452	Field Work in Criminal Justice	4
GO 318	State and Local Government	3
PL 200	Law, Ethics and Society	3
PL 233	Interviewing and Investigation	3
PL 331	Criminal Law and Procedure	3
PL 342	CSI: Crime Scene Investigation	3
PS 285	Techniques of Counseling	3
PS 370	Social Psychology	3
PS 375	Forensic Psychology	3
SO 323	Crime and Deviance	3
SO 324	Racial and Cultural Minorities	3
SO 415	Research Methods in Social Science	3

Required in general studies:

HI 222 20th Century World
PS 111 General Psychology
SO 211 Introduction to Sociology

CRIMINAL JUSTICE MINOR (24 hours)

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

Digital Media

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

Communication

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

Animation

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

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

DIGITAL MEDIA MAJOR – COMMUNICATION TRACK (39 hours)

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

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

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

Plus

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

DIGITAL MEDIA MAJOR – ANIMATION TRACK (42 hours)

Required Courses: (39 hours)

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

Choose one: (3 hours)

AR/CO 280	Topics	3
AR/CO	Elective	3

DIGITAL MEDIA COMMUNICATIONS MINOR (18 hours)

Required Courses: (18 hours)

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

Education

Students who wish to pursue teacher licensure may enroll in the Teacher Education Program coordinated by the Education Department. The Education Department is accredited by the National Council for Accreditation of Teacher Education (NCATE) and approved for teacher training by the Office of Educator Licensing and Development (OELD) of the Indiana Department of Education. The Teacher Education Program offers two licensure frameworks established by the OELD: the Revisions for Educator Preparation and Accountability [REPA]; and Rules 2002.

Mission

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

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

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

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

Education Department Program Catalog Outline*

Section I: Baccalaureate Programs

- Non-License – Early Childhood/Mild Intervention
- Licensure – REPA
- Licensure – Rules 2002

Baccalaureate Program Requirements (Gateway Process)

- Non-License – Early Childhood/Mild Intervention
- Licensure – REPA and Rules 2002

Baccalaureate Program Course of Study

- Non-License – Early Childhood/Mild Intervention
- Licensure – REPA
- Licensure – Rules 2002

Section II: Teacher Licensure Only Programs

- Traditional – REPA
- Traditional – Rules 2002
- Transition to Teaching

Teacher Licensure Only Program Requirements (Gateway Process)

- Traditional – REPA and Rules 2002
- Transition to Teaching

Teacher Licensure Only Course of Study

- Traditional – REPA
- Traditional – Rules 2002 programs and content area add-ons
- Transition to Teaching

Section III: Associate Degree and Certificate Programs

- Early Childhood/Mild Intervention
- Kindergarten – Grade 6
- Child Development Associate (CDA) Certificate

Program Requirements and Course of Study

- Early Childhood/Mild Intervention
- Kindergarten – Grade 6
- Child Development Associate (CDA) Certificate

Section IV: Summary of Programs

*The Education Department reserves the right to make program changes to meet College, accrediting agencies, and State licensure requirements. All Rules 2002 programs were revised July 1, 2010.

Section I: Baccalaureate Degree Programs

SMWC offers baccalaureate degree programs that prepare teacher candidates to be employed in educational settings that do not require a teaching license [non-license] and those that do require a teaching license [teacher licensure].

Non-License

- Early Childhood/Mild Intervention

Program requires the successful completion of the Gateway Process: Early Childhood/Mild Intervention that includes evidence of Basic Competencies. See Baccalaureate Program Requirements (Gateway Process).

Teacher Licensure:

Indiana Department of Education Rules **REPA**
[Revisions for Educator Preparation and Accountability]

- Preschool – Third Grade/Mild Intervention Special Education (P-3/MI)
- Kindergarten – Grade 6/Minor (minors pending)
- Kindergarten – Grade 6/Mild Intervention Special Education (K-6/MI)
- Art Education (Preschool-Grade 12)
- English Education (Grades 5-12)
- Life Science Education (Grades 5-12)
- Mathematics Education (Grades 5-12)
- Social Studies Education (Grades 5-12)
- Special Education: Mild Intervention (Grades 5-12)

All programs require the successful completion of the Teacher Candidate Gateway System that includes passing all three parts of the Praxis I Series: Reading, Writing, and Math, and Praxis II Specialty tests. See Baccalaureate Program Requirements.

Indiana Department of Education **Rules 2002**

[Program must be completed by August 31, 2013; license applied for by December 31, 2013]

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

All programs require the successful completion of the Gateway Process that includes passing all three parts of the Praxis I Series: Reading, Writing, and Math, and Praxis II Specialty tests. See Baccalaureate Program Requirements.

Baccalaureate Program Requirements

To obtain a baccalaureate degree, all teacher candidates must complete the following requirements. Additional license application requirements are required for those seeking an Indiana Practitioner license.

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

Gateway Process: Early Childhood/ Mild Intervention – Non-License

Saint Mary-of-the-Woods College has a program of selective admission and retention that applies to all students. Students who wish to complete the Early Childhood/ Mild Intervention Program in the Education Department must meet the additional requirements of a multi-level assessment system that is based on NAEYC and NCATE standards. This system is comprised of three major gateways that provide opportunities for faculty to formally assess the candidate's capabilities and to support the candidate in becoming a competent, caring, professional educator. The following policy and procedures apply to all students seeking a non-license degree in Early Childhood/ Mild Intervention Program: campus, Woods External Degree, and transfer students.

Education Department Clinical Experience Placement Policy

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

Gateway 1 – Admission to the Teacher Education Program

Upon admission to SMWC, educator candidates are eligible to take 100- and 200-level ED courses. To enroll in advanced ED course work (300-level or higher), candidates must be formally admitted to the Early Childhood/ Mild Intervention Program (EC/MI). Criteria for admission to the Program are as follows:

1. Completion of a minimum of 40 hours of college credit.
2. Attainment of a cumulative grade point average of 3.00 or higher.
3. Basic Competency Requirement:
 - a. Competence in basic skills as identified by the PPST or Computerized PPST (Praxis I). Candidates must obtain Indiana Department of Education passing scores adopted by the SMWC Education Department:

Reading	176
Writing	172
Math	175

It is the candidate's responsibility to maintain a file of all Praxis I scores.

- b. If competence in Reading, Writing, and or Math is not evidenced by Praxis I passing scores, the student must enroll and receive a B grade in specific coursework at SMWC that will evidence competence.
- 4. Completion of at least one field experience with documented evidence of professional behaviors, dispositions, values, and attitudes.
- 5. Initial Portfolio presentation during a formal interview. The Initial Portfolio is organized around the eleven Education Department Program Goals (EDPGs) which are based on the Interstate New Teacher Assessment and Support Consortium (INTASC) standards. For guidelines, see Campbell, D.M., Cignetti, P.B., Melenyzer, B.J., Nettles, D.H., & Wyman, R.M. *How to develop a professional portfolio*. Boston: Allyn and Bacon.
The Initial Portfolio must include the following:
 - a. evidence of an organizational structure (11 labeled file folders);
 - b. a personal philosophy of education statement;
 - c. artifacts addressing at least two of the eleven EDPGs with reflections for each.

Gateway 1 Application Procedures:

1. Submit a typewritten letter addressed to Attn: Sherrie Cheesman, Education Department, Hulman Hall, Saint Mary-of-the-Woods College, St. Mary of the Woods, IN, 47876. Address the following:
 - a. Why I have chosen early childhood education as a career;
 - b. What personal qualities I will contribute to the early childhood education field;
 - c. How I have or will exemplify responsible commitment to the early childhood education profession.

The letter of application may be submitted whenever the candidate has: a) completed at least 40 hours of credit with a cumulative grade point average of 3.00 or higher, b) completed at least one field experience, and c) met the Basic Competency Requirement. Typically, candidates will submit letters of application during their sophomore year.

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

<u>Letters received by</u>	<u>Interview dates</u>
January 1	March
April 1	May
September 1	October

Students must return to Campus for their interview and often schedule this interview during a WED return.

Candidates should be prepared to discuss the following:

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

address when confirmations are received. Candidates who are approved to complete an internship and then cancel a placement must resubmit the entire Internship Application when ready to intern. This will delay the internship experience for at least a semester. Applications will NOT be retained or kept on file.

NOT Approved:

If NOT approved, candidates will receive a letter indicating areas of deficiency. A copy of the letter will be placed in the student file. Candidates must resubmit the entire Internship Application when all criteria have been met. This will delay the internship experience for at least a semester. Applications will NOT be retained or kept on file. Candidates may appeal Gateway 2 decisions in writing to the Teacher Education Board.

NOTE: An additional fee will be charged for each internship placement. Contact the Registrar for the current fees.

Gateway 3 – Program Completion

Criteria for program completion are:

1. Successful submission of a Proficient Portfolio in electronic format to an Education Department evaluation team. Proficient Portfolios are presented at the end of the internship.
2. Successful professional presentation of the internship experience. Successful completion of all program requirements.

Gateway 3 Application Procedures:

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

Gateway Process: Traditional Program, Licensure – REPA and Rules 2002

Saint Mary-of-the-Woods College has a program of selective admission and retention that applies to all students. Students who wish to complete the Teacher Education Program in the Education Department must meet the additional requirements of a multi-level assessment system that is based on NCATE standards and the Office of Educator Licensing and Development (OELD) regulations. This system is comprised of three major **gateways** that provide opportunities for faculty to formally assess the candidate's capabilities as a prospective teacher and to support the candidate in becoming a competent, caring, professional educator. The following policy and procedures apply to all students seeking an Initial Practitioner License: campus, WED, transfer, and license only students.

Education Department Clinical Experience Placement Policy

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

Gateway 1 – Admission to the Teacher Education Program

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

1. Completion of a minimum of 40 hours of college credit.
2. Attainment of a cumulative grade point average of 2.75 or higher.
3. Competence in basic skills as identified by the PPST or Computerized PPST (Praxis 1).
Candidates must obtain passing scores set by the Indiana Department of Education:
 Reading 176
 Writing 172
 Math 175
4. It is your responsibility to maintain a file of all Praxis I and Praxis II score sheets. Completion of at least one field experience with documented evidence of professional behaviors, dispositions, values, and attitudes.
5. Initial Portfolio presentation during formal interview. The Initial Portfolio is organized around the eleven Education Department Program Goals (EDPGs) which are based on the Interstate New Teacher Assessment and Support Consortium (INTASC) standards. For guidelines, see Campbell, D.M., Cignetti, P.B., Melenyzer, B.J., Nettles, D.H., & Wyman, R.M. (2006). *How to develop a professional portfolio*. Boston: Allyn and Bacon.
The Initial Portfolio must include the following:
 - a. evidence of an organizational structure (11 labeled file folders);
 - b. a personal philosophy of education statement;
 - c. artifacts addressing at least two of the eleven EDPGs with reflections for each.

Gateway 1 Application Procedures:

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

<u>Letters received by</u>	<u>Interview dates</u>
January 1	March
April 1	May
September 1	October

Candidates should be prepared to discuss the following:
 - a. current personal/professional strengths as a prospective teacher;
 - b. how portfolio artifacts reflect candidate’s understanding and application of EDPG;
 - c. how candidate’s personal dispositions relate to the teaching profession.
3. Upon completion of the interview, the evaluation team will determine one of the following:
 - a. *Admitted* – Candidate has successfully passed Gateway 1 and is permitted to enroll in ED courses at the 300-level or higher.

7. The Education Department must receive the Placement Request Form for Student Teaching, Teacher Candidate Personal Information Form, and Current Resume by the following deadlines:

Student teaching semester	Application due date
Fall	November 1
Winter	March 1

8. Academic advisors will review candidate files and determine that all criteria for student teaching have been met. Advisors will make recommendations to the Gateway 2 committee. Candidates will be notified regarding the decision of the Gateway 2 committee.

Approved:

If approved, the Education Department will assign supervisors and seek appropriate student teaching placements for candidates. Candidates will be notified of their placements via their SMWC email address when confirmations are received. Candidates who are approved to student teach and then cancel a placement must resubmit the entire Student Teaching Application when ready to student teach. This will delay the student teaching experience for at least a semester. Applications will NOT be retained or kept on file.

NOT Approved:

If NOT approved, candidates will receive a letter indicating areas of deficiency. A copy of the letter will be placed in the student file. Candidates must resubmit the entire Student Teaching Application when all criteria have been met. This will delay the student teaching experience for at least a semester. Applications will NOT be retained or kept on file. Candidates may appeal Gateway 2 decisions in writing to the Teacher Education Board.

NOTE: An additional fee will be charged for seminar and each student teaching placement. Contact the Registrar for the current fees.

Gateway 3 – Program Completion

Criteria for program completion are:

1. Successful submission of a Proficient Portfolio in electronic format to an Education Department evaluation team. Proficient Portfolios are presented at the end of the student teaching semester as a requirement for ED 450 – Seminar in Teaching.
2. Successful completion of all program requirements.

Gateway 3 Application Procedures:

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

Indiana Licensure

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

- Complete a state-approved teacher preparation program.
- Mail your qualifying scores for Praxis I and Praxis II to:
Izzy Lindner, Licensing Advisor
Education Department, Hulman Hall

- Saint Mary-of-the-Woods College
Saint Mary-of-the-Woods, IN 47876
- Mail verification that you have completed CPR-Heimlich Maneuver Certification. (http://www.doe.state.in.us/dps/cpr_certification.html) to:
Izzy Lindner, Licensing Advisor
Education Department, Hulman Hall
Saint Mary-of-the-Woods College
Saint Mary-of-the-Woods, IN 47876
 - Register and complete the license application on the Indiana Department of Education website.
 - Email the Licensing Advisor (ilindner@smwc.edu) and your Academic Advisor once you have completed your teaching license application online. (By sending an email to both the Licensing Advisor and Academic Advisor, your Academic Advisor can verify that you have met all program requirements and the Licensing Advisor can continue with the licensure process.)

Baccalaureate Program Course of Study

<p>Early Childhood/Mild Intervention Baccalaureate Degree Only – Non-Licensure</p>

This program prepares educators to teach young children, birth – Grade 3 with or without mild disabilities in facilities and educational settings that do not require an Indiana teaching license.

Education Core Courses	(15 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
Developmental Level and Content Courses	(42 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	3
ED 303 Music, Movement, & the Arts	3
ED 310 Early Childhood Assessment	3
ED 312 Infants and Toddlers	3
ED 316 Emerging Literacy: Literature and Language Development	3
ED 318 Cognitive Inquiry: Math and Science Methods	3
ED 320 Project Based Learning: Social Studies Methods	3
ED 327 Literacy Instruction for Diverse Learners	3
ED 367 Guiding Young Children’s Social and Behavioral Development	3
ED 416 Early Childhood Program Administration	3
SC 201 Integrative Science I	3
SC 202 Integrative Science II	3
Field Experiences and Internship	(16 hours)

ED 250	Field Experience: Kindergarten Education	2
ED 251	Field Experience: Elementary/Primary Ed.	2
ED 350	Field Experience: Infant/Toddler Education	2
ED 351	Field Experience: Preschool Education	2
ED 4xx	Internship: Early Childhood	4
Choose one of the following:		4
ED 401	Supervised Teaching: Early Childhood Mild Intervention or	
ED 411	Supervised Teaching: Early Childhood	
Total		73 hours
General Studies and Electives		52 hours
Total for Baccalaureate Degree		125 hours

Preschool-Grade 3/Mild Intervention
Baccalaureate Degree and REPA Licensure

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		(15 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 / Families and Community Resources	3
ED 237	Educational Psychology	3
Developmental Level and Content Courses		(42 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	3
ED 303	Music, Movement, & the Arts	3
ED 310	Early Childhood Assessment	3
ED 312	Infants and Toddlers	3
ED 316	Emerging Literacy: Literature and Language Development	3
ED 318	Cognitive Inquiry: Math and Science Methods	3
ED 320	Project Based Learning: Social Studies Methods	3
ED 327	Literacy Instruction for Diverse Learners	3
ED 367	Guiding Young Children's Social and Behavioral Development	3
ED 416	Early Childhood Program Administration	3
SC 201	Integrative Science I	3
SC 202	Integrative Science II	3
Field Experiences and Student Teaching		(19 hours)
ED 250	Field Experience: Kindergarten Education	2
ED 251	Field Experience: Elementary/Primary Ed.	2
ED 350	Field Experience: Infant/Toddler Education	2
ED 351	Field Experience: Preschool Education	2

Choose one of the following: 2
 ED 250 Field Experience: Kindergarten or
 ED 251 Field Experience: Elementary/Primary Ed. or
 ED 350 Field Experience: Infant/Toddler Education or
 ED 351 Field Experience: Preschool Education or
 ED 221 Field experience I: Urban Education or
 ED 321 Field Experience II: Urban Education

Choose one of the following: 4
 ED 411 Supervised Teaching: Early Childhood Ed. or
 ED 401 Supervised Teaching: Early Childhood Mild Intervention

Choose one of the following: 4
 ED 400 Supervised Teaching: Kindergarten Ed. or
 ED 414 Supervised Teaching: Elementary/Primary Ed. or
 ED 402 Supervised Teaching: Kindergarten Mild Intervention or
 ED 403 Supervised Teaching: Elementary/Primary Mild Intervention

ED 450 Seminar in Teaching 1

Total	76 hours
Plus General Studies and Electives	49 hours
Total for Baccalaureate Degree and REPA Licensure	125 hours

Preschool-Grade 3/Mild Intervention
 Baccalaureate Degree and Rules 2002 Licensure

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

The Preschool-Grade 3/Mild Intervention Baccalaureate Degree/ Rules 2002 Licensure Program is identical to the Preschool-Grade 3/Mild Intervention Baccalaureate Degree/ REPA Licensure Program.

Total	76 hours
Plus General Studies and Electives	49 hours
Total for Baccalaureate Degree and Rules 2002 Licensure	125 hours

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

Kindergarten-Grade 6/Mild Intervention Baccalaureate Degree and REPA Licensure

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 (15 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 Community Resources	3
ED 237 Educational Psychology	3

Developmental Level and Content Courses (42 hours)

ED 141 Introduction to Inclusive Elementary Education	3
ED 147 Special Education Law and Procedures	3
ED 260 Language Arts for the Diverse Classroom	3
ED 261 The Science of Reading	3
ED 303 Music, Movement, & the Arts	3
ED 326 Real World Application in the Social Studies	2
ED 327 Literacy Instruction for Diverse Learners	3
ED 330 Methods of Teaching Science in the Elementary School	2
ED 333 Methods of Teaching Mathematics	3
ED 345 Assessment and Intervention for Special Education	3
ED 368 Social-Emotional Development and Behavioral Intervention	3
ED 373 Assessment for Learning	3
BI 313 Nutrition and Health Education	2
SC 201 Integrative Science I	3
SC 202 Integrative Science II	3

Field Experiences and Student Teaching (17 hours)

ED 214 Field Experience I: Kindergarten Education	2
ED 252 Field Experience I: Elementary Mild Intervention	2

Choose one of the following: 2

ED 220 Field Experience I: Elementary Ed. or	
ED 221 Field Experience I: Urban Education	

Choose one of the following: 2

ED 329 Field Experience II: Elementary Ed. or	
ED 321 Field Experience II: Urban Education	

Choose one of the following: 4

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

ED 422 Supervised Teaching: Elementary/ Intermediate Ed.	4
ED 450 Seminar in Teaching	1

	Total	74 hours
	Plus General Studies and Electives	51 hours
Total for Baccalaureate Degree and REPA Licensure		125 hours

**Kindergarten-Grade 6 with Minor
Baccalaureate Degree and REPA Licensure**

This program prepares teacher candidates to teach students in elementary grades (K, 1, 2, 3, 4, 5, 6). A minor is required.

Education Core Courses	(15 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 /Community Resources	3
ED 237 Educational Psychology	3
Developmental Level and Content Courses	(36 hours)
ED 141 Introduction to Inclusive Elementary Education	3
ED 260 Language Arts for the Diverse Classroom	3
ED 261 The Science of Reading	3
ED 303 Music, Movement, & the Arts	3
ED 326 Real World Application in the Social Studies	2
ED 327 Literacy Instruction for Diverse Learners	3
ED 330 Methods of Teaching Science in the Elementary School	2
ED 333 Methods of Teaching Mathematics	3
ED 368 Social-Emotional Development and Behavioral Intervention	3
ED 373 Assessment for Learning	3
BI 313 Nutrition and Health Education	2
SC 201 Integrative Science I	3
SC 202 Integrative Science II	3
Field Experiences and Student Teaching	(15 hours)
ED 214 Field Experience I: Kindergarten Education	2
Choose one of the following:	2
ED 220 Field Experience I: Elementary Ed. or	
ED 221 Field Experience I: Urban Education	
Choose one of the following:	2
ED 329 Field Experience II: Elementary Ed. or	
ED 321 Field Experience II: Urban Education	
Choose one of the following:	4
ED 400 Supervised Teaching: Kindergarten Education or	
ED 414 Supervised Teaching: Elementary/Primary Ed.	

ED 422 Supervised Teaching: Elementary/ Intermediate Ed.	4
ED 450 Seminar in Teaching	1
Total	66 hours
Plus General Studies AND MINOR	59 hours +
Total for Baccalaureate Degree and REPA Licensure	125 hours +

Kindergarten-Elementary Baccalaureate Degree and Rules 2002 Licensure

This program prepares teacher candidates to teach students in elementary grades (K, 1, 2, 3, 4, 5, 6).

The Kindergarten-Elementary Baccalaureate Degree/ Rules 2002 Licensure Program is identical to the Kindergarten-Grade 6 Baccalaureate Degree/ REPA Licensure Program with the exception of one course. BI 313, Nutrition and Health Education, is not required for Rules 2002 licensure.

Total	64 hours
Plus General Studies and Electives	61 hours
Total for Baccalaureate Degree and Rules 2002 Licensure	125 hours

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

Art Education Preschool-Grade 12 Baccalaureate Degree and REPA Licensure

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	(15 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/Community Resources	3
ED 237 Educational Psychology	3
Developmental Level Courses	(14 hours)
ED 141 Introduction to Inclusive Elementary Education	3
ED 338 Instructional Methods for Middle School/JR High/High School	2
ED 368 Social Emotional Development and Behavioral Intervention	3
ED 373 Assessment for Learning	3
PS 261 Adolescent Psychology	3

Content Courses	(50 hours)
AR 110 Basic Design I	3
AR 111 Basic Design II	3
AR 121 Drawing I	3
AR 221 Painting & Drawing II	3
AR 250 Prehistoric to Renaissance Art	3
AR 251 Renaissance to Contemporary Art	3
AR 321 Painting & Drawing III	3
AR 340 Elementary Art Methods	3
AR 341 Teaching Art in Senior High/Junior High/Middle School	3
AR 350 Graphic Design I	3
AR 355 Photography I	3
AR 357 Digital Imaging	3
AR 370 Women Artists	3
Choose one of the following:	3
AR 123 Ceramics I or	
AR 211 Beginning Sculpture	
Choose 8 hours from the following:	8
AR 123 Ceramics I or	
AR 160 Design Theory I or	
AR 161 Design History and Current Trends or	
AR 211 Beginning Sculpture or	
AR 223 Ceramics II or	
AR 290 Supplemental Learning Experience or	
AR 323 Ceramics III or	
AR 351 Graphic Design II or	
AR 353 Electronic Document Design or	
AR 354 Electronic Illustration or	
AR 360 Conceptual Design Solutions or	
AR 361 Human Visual Cognition or	
AR 391 Portfolio Review or	
AR 421 Painting and Drawing IV or	
AR 423 Ceramics IV or	
AR 450 Graphic design III or	
AR 451 Graphic Design IV or	
AR 452 Graphic Design V or	
AR 461 Visual Cognition II or	
AR 480 Topics in Art or	
AR 490 Internship or	
AR 495 Introduction to Art Therapy or	
AR 499 Independent Study	
Field Experiences and Student Teaching	(13 hours)
Choose one of the following:	2
ED 220 Field Experience I: Elementary Education or	
ED 234 Field Experience I: Middle School/Junior High Education or	
ED 239 Field Experience I: High School Education	

Choose one of the following:	2
ED 329 Field Experience II: Elementary Education or	
ED 334 Field Experience II: Middle School/Junior High Education or	
ED 336 Field Experience II: High School Education or	
ED 351 Field Experience II: Preschool Education	
Choose one of the following:	4
ED 400 Supervised Teaching: Kindergarten Education or	
ED 414 Supervised Teaching: Elementary/Primary Education or	
ED 422 Supervised Teaching: Elementary/Intermediate Education or	
Choose one of the following:	4
ED 433 Supervised Teaching: Mid/School/Jr. High Ed. or	
ED 433 Supervised Teaching: High school Education	
ED 450 Seminar in Teaching	1
Total	92 hours
Plus General Studies	46-48 hours
Total for Baccalaureate Degree and REPA Licensure	138-140 hours

<p>P-12 Art Education Baccalaureate Degree and Rules 2002 Licensure</p>

This program prepares teacher candidates to teach art to students Preschool – Grade 12. This program is available in campus only.

The P-12 Art Education Baccalaureate Degree/Rules 2002 Licensure Program is identical to the Art Education Grades P-12 Baccalaureate Degree/REPA Program with the exception of one course. ED 141, Introduction to Inclusive Elementary Education, is not required for Rules 2002 Licensure.

Total	89 hours
Plus General Studies	46-48 hours
Total for Baccalaureate Degree and Rules 2002 Licensure	135-137 hours

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

<p>English Education Grades 5-12 Baccalaureate Degree and REPA Licensure</p>

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

Education Core Courses	(15 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 /Community Resources	3
ED 237	Educational Psychology	3
Developmental Level Courses		(14 hours)
ED 261	The Science of Reading	3
ED 338	Instructional Methods for Middle School/Jr. High/High School	2
ED 368	Social Emotional Development and Behavioral Intervention	3
ED 373	Assessment for Learning	3
PS 261	Adolescent Psychology	3
Content Courses		(37 hours)
JO 101	Introduction to Mass Media	3
EN/TA 151	Interpretive Reading and Reader's Theatre	3
EN 212	Creative Writing	3
EN 229	British Literature	3
EN 232	American Literature	3
EN/TA 341	Shakespeare	3
EN 355	Study of Language	2
EN 356	English Grammar and How to Teach It	1
EN 380	Teaching Young Adult Literature	2
EN 381	Methods of Teaching English in Sr. High/Jr. High/Middle School	2
EN 450	Modern World Literature	3
Choose one of the following:		3
EN/TA 202	Intro. to Literature and Theatre or	
EN 205	Intro. to Literature: Love/Justice	
Choose one of the following:		3
EN 222	Literature and Myth or	
EN 235	American Women Writers	
Choose one of the following:		3
JO 115	Editing or	
EN 242	Film and Creative Expression or	
CO 205	Principles of Web Design	
Field Experiences and Student Teaching		(13 hours)
Choose one of the following:		2
ED 234	Field Experience I: Middle School/Junior Education or	
ED 239	Field Experience I: High School Education	
Choose one of the following:		2
ED 334	Field Experience II: Middle School/Junior High Education or	
ED 336	Field Experience II: High School Education	
ED 432	Supervised Teaching: Middle School/Junior Education	4
ED 433	Supervised Teaching: High School Ed.	4
ED 450	Seminar in Teaching	1

	Total	79 hours
	Plus General Studies (and Elective)	46-48 hours
Total for Baccalaureate Degree and REPA Licensure		125-127 hours

Middle School/High School English Education
Baccalaureate Degree and Rules 2002 Licensure

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

The Middle School/High School English Education Baccalaureate Degree/Rules 2002 Licensure Program is identical to the English Grades 5-12 Baccalaureate Degree/REPA Licensure Program.

	Total	79 hours
	Plus General Studies (and Electives)	46-48 hours
Total for Baccalaureate Degree and Rules 2002 Licensure		125-127 hours

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

Life Sciences Grades 5-12
Baccalaureate Degree and REPA Licensure

This program prepares teacher candidates to teach life sciences to students in Grades 5 - 12. This program is available in only the campus format.

Education Core Courses	(15 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 /Community Resources	3
ED 237 Educational Psychology	3
Developmental Level Courses	(14 hours)
ED 261 The Science of Reading	3
ED 338 Instructional Methods for Middle School/Jr. High/High School	2
ED 368 Social Emotional Development and Behavioral Intervention	3
ED 373 Assessment for Learning	3
PS 261 Adolescent Psychology	3
Content Courses	(48 hours)
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 Sr. High/Jr. High/Middle School	2
BI 334	Physiology	4
BI 335	Animal Behavior	4
BI 341	Ecology	4
BI 342	Genetics	4
BI 410	Evolution	4
BI 441	Cell Biology	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

Field Experiences and Student Teaching (13 hours)

Choose one of the following: 2

ED 234 Field Experience I: Middle School/Junior Education or

ED 239 Field Experience I: High School Education

Choose one of the following: 2

ED 334 Field Experience II: Middle School/Junior High Education or

ED 336 Field Experience II: High School Education

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

ED 433 Supervised Teaching: High School Ed. 4

ED 450 Seminar in Teaching 1

Total 90 hours

Plus General Studies 46-48 hours

Total for Baccalaureate Degree and REPA Licensure 136-138 hours

Middle School/High School Science
Baccalaureate Degree and Rules 2002 Licensure

This program prepares teacher candidates to teach the life sciences to students in middle school/junior high and high school settings.

The Middle School/High School Life Science Baccalaureate Degree/Rules 2002 Licensure Program is identical to the Life Science Grades 5-12 Baccalaureate Degree/REPA Licensure Program.

Total 90 hours

Plus General Studies 46- 48 hours

Total for Baccalaureate Degree and Rules 2002 Licensure 136-138 hours

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

Mathematics Education Grades 5-12 Baccalaureate Degree and REPA Licensure

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

Education Core Courses	(15 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 /Community Resources	3
ED 237 Educational Psychology	3

Developmental Level Courses	(14 hours)
ED 261 The Science of Reading	3
ED 338 Instructional Methods for Mid. Sch./Junior High/High School	2
ED 368 Social Emotional Development and Behavioral Intervention	3
ED 373 Assessment for Learning	3
PS 261 Adolescent Psychology	3

Content Courses	(40 hours)
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	3
MA 422 Analysis	3
MA 461 Teaching of Math in Sr. High/Jr. High/Mid. School	2

Field Experiences and Student Teaching	(13 hours)
Choose one of the following:	2
ED 234 Field Experience I: Mid. Sch./Jr. High Education or	
ED 239 Field Experience I: High School Education	
 Choose one of the following:	 2
ED 334 Field Experience II Middle School/Junior High Education or	
ED 336 Field Experience II: High School Education	
 ED 432 Supervised Teaching: Middle School/Junior High Education	 4
ED 433 Supervised Teaching: High School Ed.	4
ED 450 Seminar in Teaching	1

	Total	82 hours
	Plus General Studies	45-48 hours
Total for Baccalaureate Degree and REPA Licensure		127-130 hours

<p>Middle School/High School Mathematics Education Baccalaureate Degree and Rules 2002 Licensure</p>

This program prepares teacher candidates to teach mathematics to students in middle school/junior high and high school settings.

The Middle School/High School Mathematics Education Baccalaureate Degree/Rules 2002 Licensure Program is identical to the Mathematics Grades 5-12 Baccalaureate Degree/REPA Licensure Program.

	Total	82 hours
	Plus General Studies	45-48 hours
Total for Baccalaureate Degree and Rules 2002 Licensure		127-130 hours

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

<p>Social Studies Education Grades 5-12 Baccalaureate Degree and REPA Licensure</p>

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

Education Core Courses	(15 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 /Community Resources	3
ED 237 Educational Psychology	3
Developmental Level Courses	(14 hours)
ED 261 The Science of Reading	3
ED 338 Instructional Methods for Mid. Sch./Junior High/High School	2
ED 368 Social Emotional Development and Behavioral Intervention	3
ED 373 Assessment for Learning	3
Content Courses	(44 hours)
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 Sr. High/Jr. High/Middle School	2
SS 326	Geography of World Affairs	3

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

- ED 234 Field Experience II Middle School/Junior High Education or
- ED 239 Field Experience I: High School Education

Choose one of the following: 2

- ED 334 Field Experience II: Middle School/Junior High Education or
- ED 336 Field Experience II: High School Education

- ED 432 Supervised Teaching: Middle School/Junior High Education 4
- ED 433 Supervised Teaching: High School Ed. 4
- ED 450 Seminar in Teaching 1

Total	83 hours
Plus General Studies	42-45 hours
Total for Baccalaureate Degree and REPA Licensure	125-128 hours

Middle School/High School Social Studies Education
 Baccalaureate Degree and Rules 2002 Licensure

This program prepares teacher candidates to teach social studies to students in middle school/junior high and high school settings.

The Middle School/High School Social Studies Baccalaureate Degree/Rules 2002 Licensure Program is identical to the Social Studies Grades 5-12 Baccalaureate Degree/REPA Licensure Program.

Total	83 hours
Plus General Studies	42-45 hours
Total for Baccalaureate Degree and Rules 2002 Licensure	125-128 hours

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

Special Education (Mild Intervention) Grades 5-12 Baccalaureate Degree and REPA Licensure

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

Education Core Courses	(15 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 /Community Resources	3
ED 237 Educational Psychology	3
 Developmental Level Courses	 (14 hours)
ED 261 The Science of Reading	3
ED 338 Instructional methods for Mid. Sch./Junior High/High School	2
ED 368 Social Emotional Development and Behavioral Intervention	3
ED 373 Assessment for Learning	3
PS 261 Adolescent Psychology	3
 Content Courses	 (35 hours)
ED 147 Special Education Law and Procedures	3
ED 241 Understanding Mild Disabilities	3
ED 327 Literacy for Diverse Learners	3
ED 333 Methods of Teaching Mathematics	2
ED 346 Assessment and Intervention in Mid. Sch./High School Special Education	2
ED 355 Transition Planning and Vocational Education	3
ED 358 Functional Behavioral Assessment and Behavioral Intervention Plans	3
EN 212 Creative Writing	3
SC 201 Integrative Science I	3
SC 202 Integrative Science II	3
SO 211 Introduction to Sociology	3
 Choose one of the following:	 3
HI 211 United States History to 1877 or	
HI 212 United States History Since 1877	
 Field Experiences and Student Teaching	 (13 hours)
Choose one of the following:	2
ED 253 Field Experience I: Middle School/Junior High Mild Intervention or	
ED 254 Field Experience I: High School Mild Intervention	
 Choose one of the following:	 2
ED 353 Field Experience II: Middle School/Junior High Mild Intervention or	
ED 354 Field Experience II: High School Mild Intervention	
 ED 405 Supervised Teaching: Middle School/Jr High Mild Intervention	4

ED 406 Supervised Teaching: High School Mild Intervention	4
ED 450 Seminar in Teaching	1
Total	77 hours
Plus General Studies and Electives	48 hours
Total for Baccalaureate Degree and REPA Licensure	125 hours

<p>Middle School/High School Special Education (Mild Intervention) Baccalaureate Degree and Rules 2002 Licensure</p>

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

The Middle School/High School Special Education (Mild Intervention) Baccalaureate Degree/Rules 2002 Licensure Program is identical to the Special Education (Mild Intervention) Grades 5-12 Baccalaureate Degree/REPA Licensure Program.

Total	77 hours
Plus General Studies and Electives	48 hours
Total for Baccalaureate Degree and Rules 2002 Licensure	125 hours

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

Section II: Teacher Licensure Only Programs

Teacher Licensure Only Programs

Students who have already obtained a degree may pursue teacher licensure only by completing the Teacher Licensure Program – REPA, the Teacher Licensure Program – Rules 2002, or the Transition to Teaching Licensure Program.

The **Traditional Teacher Licensure Program** (REPA and Rules 2013) is available in all of the areas listed under the Baccalaureate Degree Programs. The Traditional Teacher Licensure Program requires completion of the following:

- Education Core Courses
- Developmental Level and Content Courses
- Clinical Experiences including Student Teaching
- Formative Assessments (embedded in courses and clinical experiences)
- Summative Decision Points (Gateways 1, 2, and 3) [see Gateway Process: Traditional Program in Section I]
- License Application Requirements

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

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

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

- Education Core, Developmental Level, and Content Courses – condensed versions
- Practica and Student Teaching
- Formative Assessments (embedded in courses and practica experiences)
- Summative Decision Points (Gateway 1-modified, 2, and 3) [See Gateway Process: Transition to Teaching Program]
- License Application Requirements

The Transition to Teaching Licensure Program is available only in the WED format. For information about admission to the Traditional or Transition to Teaching Licensure Programs, contact the SMWC Enrollment Management Office.

Gateway Process: Transition to Teaching Program

Saint Mary-of-the-Woods College has a program of selective admission and retention that applies to all students. Students who wish to complete the Teacher Education Program in the Education Department must meet the additional requirements of a multi-level assessment system that is based on NCATE standards and the Indiana Department of Education regulations, Office of Educator Licensing and Development (OELD). This system is comprised of three major gateways that provide opportunities for faculty to formally assess the candidate's capabilities as a prospective teacher and to support the candidate in becoming a competent, caring, professional educator. The following policy and procedures apply to students seeking an Initial Practitioner License: WED, transfer, and license only students.

Education Department Clinical Experience Placement Policy

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

Gateway 1 – Admission to the Teacher Education Program

Teacher candidates in the Transition to Teaching program have completed the requirements of Gateway I: Admission to the Teacher Education Program through the more stringent admission standards.

Because of the fewer number of courses required and, therefore, shorter period of time in the teacher preparation program, teacher candidates in the Transition to Teaching program must often plan carefully and quickly for Gateway 2.

Gateway 2 – Approval to Student Teach

In addition to submission of the Student Teaching Application, the following criteria must be met for approval to student teach:

1. Formally Admitted to the Education Department;
2. Cumulative grade point average of 2.75 or higher;
3. A grade of C or better in all Professional Education courses (These courses are designated by an ED prefix.);
4. Completion of all program requirements, including APL, before the student teaching semester (Academic advisors may approve certain general studies classes to be taken after student teaching.)

NOTE:

- APL for education clinical experiences will not be accepted after the Student Teaching Application is submitted.
- When planning the practica and student teaching, it is important to make financial and family arrangements. Student teaching is a full-time experience.

Gateway 3 – Program Completion

Criteria for program completion are:

1. Successful submission of a Proficient Portfolio in electronic format to an Education Department evaluation team. Proficient Portfolios are presented at the end of the student teaching semester as a requirement for ED 450 – *Seminar in Teaching*.
2. Successful completion of all program requirements.

Gateway 3 Application Procedures:

1. Candidates should notify their advisor when they have completed all Gateway 3 requirements.
2. Education Department advisors verify that candidates have met all program requirements.

Indiana Licensure

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

1. Complete a state-approved teacher preparation program.
2. Mail your qualifying scores for Praxis I and Praxis II to:
Izzy Lindner, Licensing Advisor
Education Department, Hulman Hall
Saint Mary-of-the-Woods College
Saint Mary-of-the-Woods, IN 47876
3. Fax or mail verification that you have completed CPR-Heimlich Maneuver Certification. (http://www.doe.state.in.us/dps/cpr_certification.html) to:
Izzy Lindner, Licensing Advisor
Education Department, Hulman Hall
Saint Mary-of-the-Woods College
Saint Mary-of-the-Woods, IN 47876
4. Register and complete the license application on the Indiana Department of Education website.
5. Email the Licensing Advisor (ilindner@smwc.edu) and your Academic Advisor once you have completed your teaching license application online. (By sending an email to both the Licensing Advisor and Academic Advisor, your Academic Advisor can verify that you have met all program requirements and the Licensing Advisor can continue with the licensure process.)

Teacher Licensure Only Course of Study

Preschool-Grade 3/Mild Intervention
REPA Licensure

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). Please refer to Baccalaureate Degree and REPA Licensure for course of study.

Total 76 hours

Preschool-Grade 3 Mild Intervention
Rules 2002 Licensure

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

The Preschool-Grade 3/Mild Intervention Rules 2002 Licensure Program is identical to the Preschool-Grade 3/Mild Intervention REPA Licensure Program. Please refer to Baccalaureate Degree and REPA Licensure for course of study.

Total 76 hours

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

Kindergarten-Grade 6/Mild Intervention
REPA Licensure

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). Please refer to Baccalaureate Degree and REPA Licensure for course of study.

Total 74 hours

Kindergarten-Grade 6 with Minor
REPA Licensure

This program prepares teacher candidates to teach students in elementary grades (K, 1, 2, 3, 4, 5, 6). A minor is required. Please refer to Baccalaureate Degree and REPA Licensure for course of study.

Total 66 hours PLUS MINOR

Kindergarten-Elementary
Rules 2002 Licensure

This program prepares teacher candidates to teach students in elementary grades (K, 1, 2, 3, 4, 5, 6).

The Kindergarten-Elementary Rules 2002 Licensure Program is identical to the Kindergarten-Grade 6 REPA Licensure Program with the exception of one course. BI 313, Nutrition and Health Education, is not required for Rules 2002 licensure. Please refer to Baccalaureate Degree and REPA Licensure for course of study.

Total 64 hours

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

Art Education Preschool-Grade 12
REPA Licensure

This program prepares teacher candidates to teach art to students Preschool – Grade 12. Please refer to Baccalaureate Degree and REPA Licensure for course of study.

Total 92 hours

P-12 Art Education
Rules 2002 Licensure

This program prepares teacher candidates to teach art to students Preschool – Grade 12.

The P-12 Art Education Rules 2002 Licensure Program is identical to the Art Education Grades P-12 REPA Program with the exception of one course. ED 141, Introduction to Inclusive Elementary Education, is not required for Rules 2002 Licensure. Please refer to Baccalaureate Degree and REPA Licensure for course of study.

Total 89 hours

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

English Education Grades 5-12
REPA Licensure

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

Please refer to Baccalaureate Degree and REPA Licensure for course of study.

Total 79 hours

Middle School/High School English Education
Rules 2002 Licensure

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

The Middle School/High School English Education Rules 2002 Licensure Program is identical to the English Grades 5-12 REPA Licensure Program. Please refer to Baccalaureate Degree and REPA Licensure for course of study.

Total 79 hours

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

Life Science Grades 5-12
REPA Licensure

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

Please refer to Baccalaureate Degree and REPA Licensure for course of study.

Total 90 hours

Middle School/High School Life Science
Rules 2002 Licensure

This program prepares teacher candidates to teach the life sciences to students in middle school/junior high and high school settings.

The Middle School/High School Life Science Rules 2002 Licensure Program is identical to the Life Science Grades 5-12 REPA Licensure Program. Please refer to Baccalaureate Degree and REPA Licensure for course of study.

Total 90 hours

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

**Mathematics Education Grades 5-12
REPA Licensure**

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

Please refer to Baccalaureate Degree and REPA Licensure for course of study.

Total 82 hours

**Middle School/High School Mathematics Education
Rules 2002 Licensure**

This program prepares teacher candidates to teach mathematics to students in middle school/junior high and high school settings.

The Middle School/High School Mathematics Education Rules 2002 Licensure Program is identical to the Mathematics Grades 5-12 REPA Licensure Program. Please refer to Baccalaureate Degree and REPA Licensure for course of study.

Total 82 hours

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

**Social Studies Education Grades 5-12
Baccalaureate Degree and REPA Licensure**

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

Please refer to Baccalaureate Degree and REPA Licensure for course of study.

Total 83 hours

Middle School/High School Social Studies Education
Rules 2002 Licensure

This program prepares teacher candidates to teach social studies to students in middle school/junior high and high school settings.

The Middle School/High School Social Studies Rules 2002 Licensure Program is identical to the Social Studies Grades 5-12 REPA Licensure Program.

Total 83 hours

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

Special Education (Mild Intervention) Grades 5-12
REPA Licensure

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

Please refer to Baccalaureate Degree and REPA Licensure for course of study.

Total 77 hours

Middle School/High School Special Education: Mild Intervention
Rules 2002 Licensure

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

The Middle School/High School Special Education (Mild Intervention) Rules 2002 Licensure Program is identical to the Special Education (Mild Intervention) Grades 5-12 REPA Licensure Program. Please refer to Baccalaureate Degree and REPA Licensure for course of study.

Total 77 hours

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

Rules 2002 Add-On Content Areas

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

Early Childhood/Mild Intervention Add-on to Rules 2002 License

For educators who are pursuing or already hold a Rules 2002 Kindergarten-Elementary license and want to add Birth-Preschool (with Mild Intervention).

ED 124 Introduction to Inclusive Elementary 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 Early Childhood Program Administration	3
ED 350 Field Experience: Infant/Toddler Experience	2
ED 351 Field Experience: Preschool Experience	2
Total	22 hours

All program requirements including coursework must be transcribed by August 31, 2013 to be added to the Rules 2002 license.

Elementary Generalist: Intermediate (Grades 4, 5, 6) Add-on to Rules 2002 License

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

BI 313 Nutrition and Health Education	2
ED 141 Introduction to Inclusive Elementary Education	3
ED 326 Methods of Teaching Social Studies in the Elementary School	2
ED 330 Methods of Teaching Science in Elementary School	2
ED 333 Methods of Teaching Mathematics	3
ED 329 Field Experience II: Elementary Education	2
Total	14 hours

All program requirements including coursework must be transcribed by August 31, 2013 to be added to the Rules 2002 license.

<p>Mild Intervention: Intermediate (Grades 4, 5, 6) Add-on to Rules 2002 License</p>

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 mild intervention at the intermediate level.

ED 241 Understanding Mild Disabilities	3
ED 326 Methods of Teaching Social Studies in the Elementary School	2
ED 330 Methods of Teaching Science in Elementary School	2
ED 333 Methods of Teaching Mathematics	3
ED 345 Assessment and Intervention in Elementary Special Education	3
ED 358 Functional Behavioral Assessment and Behavioral Intervention Plans	3
ED 352 Field Experience II: Elementary Mild Intervention	2
Total	18 hours

All program requirements including coursework must be transcribed by August 31, 2013 to be added to the Rules 2002 license.

<p>Mild Intervention: K-Elementary (Primary and Intermediate Grades) Add-on to Rules 2002 License</p>

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.

For teachers who are pursuing or already hold a P-12 Art or Music license and want to add special education (mild intervention) at the Kindergarten-Elementary level, complete the Special Education: Kindergarten-Elementary major courses first, then add the courses 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 345 Assessment and Intervention in Elementary Special Education	3
ED 358 Functional Behavioral Assessment and Behavioral Intervention Plans	3
ED 327 Literacy Instruction for Diverse Learners	3
ED 252 Field Experience I: Elementary Mild Intervention	2
ED 352 Field Experience II: Elementary Mild Intervention	2
Total	25 hours

All program requirements including coursework must be transcribed by August 31, 2013 to be added to the Rules 2002 license.

<p>Mild Intervention: Middle School/High School Add-on to Rules 2002 License</p>

For teachers who are pursuing or already hold a middle school/high school math, science, English/language arts, or social studies 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.

For teachers who are pursuing or already hold a middle school/high school license in another content area and want to add special education at the same level, complete the Special Education: Middle School/High School major courses, not the courses listed below.

For teachers who are pursuing or already hold a P-12 Art or Music license and want to add special education at the middle school/high school level, complete the Special Education: Middle School/High School major courses, not 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 Middle School/ High School Special Education	3
ED 355 Transition Planning and Vocational Education	3
ED 358 Functional Behavioral Assessment and Behavioral Intervention Plans	3
Choose one of the following:	2
ED 253 Field Experience I: Middle School/Junior High Mild Intervention or	
ED 254 Field Experience I: High School Mild Intervention	
Choose one of the following:	2
ED 353 Field Experience II: Middle School/Junior High Mild Intervention or	
ED 354 Field Experience II: High School Mild Intervention	
Total	28 hours

All program requirements including coursework must be transcribed by August 31, 2013 to be added to the Rules 2002 license.

Teacher Licensure Only Course of Study – Transition to Teaching

<p>Kindergarten-Elementary Transition to Teaching Licensure Program</p>

Education Core, Developmental Level and Content Course	(18 hours)
ED 201 Technology in Education	2
ED 205 Survey of Teaching and Learning	3
ED 206 Introduction to Elementary Education	3
ED 212 Teaching Diverse Learners in General Education Classes	2

ED 260 Language Arts for the Elementary Classroom	3
ED 261 The Science of Reading	3
ED 337 Elementary Curriculum and Instructional Methods	2
Practicum and Student Teaching	(6 hours)
ED 360 Practicum: Elementary	1
ED 450 Seminar in Teaching	1
Choose one from the following:	4
ED 400 Supervised Teaching: Kindergarten Education or	
ED 414 Supervised Teaching: Elementary/Primary Education or	
ED 422 Supervised Teaching: Elementary/Intermediate Education	
Total	24 hours

**Middle School/Junior High Education
Transition to Teaching Licensure Program**

Education Core, Developmental Level and Content Courses	(12 hours)
ED 201 Technology in Education	2
ED 205 Survey of Teaching and Learning	3
ED 207 Introduction to Middle School/Junior High Education	3
ED 212 Teaching Diverse Learners in General Ed. Classes	2
ED 338 Instructional Methods for Middle School/Junior High/High School	2
Practicum and Student Teaching	(6 hours)
ED 361 Practicum: Middle School/ Junior High Education	1
ED 432 Supervised Teaching: Middle School/Junior High Education	4
ED 450 Seminar in Teaching	1
Total	18 hours

**High School Education
Transition to Teaching Licensure Program**

Education Core, Developmental Level and Content Courses	(12 hours)
ED 201 Technology in Education	2
ED 205 Survey of Teaching and Learning	3
ED 208 Introduction to High School Education	3
ED 212 Teaching Diverse Learners in General Education Classes	2
ED 338 Instructional Methods for Middle School/Junior High/High School	2
Practicum and Student Teaching	(6 hours)
ED 362 Practicum: High School Education	1
ED 433 Supervised Teaching: High School Education	4
ED 450 Seminar in Teaching	1
Total	18 hours

**Elementary Exceptional Needs: Mild Intervention
Transition to Teaching Licensure program**

Education Core, Developmental Level and Content Courses	(24 hours)
ED 147 Special Education Law and Procedures	3
ED 201 Technology in Education	2
ED 205 Survey of Teaching and Learning	3
ED 212 Teaching Diverse Learners in General Education Classes	2
ED 255 Introduction to Mild Disabilities	2
ED 260 Language Arts for the Diverse Classroom	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
 Practicum and Student Teaching	 (6 hours)
ED 363 Practicum: Elementary /Mild Intervention	1
ED 450 Seminar in Teaching	1
 Choose one from the following:	 4
ED 403 Supervised Teaching: Elementary/Primary Mild Intervention or	
ED 404 Supervised Teaching: Elementary/Intermediate Mild Intervention	
Total	30 hours

**Middle School/High School Exceptional Needs: Mild Intervention
Transition to Teaching Licensure program**

Education Core, Developmental Level and Content Courses:	(24 hours)
ED 147 Special Education Law and Procedures	3
ED 201 Technology in Education	2
ED 205 Survey of Teaching and Learning	3
ED 212 Teaching Diverse Learners in General Education Classes	2
ED 255 Introduction to Mild Disabilities	2
ED 261 The Science of Reading	3
ED 346 Assessment and Intervention in Middle School/High School Special Needs	3
ED 355 Transition Planning and Vocational Education	3
ED 358 Functional Behavioral Analysis and Behavior Intervention Plans	3
 Practicum and Student Teaching	 (6 hours)
ED 450 Seminar in Teaching	1
 Choose one from the following:	 1
ED 364 Practicum: Middle School/Junior High Mild Intervention or	
ED 365 Practicum: High School Mild Intervention	
 Choose one from the following:	 4
ED 405 Supervised Teaching: Middle School/Junior High Mild Intervention	
ED 406 Supervised Teaching: High School Mild Intervention	
Total	30 hours

Section III: Associate Degree and Certificate Programs

Associate Degree Programs

The Education Department offers two associate degree programs. The Early Childhood/Mild Intervention Associate Degree is designed to prepare professionals to work with children in center, school, and home-based programs. The Kindergarten-Grade 6 Associate Degree is designed to prepare paraprofessionals to work in elementary classrooms. Completion of either 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 P-3 Education/Mild Intervention or K-Grade 6 to pursue teacher licensure.

**Early Childhood/Mild Intervention Education
Associate Degree**

Education Core Courses	(9 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
 Developmental Level and Content Courses	 (21 hours)
ED 124 Introduction to Inclusive Early Childhood Education	3
ED 213 Principles of Teaching in Inclusive Settings	3
ED 303 Music, Movement, & the Arts	3
ED 312 Infants and Toddlers	3
ED 316 Emerging Literacy: Literature and Language Development	3
ED 367 Guiding Young Children’s Social and Behavioral Development	3
SC 201 Integrative Science I	3
 Field Experiences and Internship	 (8 hours)
ED 350 Field Experience: Infant/Toddler Education	2
ED 351 Field Experience: Preschool Education	2
ED 291 Internship: Early Childhood	4
Total	38 hours
General Studies	29-30 hours
Total for Associate Degree	67-68 hours

**Kindergarten-Grade 6 Education
Associate Degree**

Education Core Courses	(15 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
Developmental Level and Content Courses	(20 hours)
ED 141 Introduction to Inclusive Elementary Education	3
ED 204 Paraprofessionals in the Schools	2
ED 213 Principles of Teaching in Inclusive Settings/Classrooms	3
ED 260 Language Arts for the Diverse Classroom	3
ED 261 The Science of Reading	3
ED 333 Methods of Teaching Mathematics	3
SC 201 Integrative Science I	3
Field Experiences and Internship	(2 hours)
Choose one of the following:	2
ED 220 Field Experience I: Elementary Education or	
ED 221 Field Experience I: Urban Education	
Total	37 hours
General Studies	26-27 hours
Total for Associate Degree	63-64 hours

Child Development Associate

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



ED 124 Introduction to Inclusive Early Childhood Education	3
ED 213 Principles of Teaching in Inclusive Settings/Classrooms	3
ED 111 Field Experience I: Child Care Visitation/Community Agencies	2
Total	8 hours

Section IV: Summary of Programs

Program	Traditional Baccalaureate & Licensure		Licensure Only		Transition to Teaching (Distance Format)		Other Associate & Baccalaureate Programs
	Rules 2002 Indiana License	REPA Indiana License	Rules 2002 Indiana License	REPA Indiana License	Rules 2002 Indiana License	REPA Indiana License	Non-License
Art Education Grades 5-12		Yes		Yes			
Art Education/High School					Yes		
Art Education/Middle-Jr High					Yes		
Art Education/Preschool-Grade 12	Yes		Yes				
Early Childhood/MI Associate							Yes
Early Childhood/Mild Intervention							Yes
English Education Grades 5-12		Yes		Yes			
English Education/High School					Yes		
English Education/Middle-High School	Yes		Yes				
English Education/Middle-Jr High					Yes		
K-Elementary	Yes		Yes		Yes		
K-Elementary Associate							Yes
Kindergarten-Grade 6		Yes		Yes			
Kindergarten-Grade 6/MI		Yes		Yes			
Life Science Education Grades 5-12		Yes		Yes			
Life Science Education/Middle-High Sc	Yes		Yes				
Math Education/High School					Yes		
Math Education/Middle-High School	Yes		Yes				
Math Education/Middle-Jr High					Yes		
Music Education/High School					Yes		
Music Education/Middle-Jr High					Yes		
Music Education/P-12	Yes		Yes				
P-3/Mild Intervention	Yes	Yes	Yes	Yes			
Science Education/High School					Yes		
Science Education/Middle-Jr High					Yes		
Social Studies Ed Grades 5-12		Yes		Yes			
Social Studies Ed/High School					Yes		
Social Studies Ed/Middle-High School	Yes		Yes				
Social Studies Ed/Middle-Jr High					Yes		
Spanish Education/High School					Yes		
Spanish Education/Middle-Jr High					Yes		
Special Education: MI Grades 5-12		Yes		Yes			
Special Education: MI/Elementary					Yes		
Special Education: MI/Middle-High Sch	Yes		Yes		Yes		

Clinical Experiences: Field, Practica, Internships, 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, internships, and student teaching. The Assistant Director of Career Development-Education secures all placements for teacher candidates. Teacher candidates are not to arrange placements and are expected to adhere to the Placement Policies of the Education Department. To facilitate adequate supervision, all field experiences, practica, internships, and student teaching must be completed within a 200-mile radius of SMWC. Exceptions to this distance cannot be made. Teacher candidates are responsible for arranging transportation to the placement site. Students must return to campus during set registration dates to make arrangements and meet with their College Supervisor to enroll in any clinical experience.

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

All clinical experiences are subject to the background check requirements and policies of the school corporation or experience site in which the teacher candidate is placed. This includes any specific background checks or testing that the placement site requires. SMWC students must contact the school corporation and or agency in which they are placed to verify the criminal history/background check policy. The criminal history/background check must be completed before the experience can begin.

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, internship, and/or student teaching.

Formative Assessments

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

Each course and clinical experience in the Teacher Education Program includes one or more formative assessments. These assessments are performance-based and linked directly to the Education Department Program Goals and the OELD content and developmental level standards relevant to each

program. Satisfactory completion of the formative assessments provides evidence that teacher candidates meet the program goals and OELD standards required of beginning teachers. For information about formative assessments, contact individual course instructors or academic advisors.

Summative Decision Points – Gateway Process (Gateways 1, 2, and 3)

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

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

When submitting an application for teacher licensure for processing, the teacher candidate should submit materials online through the Indiana Teacher Online Licensing System (TOLS) at www.doe.in.gov/educatorlicensing/tols.html.

Out-of-State Licensure

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

Support Services for Teacher Education

Career Development Center

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

Learning Resource Center

The Learning Resource Center (LRC), located in LeFer Hall, offers Praxis I preparation workshops each semester in addition to distance and on-campus tutoring assistance.

Woods Day Care/Preschool, Inc.

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

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.

Beginning with the 2010-2011 school year, the Languages and Literature Department will not graduate a student with an English degree with a "D" or lower final grade in any required English course.

ENGLISH MAJOR (39 hours)

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

ENGLISH MINOR (18 hours)

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

ENGLISH MAJOR FOR TEACHING

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

English Requirements for Teacher Education: (37 hours)

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

Choose one: (3 hours)

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

Choose one: (3 hours)

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

Choose one: (3 hours)

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

Required Education Courses:

(See Education)

Environmental Education Minor

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

Environmental Education Minor (17-18 hours)

Required courses (17-18 hours)

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

Environmental Studies Minor

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

ENVIRONMENTAL STUDIES MINOR (18-19 hours)

Required Courses: (15-16 hours)

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

Choose one: (3 hours)

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

Equine Studies

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

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

Equine Studies Admission Procedure

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

Gateway 1 – Admission to the Equine Studies Program

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

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

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

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

Gateway 1 Application Procedures

1. Submit typewritten letter addressed to the Equine Studies Board, Equine Department, Saint Mary-of-the-Woods College, Saint Mary of-the-Woods, IN 47876. Address the following:
 - a. Why have I chosen equine studies?
 - b. Why have I chosen the specific equine track? (training/instructing, business, general)
 - c. What personal qualities will I contribute to the equine field? and
 - d. How will I exemplify responsible commitment to the equine profession?

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

- e. Early application: Upon recommendation of the Gateway coordinator and/or the academic advisor, a student may apply during the semester in which she is completing her 32nd credit hour. However, she must have attained a minimum cumulative GPA of 2.5 at both the beginning and the end of the semester. If upon completion of her 32nd credit hour the GPA falls below 2.5, the student will have to re-apply for admission upon re-establishing the minimum GPA requirement of 2.5.

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

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

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

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

- a. *Unconditional Admittance* – Candidate has successfully passed all requirements.
 - b. *Conditional Admittance* – Candidate must complete one or more requirements to successfully pass. Candidates who are conditionally admitted will be provided with an Academic Enhancement Plan written by their academic advisor and approved by the Equine Education Board. Candidates must submit a new letter of application to request that their admission status be changed from *conditional to unconditional*.
 - c. *Not Admitted* – Candidate has not passed. This status may pertain to students who do not display the appropriate dispositions, values, attitudes, and skills that are necessary for success in the equine profession.
3. The Equine Education Board will make final decisions and inform candidates of their status within one month after the interview is complete.
 4. Candidates may appeal Gateway 1 decisions in writing to the Equine Education Board.

Gateway 2 – Program Completion

Criteria for program completion are:

1. Successful presentation of a Proficient Portfolio to an Equine Department Education Team. Proficient portfolios are presented before April 1 or Nov 1 depending upon the student's graduation date. A Proficient Portfolio must include at least the following information:
 - a. current resumé
 - b. a statement of a personal philosophy of equine studies;
 - c. one to three artifacts documenting mastery of one of the three available equine majors: Equine Studies, Equine Business Management, or Equine Training and Instruction;

- d. for each exhibit, a narrative reflection indicating why the selected artifact was included and how it provides evidence of mastery of goals; and
 - e. additional artifacts highlighting personal talents, strengths and accomplishments.
2. Successful completion of all program requirements. The grade of “C” or better must be obtained in all equine courses that are required for the major. A minimum grade point average of 2.0 overall must be achieved.

Gateway 2 Application Procedures:

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

EQUINE STUDIES MAJOR (46 hours)

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

Required Equine Studies Courses:		(43 hours)
EQ 100	Orientation to Equine Studies	0
EQ 103/105	First Year Stable Management (Routine Horse Care)	2
EQ 111	Training and Handling I	3
EQ 200	General Equine Health	3
EQ 201	Equine Nutrition	3
EQ 203/205	Second Year Stable Management (Farm Equipment and Facilities Management)	2
EQ 303/305	Third Year Stable Management (Promotion and Presentation)	2
EQ 306	Equine Lameness	3
EQ 403/405	Fourth Year Stable Management (Equine Farm Administration)	2
EQ 407	Equine Business Management and Facilities Design	3
EQ xxx Electives		17 hours
Other Required Courses:		(3 hours)
BU 241	Principles of Management (3) or	
BU 251	Principles of Marketing (3)	3
BI 101	Biology: Unity and Diversity (General studies)	

ASSOCIATE DEGREE IN EQUINE STUDIES (32 hours)

Required Equine Studies Courses:		(29 hours)
EQ 100	Orientation to Equine Studies	0
EQ 103/105	First Year Stable Management (Routine Horse Care)	2
EQ 111	Training and Handling I	3
EQ 200	General Equine Health	3
EQ 201	Equine Nutrition	3
EQ 203/205	Second Year Stable Management (Farm Equipment and Facilities Management)	2
EQ 407	Equine Business Management and Facilities Design	3
EQ xxx Electives		13

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

EQUINE BUSINESS MANAGEMENT MAJOR (44 hours)

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

Required Equine Studies Courses:		(32 hours)
EQ 100	Orientation to Equine Studies	0
EQ 103/105	First Year Stable Management (Routine Horse Care)	2
EQ 111	Training and Handling I	3
BU 117 Fund. of Accounting and Budgeting		3
EQ 200	General Equine Health	3
EQ 201	Equine Nutrition	3
EQ 203/205	Second Year Stable Management (Farm Equipment and Facilities Management)	2
EQ 303/305	Third Year Stable Management (Promotion and Presentation)	2
EQ 306 Equine Lameness		3
EQ 403/405	Fourth Year Stable Management (Equine Farm Administration)	2
EQ 407	Equine Business Management and	

Facilities Design	3
EQ xxx Electives	6
Other Required Courses:	(12 hours)
BU 241 Principles of Management	3
BU 251 Principles of Marketing	3
BU 371 Business Law	3
BU 345 Small Business Management	3
BI 101 Biology: Unity and Diversity (General Studies)	

EQUINE TRAINING & INSTRUCTION MAJOR (46 Hours)

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

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

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

EQUINE STUDIES MINOR (20 hours)

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

EQUINE SCIENCE MINOR (18 hours)

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

		(18 hours)
EQ 200	General Equine Health	3
EQ 201	Equine Nutrition	3
EQ 294	Equine Genetics (2)	
or		
EQ 211	Principles of Selection (2)	2
EQ 302	Equine Reproduction	3
EQ 306	Equine Lameness	2
EQ 317	Equine Fitness	3
EQ 347	Restraint and Handling Techniques for Pre-Vet Students	2

Film Studies Minor

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

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

FILM STUDIES MINOR (18 hours)

Required Courses:		(18 hours)
CO 140	Introduction to Animation	3
CO 242	Film and Creative Expression	3
CO 300	Digital Video Theory and Production	3
CO 342	Film Trends	3
CO 410	Advanced Digital Video Production	3
CO 280	Topics in Film Production	3

General Business

Associate Degree

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

Educational Goals

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

Business Area Transfer Policy

Since the world is constantly changing, caution is used in accepting business transfer credit based on the age of the credits. Generally, the course must have been taken within ten years of enrollment at the Woods. Some exceptions to this ten year rule may apply when the student is currently employed in the field. One-half of the business courses required in this associate degree must be taken at the Woods. Students also may choose to earn credit through a CLEP exam or Assessment of Prior Learning (APL).

GENERAL BUSINESS ASSOCIATE DEGREE (30 hours)

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

Graphic Design

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

GRAPHIC DESIGN MAJOR

(44-47 hours)

Required Courses:

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

GRAPHIC DESIGN MINOR (min. 22.5 hours)

Required courses:

(21.5 hours)

AR 160	Design Theory I	3
AR 161	Design History and Current Trends	3
AR 350	Graphic Design I	3
AR 351	Graphic Design II	3
AR 360	Conceptual Design Solutions	3
AR 361	Human Visual Cognition	3
AR 391	Portfolio Review I	.5
AR 450	Graphic Design III	3

Choose one:

(1-4 hours)

AR 251	Renaissance - Contemporary	3
AR 370	Women Artists	3
AR 357	Digital Imaging	3
AR 451	Graphic Design IV	1-4

History Minor

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

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

Also available:

Social Science major with a History Concentration

History/Political Science/Pre-Law Track

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

HISTORY/POLITICAL SCIENCE/PRELAW MAJOR (42 hours)

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

Required in general studies:

PS 111	General Psychology
SO 211	Introduction to Sociology

Human Resource Management

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

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

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

Educational Goals

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

Business Area Transfer Policy

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

HUMAN RESOURCE MANAGEMENT MAJOR (48 hours)

Business Core Requirements:		(27 hours)
BU 121	Principles of Accounting I	3
BU 122	Principles of Accounting II	3
BU 232	Microeconomics	3
BU 241	Principles of Management	3
BU 251	Principles of Marketing	3
BU 281	Managerial Communications	3
BU 371	Business Law	3
BU 381	Business Finance	3
BU 481	International Business	3
Human Resource Management Courses:		(21 hours)
BU 341	Human Resource Management I	3

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

HUMAN RESOURCE MANAGEMENT MINOR (18 hours)
(HRM Minor not available to Business Administration majors).

Required Courses: (6 hours)

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

Choose four: (12 hours)

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

Human Services

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

HUMAN SERVICES MAJOR (49 hours)

Required Courses:		(43 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 and Community Methods	3
HS 411*	Human Services Practicum II	5
PL 200	Law, Ethics and Society	3
BU 461	Not-for-Profit Administration	3
PS 285	Techniques of Counseling	3
PS 360	Abnormal Psychology	3
SO 212	Contemporary Social Problems	3
SO 321	Sociology of the Family	3
SO 324	Racial and Cultural Minorities	3
SO 415	Research Methods in Social Science	3

Required Electives: (6 hours)
as approved by advisor

Required in general studies:

PS 111	General Psychology
SO 211	Introduction to Sociology

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

Humanities

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

HUMANITIES MAJOR (30 hours)

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

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

HUMANITIES ASSOCIATE DEGREE (30 hours)

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

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

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

Individualized Major

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

Process for Designing an Individualized Major

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

Proposal for an Individualized Major

A proposal for an individualized major consists of six parts:

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

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

Journalism

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

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

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

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

JOURNALISM MAJOR (48 hours)

Required Courses:		(48 hours)
AR 357	Digital Imaging I	3
CO 315	Professional Comm. Practices	3
JO 100	News Reporting	3
JO 101	Introduction to Mass Media	3
JO 115	Editing	3
JO 150	Publication Production (1 hr, 3 times)	3
JO 200	Advanced Reporting	3
JO 215	Layout and Design	3
JO 280	Topics in Journalism	3
JO 305	Social Issues/Journalism	3
JO 310	Arts Reporting	3
JO 315	Photojournalism	3
JO 320	Feature Writing and Commentary	3
JO 400	Public Affairs Reporting	3
JO 410	Communication Law and Ethics	3
JO 490	Internship	3

JOURNALISM MINOR (21 hours)

Required Courses:		(21 hours)
AR 357	Digital Imaging I	3
JO 100	News Reporting	3
JO 115	Editing	3
JO 200	Advanced Reporting	3
JO 215	Layout and Design	3
JO 320	Feature Writing and Commentary	3
JO 410	Communication Law and Ethics	3

Life Science Education

Science teachers are in demand. This program prepares candidates to teach life sciences to students in middle school/junior high and high school settings. The curriculum includes the equivalent knowledge of the biology major and is aligned with state and national standards. An undergraduate research experience or internship is required which enables students to understand and appreciate the process of science. Small classes, lectures, seminars and hands-on laboratory experiences are associated with most courses, aiding in the development of problem solving and critical thinking skills.

Required Life Science Courses:		(48 hours)
BI 141	Principles of Biology I	4
BI 142	Principles of Biology II	4
BI 317	Teaching Life Science in S/J/M	2
BI 334	Physiology	4
BI 336	Cell Biology	4
BI 335	Animal Behavior	4
BI 341	Ecology	4
BI 342	Genetics	4
BI 410	Evolution	4
BI 411	Undergraduate Research	2
BI 412	Undergraduate Research	1
CH 115	General Chemistry I	4
CH 116	General Chemistry II	4
BI 225	Science Communications (1st)	0
BI 226	Science Communications (2nd)	0
BI 325	Science Communications (1st)	1
BI 326	Science Communications (2nd)	1
BI 426	Science Communications (2nd)	1

Other Required Courses:

See Education

Marketing

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

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

Educational Goals

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

Business Area Transfer Policy

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

MARKETING MAJOR (49 hours)

Required Business Core: (27 Hours)

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

Marketing Requirements: (12 Hours)

BU 352	Consumer Behavior	3
BU 354	Salesmanship	3
BU 455	Product and Pricing	3

BU 458	Marketing Management	3
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Choose three: (9 hours)

BU 341	Human Resource Management I	3
BU 353	Retail Merchandising	3
BU 356	Supply Chain Management	3
BU 482	Marketing Research	3
JO 330	Public Relations	3

MARKETING MINOR (18 hours)

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

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

Required Courses: (6 hours)

BU 131	Economics and Social Choices	3
BU 251	Principles of Marketing	3

Choose four: (12 hours)

BU 352	Consumer Behavior/Promotion	3
BU 353	Retailing	3
BU 354	Salesmanship	3
BU 356	Supply Chain Management	3
BU 455	Product and Pricing	3
BU 458	Marketing Management	3

Mathematics

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

Students may choose a major in Mathematics, a major in Mathematics with the additional courses needed for teacher licensure, or a minor in Mathematics. They may also choose to take one or more mathematics courses beyond their General Studies requirements.

MATHEMATICS MAJOR (37 hours)

Required Courses: (34 hours)

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

Choose one: (3 hours)

MA 352	Advanced Statistics with Applications	3
MA 341	Geometry	3

MATHEMATICS EDUCATION

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

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

For other requirements, see Education.

MATHEMATICS MINOR (18 hours)

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

Medical Technology

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

MEDICAL TECHNOLOGY MAJOR (52 Hours)

Required Courses: (48 hours)

BI 141	Principles of Biology I	4
BI 142	Principles of Biology II	4
BI 334	Physiology	4
BI 336	Cell Biology	4
BI 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 hours)

CH 322	Organic Chemistry II	4
CH 323	Biochemistry	4

Recommended for General Studies:

MA 121	Calculus I	
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Music

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

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

Auditions for all prospective majors in Music are required.

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

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

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

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

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

MUSIC CORE MAJOR (39-40 hours)

Required Courses:	(43-45 hours)
MU 025 Convocation	0
MU 110 Aural Skills I	1
MU 115 Music Theory I	3
MU 120 Aural Skills II	1
MU 125 Music Theory II	3
MU 210 Aural Skills III	1
MU 215 Music Theory III	3
MU 225 Music Theory IV	3
MU 213 Music and Technology	2

MU 321	Music History I	3
MU 322	Music History II	3
MU 323	Music History III	3
MU	Music Elective	3
MU	Applied major area	7-8
MU	Ensemble	7-8

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

MUSIC MINOR (20-24 hours)

MU 115	Music Theory I	3
MU 125	Music Theory II	3
MU 110	Aural Skills I	1
MU 120	Aural Skills II	1
MU 011	Piano Class I	1
MU 012	Piano Class II	1
Applied Music:	At least four semesters of study in principal instrument or voice	4
Ensemble:	At least four semesters of Participation in an ensemble	0-4
MU 322 OR 323	Music History II or III	3
Music electives		1-3

Music Therapy

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

Music Core Courses: (43-45 hours)

Plus

Music Therapy Courses: (28 hours)

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

Supportive Courses:

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

Supportive Total = 6

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

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

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

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

Proficiency Examinations:

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

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

Clinical Training Requirements:

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

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

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

MUSIC THERAPY EQUIVALENCY

The Music Therapy Equivalency is a non-degree program designed for men and women who have completed a degree in music.* Requirements for this program are the same as requirements for the Music Therapy major. The course of study is tailored to meet the needs of each student; credit requirements range from 29-51 depending upon courses already completed. Students may be exempt from certain requirements if they have taken equivalent courses. The admission process includes: application, application fee, official transcripts, interview, and audition. Placement examinations may be necessary. All clinical training and proficiency requirements apply for both equivalency students and undergraduate students.

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

Paralegal Studies

Paralegal Studies Program Mission

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

American Bar Association Approval

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

Objectives

General Objectives: This course of study is designed to:

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

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

1. Work independently and with a minimal amount of supervision when appropriate;
2. Demonstrate understanding of the paralegal profession;

3. Demonstrate understanding of the ethical obligations of paralegals and attorneys;
4. Apply knowledge of specific areas of substantive law, such as civil litigation, criminal law, torts, contracts, property law, family law and administrative law, to the resolution of factual situations;
5. Demonstrate advanced critical thinking, organizational, general communication, interpersonal, legal research, legal writing, computer and interviewing and investigation skills;
6. Analyze a problem; identify and evaluate alternative solutions;
7. Determine which areas of law are relevant to a particular situation;
8. Use both print and electronic sources of law to locate applicable statutes, administrative regulations, constitutional provisions, court cases and other primary source materials;
9. Use both print and electronic sources of law to locate treatises, law review articles, legal encyclopedias, and other secondary source materials that help explain the law;
10. Read, evaluate and analyze both print and electronic sources of law, and apply them to issues requiring legal analysis;
11. Properly cite both print and electronic sources of law;
12. Understand and apply principles of writing and rules of English grammar to all writing tasks;
13. Write in a style that conveys legal theory in a clear and concise manner;
14. Report legal research findings in a standard interoffice memorandum or other appropriate format;
15. Demonstrate readiness to search for and obtain entry-level employment as a paralegal;
16. Demonstrate knowledge of computer terminology and the use of computer hardware and software in the law office;
17. Demonstrate knowledge of personal computer applications in the law office, including software for word processing, spreadsheets, database management, and time and billing;
18. Demonstrate knowledge of the computer in litigation support and case management; and
19. Demonstrate ability to perform computer assisted, CD-ROM and Internet legal and factual research.

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

1. To demonstrate the ability to critically analyze legal problems and properly apply acquired knowledge to their resolution.
 - Measure: Students will analyze, brief and present for class discussion assigned cases that relate to the substantive areas of law being studied.
 - Standard: At least 80% of all students will receive a grade of "C" or better on each case assignment.
2. To demonstrate the ability to critically analyze legal problems and properly apply acquired knowledge to their resolution.
 - Measure: Students will be assigned complex hypothetical problems that must be resolved through investigation, legal and factual research and the drafting of appropriate documentation.
 - Standard: At least 80% of all students will receive a grade of "C" or better for each project.
3. To demonstrate the ability to sort, prioritize and organize material.
 - Measure: Students will prepare a portfolio of personal information and research and writing assignments.

- Standard: At least 80% of all students will receive a grade of "B" or better for this portfolio.
4. To demonstrate readiness for entry level employment as a paralegal.
 - Measure: Students will prepare resumes, participate in mock job interviews and complete other job-readiness assignments.
 - Standard: At least 80% of all students will receive a grade of "B" or better for each assignment.

 5. To demonstrate an understanding of computer terminology and applications commonly used in a law office.
 - Measure: Students will take quizzes or examinations, following lectures, discussions and demonstrations, which will test their underlying knowledge of computer terminology, applications and usage.
 - Standard: At least 80% of all students will receive a grade of "C" or better on each of these examinations.

 6. To demonstrate the ability to use law office technology to prepare and maintain law office files.
 - Measure: Students will utilize word processing, spreadsheet, database management, time and billing, litigation support applications and computer assisted legal research techniques to maintain a hypothetical case file.
 - Standard: At least 80% of all students will receive a grade of "C" or better for this project.

 7. To demonstrate knowledge of law office management, procedures and policies.
 - Measure: Each student will be evaluated by her site supervisor at the completion of the required number of contact hours.
 - Standard: At least 80% of all students will be rated by the site supervisor with a ranking equivalent to a grade of "B" or higher.

 8. To demonstrate the ability to function productively in a law office.
 - Measure: Each student will prepare a daily journal of her activities and observations while on site in the practicum/internship, which will be reviewed and graded by the course instructor.
 - Standard: At least 80% of all students will receive a grade of "B" or better for their journals.

 9. To demonstrate knowledge of the role of the legal assistant in the delivery of legal services.
 - Measure: Each student will prepare an essay that describes and evaluates the experience while at the practicum/internship site and role in the delivery of such legal services.
 - Standard: At least 80% of all students will receive a grade of "B" or better for this essay.

 10. To demonstrate the ability to communicate effectively.
 - Measure: Each student will prepare a resume that clearly and concisely presents her background and credentials
 - Standard: At least 80% of all students will receive a grade of "B" or better on their resumes.

 11. To demonstrate the understanding of ethical principles.

Total Required Paralegal Hours **14**

PLUS

Paralegal Electives: **12**

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

Litigation Track

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

OR

Personal Law Track

PL 332	Family Law	3	PL 200,231
PL 420	Intellectual Property	3	PL 200,231
PL 422	Property Law and Applications	3	PL 200,231
PL 431	Death and Taxes	3	PL 200,231

OR

Other Electives Available

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

General Education Requirements: **(54-57 hours)**

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

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

Degree Summary:

Total legal specialty courses	19
Total required paralegal courses	14
Total paralegal electives	12
Total required general studies hours	53-56
Electives (can be paralegal or any other course not Previously taken)	<u>24-27</u>
Total	125

Paralegal Studies Major -- Associate Degree (39 hours)

Legal Specialty Courses

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

Total Legal Specialty Hours **19**

Paralegal Required Courses

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

Total Required Paralegal Hours **11**

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

Total Legal Specialty, Required Paralegal & Paralegal Electives **39**

Recap

Total General Education courses required (students seeking an Associate degree must complete all general studies courses as set out for all majors)	32-33
Total Legal Specialty	19
Total Required Paralegal	14
Total Paralegal Electives	9

Total hours for Associate Degree (college minimum generally 62) **71-72**

Paralegal Studies Major – Certificate (40 hours)

The paralegal courses for the paralegal certificate are the same as the paralegal courses required for the associate degree plus EN 111 English Research and Writing for a total of 42 hours.

Legal Specialty Courses

PL 200	Law, Ethics, and Society	3	
PL 231	Legal Research	3	PL200
PL 302	Computers in the Law	3	PL 200, 231
PL 322	Commercial Transactions	3	PL 200, 321

PL 432	WESTLAW Enrichment	1	PL 302
PL 442	Advanced Legal Research and Writing	2	PL 231
PL 472	Legal Practicum	4	permission
Total Legal Specialty Hours			19
Required Paralegal Courses			
PL 111	Introduction to the Profession	2	
PL 232	Legal Communication	3	PL 200, 231
PL 321	Theories of Liability	3	PL 200 , 231
PL 323	Civil Litigation	3	PL 200 , 231
Total Required Paralegal Hours		9	
Plus			
12 hours of paralegal electives		9	
Plus			
English Research and Writing		3	
Total Hours for Paralegal Certificate		40	

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

Law School

There is no magic major which will insure your acceptance into law school. Law schools accept students from all traditional college majors, as long as the student has a bachelor's degree. Each law school has its own criteria for admission. The common admission criteria for all law schools are grade point average, LSAT scores, letters of recommendation, work experience, and state of residency. Other criteria are also considered, such as extracurricular 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, like you will receive at SMWC, provides these skills.

The Paralegal major provides a very marketable employment opportunity right after you obtain your bachelor degree. Or, if you continue on in law school, you can be employed while you are in law school. You also will have an advantage over other law school students in that you will have a foundation of law and the legal process, you will understand the terms, and, most importantly, you will be able to do legal research which is one of the first courses you take! This smaller major also allows you the flexibility to double major or select one or more minors to complement your degree and enhance your opportunities.

Please note: Paralegal majors are available only in the WED (external degree) format.

Political Science Minor

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

POLITICAL SCIENCE MINOR (18 hours)

GO 115	Introduction to Politics	3
GO 335	Inside the Governments	3
GO/HI 418	Constitutional Law	3
GO/HI 420	History of American Political Thought	3
HI 432	Globalization and Social Justice	3

Choose ONE of the following:

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

Pre-Professional Studies

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

Since this program has the expectation of further study in competitive fields, there is an application process to enter the program. Students who have earned over 15 hours in the sciences with the appropriate grade point average (3.3/4.0 and higher; differs depending on the professional program to which they aspire), may apply for admission to that program via a letter of application to the department chairperson. The entire faculty in the department determines the admitted students. This gateway is meant to be a formative process for the students. Criteria for selection into the program are g.p.a., extracurricular and leadership activities, internships or volunteer experiences in the candidates' desired field of study, career goals and interests. These criteria help the students evaluate their likelihood of admittance to a professional program, and suitability of the students to the professional program. Until entry into the pre-professional program, students pursue the biology major.

PRE-PROFESSIONAL STUDIES (54 hours)

Required Courses:		(54 hours)
BI 141	Principles of Biology I	4
BI 142	Principles of Biology II	4
BI 334	Physiology	4
BI 342	Genetics	4
BI	Biology elective	4
BI 411	Undergraduate Research	2
BI 412	Undergraduate Research	1
CH 115	General Chemistry I	4
CH 116	General Chemistry II	4
CH 222	Organic Chemistry I	4
CH 322	Organic Chemistry II	4
CH 323	Biochemistry	4
PY 220	General Physics I	4
PY 221	General Physics II	4
BI 225	Science Communications (1 st)	0
BI 226	Science Communications (2 nd)	0
BI 325	Science Communications (1 st)	1
BI 326	Science Communications (2 nd)	1
BI 426	Science Communications	1

Recommended for General Studies: MA 121 Calculus I

Professional Communications Minor

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

PROFESSIONAL COMMUNICATIONS MINOR (24 hours)

Required Courses: (21 hours)

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

Choose one: (3 hours)

BU 251	Principles of Marketing	3
JO 330	Public Relations	3

Professional Writing

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

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

PROFESSIONAL WRITING MAJOR (42 hours)

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

PROFESSIONAL WRITING MINOR (21 hours)

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

Psychology

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

PSYCHOLOGY MAJOR (35 hours)

Required Courses: (29 hours)

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

Electives, choose from: (6 hours)

PS 250	Human Sexuality	3
PS 261	Adolescent Psychology	3
PS 280/480	Topics in Psychology	1-3
PS 285	Techniques of Counseling	3
PS 295	Stress Management	3
PS 310	Psychology of Aging	3
PS 365	Drug and Alcohol Addiction	3
PS 370	Social Psychology	3
PS 375	Forensic Psychology	3
PS 486	Crisis Intervention	3
PS 490	Internship	1-6
PS 493	Research Practicum	1-6

Required in general studies:

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

PSYCHOLOGY MINOR (21 Hours)

Required Courses: (21 hours)

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

Social Science (History Concentration)

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

SOCIAL SCIENCE MAJOR (39 hours)

Required Courses:		(39 hours)
GO 115	Science of Politics	3
GO 335	Inside the Governments	3
HI 211	United States History to 1877	3
HI 212	United States History Since 1877	3
HI 331	World Civilizations I	3
HI 332	World Civilizations II	3
PL 200	Law, Ethics and Society	3
SO 212	Contemporary Social Problems	3
SS 326	Geography of World Affairs	3
SS 415	Research Methods in Social Science	3
HI	History electives	9

Required in general studies:

BU 131	Macroeconomics
SO 211	Introduction to Sociology

Also available:

History/Political Science/Pre-Law track Major and History Minor

Social Studies Education

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

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

Required Courses: (29 hours)

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

Choose two: (6 hours)

GO 115	Science of Politics	3
GO 335	Inside the Governments	3
GO 225	American Public Policy	3

Required in general studies:

PS 111	General Psychology
SO 211	Introduction to Sociology

Other Required Courses:

See Education

Sociology Minor

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

SOCIOLOGY MINOR (21 hours)

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

Spanish Minor

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

SPANISH MINOR (24 hours)

Required Courses: (18 hours)

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

Choose one: (3 hours)

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

Choose one: (3 hours)

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

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

Theatre

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

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

WOMEN AND THEATRE MAJOR (40 hours)

Required Courses: (31 hours)

WS 101	Women’s Studies	3
TA 213	Introduction to Theatre	3
TA 220	Technical Theatre I	3
TA 331	History of Theatre I	3
TA 332	History of Theatre II	3
TA 150	Production and Performance	2
TA 324	Acting I	3
TA/EN 151	Interpretive Reading/Reader’s Theatre	3
TA 425	Directing	3
TA/EN 341	Shakespeare	3
TA 328	Stage Movement	2

Choose one: (3 hours)

TA/EN 343	Modern Dramatic Literature	3
TA 433	Contemporary Theatre	3

Plus: (6 hours)

TA	Theatre elective	3
PE 119	Folk, Square, and Social Dance	1
	Jazz dance	1
	Ballroom or modern dance	1

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

Required in general studies:

ID 350	Images of Beauty and American Women
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THEATRE MINOR in the campus program (21 hours)**Required Courses: (11 hours)**

TA 213	Introduction to Theatre	3
TA 150	Production and Performance	2
TA 331	History of Theatre I	3
TA 332	History of Theatre II	3

Choose two: (6 hours)

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

Required Electives: (4 hours)

Choose from:

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

THEATRE MINOR in the WED program (21 hours)**Required Courses: (18 hours)**

TA 150	Production and Performance	3
TA 323	Projects in Play Performance	3
(Usually awarded through Assessment of Prior Learning)		
TA 113	Introduction to Theatre	3
TA 331	History of Theatre I	3
TA 332	History of Theatre II	3
EN/TA 151	Interp.Read./Readers Theatre	3

Choose one: (3 hours)

EN/TA 341	Shakespeare	3
TA 433	Contemporary Theatre	3

Theology

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

THEOLOGY MAJOR (35-37 hours)

Required Courses: (23-25 hours)

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

Choose one: (3 hours)

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

Choose one: (3 hours)

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

Other Required Courses: (6 hours)

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

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

THEOLOGY MINOR (18 hours)

Required Courses: (9 hours)

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

Choose two: (6 hours)

TH 300	The Theology of God	3
TH 331	Jesus: God and Human	3

TH 351	Church in Contemp. World	3
Choose one:		(3 hours)
TH 341	Contemporary Morality	3
TH 343	Global Issues: Justice/Peace	3
TH 344	Ethics and the Professions	3

Women's Studies Minor

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

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

WOMEN'S STUDIES MINOR (18-21 hours)

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

Undergraduate Course Descriptions

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

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

- AR 350** **3**
Graphic Design I
 Introduces the discipline, function, and tradition of typography as it relates to visual communication. Includes how and when to use type, how to use the problem solving process to solve visual problems, and the basics of symbol/logo design, and promotional graphics, and typographic history and theory. Provides a general understanding of the field of design, including theory, practice, and technology. Fall, every year.
- AR 351** **3**
Graphic Design II
 Furthers the principles of visual communication including sequencing, structure, typography, layout design, and color. Pagination, organization and structure of two-dimensional composition for publications. Promotional design and conducting business by doing projects for clients. Winter, every year. Course fee. Prerequisite: AR 350.
- AR 353** **3**
Electronic Document Design
 Programs such as Quark Xpress and InDesign, industry standards for Graphic Design and Layout. Fall, every year. Course fee.
- AR 354** **3**
Electronic Illustration
 Programs such as Adobe Illustrator and InDesign, industry standard for Graphic Design and Layout. Winter, every year. Course fee.
- AR 355** **3**
Photography I
 Introduction to the principles of photography stressing basic skills of shooting photographs. Photoshop basics will also be introduced. Reinforces basic design principles through assignments. Fall, every year. Course fee.
- AR 356** **3**
Photography II
 Continued instruction in the principles of photography and introduction to the use of lighting and portraiture. Self expression is developed through the exploration of conceptual and creative issues of 21st century photographers and their relevance to modernism and post-modernism. As needed. Course fee. Prerequisite: AR 355.
- AR 357** **3**
Digital Imaging
 Introduces students to the use of digital imaging software. Students learn Adobe Photoshop in order to develop the techniques and skills necessary to create images in the computer. Applications of these skills are made in subjective and applied projects. Fall, every year. Course fee.
- AR 360** **3**
Conceptual Design Solutions
 Focuses on clear visual communication through an understanding of the parameters and constraints of the human and the environment including the cultural environment. Emphasizes the human being as a processor of visual information in a complex visual environment. Studies three major theories of visual perception which form a knowledge base for understanding human visual information processing: Direct Perception, Computational Theory and Intelligent Perception. Include

mental maps, visual shape and color coding, mental imagery, visual communication of environmental way finding systems and corporate identity sign systems. Fall, every year.

AR 361 **3**
Human Visual Cognition

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

AR 370 **3**
Women Artists

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

AR 391 **.5**
Portfolio Review I

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

AR 421 **1-4**
Painting & Drawing IV

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

AR 423 **3**
Ceramics IV

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

AR 450 **3**
Graphic Design III

Focuses on using the computer to draw. Typography is taught using the computer to explore the use of type combining theoretical studies with applied problems in design. The student learns about systems and grids in the development of a product for a client. Hands-on real time experience in the development of a total graphic product from concept to finish, including contact with clients and printers. Students are encouraged to solicit jobs for themselves during this class. Taken concurrently with AR 461. Fall, every year. Course fee. Prerequisites: AR 351 and AR 360.

AR 451 **1-4**
Graphic Design IV

Advanced study in Graphic Design. The course, like Graphic Design III, simulates the operation of a professional design studio. Students are assigned projects from real clients or are responsible for finding their own projects. Winter, every year. Course fee. Prerequisites: AR 351 and AR 361.

AR 452 **1-4**
Graphic Design V

Advanced study in Graphic Design. The course, like Graphic Design IV, simulates the operation of a professional design studio. Students solicit all of their projects from nonprofit organizations as a service learning portion of the class. As needed. Course fee. Prerequisites: AR 451.

AR 453 **1-3**
Portable Digital Files

This course introduces students to the use of and creation of Portable Digital Files. As needed. Course fee. Prerequisite: AR 450 or consent of instructor.

AR 455 **3**
Photography III

Self-expression is emphasized through the knowledge and use of different procedures, both traditional and digital. Historical references and styles are examined to strengthen self-expression and genre. As needed. Course fee. Prerequisite: AR 356.

AR 456 **1-4**
Photography IV

Students continue experimentation in photography emphasizing artistic development in an individualized direction. Repeatable for credit. As needed. Course fee. Prerequisite: AR 455.

AR 457 **1-4**
Digital Image Making II

Further study and exploration of digital photography. Independent study format. Students are asked to write an abstract of their proposed course study which may be but is not limited to: photography for the web, manipulated photography, or their own art work. As needed. Course fee. Prerequisite: AR 357.

AR 461 **2**
Visual Cognition II

The student applies theory and research information from the areas of visual cognition. Open ended problems are assigned to the student pertinent to the student's area of concentration. Through this process the student demonstrates the creation and critical evaluation of a design image. As needed.

AR 480 **1-4**
Topics in Art

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

AR 490 **1-6**
Internship

Work experience with firm or agency directly related to the student's major area of study. The learning experience is structured within the College approved guidelines for the internship program. Through close supervision by the director of interns, faculty advisor and the worksite

supervisor, the student works toward achieving goals outlined in the individual learning contract. Normally reserved for third and fourth year students. May be repeated with different topics. As needed.

AR 491 **.5**
Portfolio Review II and Senior Thesis Exhibition

Senior thesis exhibition required during the senior year and prior to graduation. Exhibition is the responsibility of the student who must secure gallery space and dates, host a reception, and publicize the exhibit. She must invite the administration, Career Development office, and appropriate professionals in the community. Portfolio presentation is arranged at the end of the senior year and may be in conjunction with the exhibition. The student must participate in the presentation which is open to faculty, students and selected guests from the professional community. Fall and Winter, every year. Prerequisite: AR 391.

AR 495 **3**
Introduction to Art Therapy

Provides introductory exposure to the theories, practices and literature of the profession (concern for the distinction of the appropriate therapeutic application, different populations, assessment and diagnosis, ethical issues and standards and history). Winter, even years. Prerequisites: AR 110, AR 111 and PS 111.

AR 499 **1-4**
Independent Study

Individually supervised advanced study of topics, meeting student's needs. The topic is in an area which benefits the student and increases her knowledge. As needed. May be repeated for up to 12 hours of credit. Course fees often required for art classes.

BI/EV 100 **3**
Environmental Concerns

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

BI 101 **3**
Biology: Unity & Diversity

A study of the normal integrated functioning of the human organism in the context of principles and concepts relating the human organism to its environment. The major unifying concept of biology – evolution – is used as a framework for this study. Emphasis is placed on the scientific method and other problem-solving techniques. Fulfills general studies requirement. Course fee. Prerequisite: Score of 38 or better on mathematics placement exam or completion of MA 101. Fall and Winter, every year.

BI 105 **4**
Introduction to Biological Sciences

Designed for students who need an understanding of genetics, physiology, evolution and ecology to support their major, especially equine studies. Special attention will be given to energy relationships, grassland ecosystems, and chemistry/enzymes.

BI 141/142	4, 4
Principles of Biology I, II	
A study of the major unifying concepts of biology at the molecular, cellular and organismic level, including a survey of the major groups of living organisms. Three classes plus one two-hour lab per week. Fall and Winter, every year. Course fee.	
BI 221	4
Plant Biology	
Study of major plant groups, their structure, function and ecological relationships. As needed. Prerequisites: BI 141 and 142, or consent of instructor.	
BI 225	0
Science Communications	
Critical study of current research issues in biology conducted in seminar fashion. Student research and the oral presentation of biological problems are major components of the course.	
BI 226	0
Science Communications	
A continuation of BI 225.	
BI 230	3
Anatomy and Physiology	
Examines the form and functional relationships of all the major organ systems of the human body. Designed for music therapy majors and fulfills the general studies science requirement for them. Course is available to others, but does not meet their general studies science requirement. Two one-hour lectures and one two-hour laboratory per week. Course fee. Prerequisite: a score of 38 on the mathematics placement exam or MA 101.	
BI 235	3
Biology of Aging	
Provides information pertaining to the physical aspects of aging and their underlying biological causes. Includes discussion of theories of aging; normal age-related changes and pathologies in specific organ systems; the effects of exercise, drugs and overall nutrition on the aging process; and prospects of human life span extension.	
BI 240	
Animal Nutrition	
Principles of Animal Nutrition deals with the function of nutrients, digestive processes, characterization of feedstuffs, and formulation of diets for domestic animals. Deficiency disorders will also be addressed. Prerequisites: BI 141 and BI 142 or consent of the instructor.	
BI 251	2
Bioethics	
Explores the ethical issues related to biology and the practice of medicine.	
BI 253	3
Biostatistics	
Standard topics of elementary statistics: organization of data, normal distributions, estimation, hypothesis testing, correlation and regression, chi-square and analysis of variance. Additional emphasis on selection of methods and applications to biology, particularly genetics and for	

undergraduate research.. Use of appropriate software. Three hours concurrent with MA 253. As needed. Prerequisites: BI 141 and BI 142 or consent of the instructor.

BI/EV 260 **1-3**

Field Biology

Field experiences in environmentally important areas (e.g., desert, grasslands, marshes) of the natural world which introduce the student to the interrelation of nature. Class presentations about the different ecosystems prepare the student for observation and investigation of the habitat; field experience included. As needed.

BI/EV 261 **3**

The Natural History of Indiana

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.

BI 263 **1-2**

Medical Terminology **-

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

BI 317 **2**

Teaching of Life Science in Senior High/Junior High/Middle School

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

BI 325 **1**

Science Communications

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

BI 326 **1**

Science Communications

A continuation of BI 325

BI 332 **4**

Comparative Vertebrate Zoology

Comparative study of the morphology, anatomy and natural history of typical vertebrates from an evolutionary point of view. Two lectures and two two-hour laboratories. As needed. Course fee. Prerequisites: BI 141 and BI 142.

BI 333 **4**

Developmental Biology

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

- BI 334** **4**
Physiology
 Study of the basic principles and phenomena of living organisms, interpretation of the various physio-chemical processes in animal and human metabolism; training in the physiological techniques. Designed principally for science majors. Three lectures and one two-hour laboratory. Every other year. Course fee. Prerequisites: BI 141, BI 142, CH 115 and CH 116.
- BI 335** **3-4**
Animal Behavior
 Explores the development, causation, function, and evolution of animal behavior. Examines genetic, physiological, psychological, ecological and evolutionary influences. Investigates the behavior of organisms as individuals and in social groups. Three one-hour lectures and a three-hour laboratory. Course fee. Prerequisites: BI 141 and BI 142, or consent of the instructor.
- BI 336** **4**
Cell Biology
 The structure, function and interaction of cellular constituents as they relate to the processes of growth, secretion, differentiation, and heredity. Includes a survey of current research techniques. Three lectures and one three-hour laboratory per week. Every other year. Course fee. Prerequisites: BI 141, 142, CH 115 and 116. CH 222 is strongly recommended.
- BI 340** **3-4**
Conservation
 Conservation and management of renewable resources such as soil, water, air, minerals, plants and animals in relation to the total environment. As needed.
- BI 341** **4**
Ecology
 Principles and concepts pertaining to the study of organisms and their biotic and a biotic environment. Includes consideration of interrelationships at the level of the individual, population, community and ecosystem. Three lectures and one two-hour laboratory per week. Every two years. Course fee. Prerequisites: BI 141 and BI 142, or instructor's consent.
- BI 342** **4**
Genetics
 Introduction to basic principles of heredity and variation including classical, molecular and population genetics. Three lectures and one two-hour laboratory. Every other year. Course fee. Prerequisites: BI 141 and BI 142.
- BI 351** **4**
Microbiology
 Introduction to the nutrition, physiology and ecology of microorganisms (bacteria, yeasts, molds and viruses) including preparation of media, role of microorganisms in health and disease and methods of control. Three lectures and one two-hour laboratory. As needed. Course fee. Prerequisites: BI 141 and BI 142.
- BI 352** **4**
Medical Biology
 Basic concepts in immunology, medical microbiology and parasitological. Three lectures plus one two-hour laboratory. As needed. Course fee. Prerequisites: BI 141, BI 142, CH 115, and CH 116, or instructor's consent.

- BI 410** **4**
Evolution
 Studies the history of life and the process that produces its diversity and unity. Content includes natural selection, speciation, macroevolution and microevolution.
- BI 411, 412** **2, 1**
Undergraduate Research
 A two-stage course under the supervision of a research adviser concerning the basic principles of research and problem solving methods in the biological sciences. The first stage is the initial background and proposal of a novel research project to be completed and approved in the second semester of junior year. The second stage consists of the actual research/internship to be completed by end of the first semester of senior year.
- BI 421, 422** **1, 1**
Seminar I, II
 Critical study of current research issues on biology conducted in a seminar fashion. Student research and the oral presentation of a biological problem are major components of the course. As needed. Prerequisite: junior or senior status in the department as major or minor.
- BI 425** **1**
Science Communications
 Critical study of current research issues in biology conducted in seminar fashion. Student research and the oral presentation of biological problem are major components of the course.
- BI 426** **1**
Science Communications
 Critical study of current research issues in biology conducted in seminar fashion. Student research and the oral presentation of biological problem are major components of the course. Invertebrate Zoology. BI 341 also exists as
- BI 461** **2-4**
Research in Biology
 Minor research or study in a selected area for qualified biology majors. Topic chosen according to the need or interest of the student and with approval of the instructor. As needed. Course fee. Prerequisites: BI 141, BI 142, CH 115 and CH 116.
- BI 480** **1-4**
Topics in Biology
 Research and discussion of one or more topics of current biological interest. For majors only. For those seeking secondary education certification, the topics will include drugs, human nutrition and social biology. As needed. Course fee. Prerequisites: BI 141 and BI 142.
- BI 490** **1-6**
Internship
 Work experience with firm or agency directly related to the student's major area of study. The learning experience is structured within the College approved guidelines for the internship program. Through close supervision by the director of interns, faculty advisor and the worksite supervisor, the student works toward achieving goals outlined in the individual learning contract. Normally reserved for third and fourth year students. May be repeated with different topics. As needed.

BI 499	1-6
Independent Study	
Individual work in selected areas of biology designed to meet the student's needs and interests; may include a survey of the development of the natural sciences and achievements of past investigators, a consideration of current trends and/or a study of advances in a selected area. Students in conservation and environmental study will do basic resource areas, outdoor recreation and resource management. Prerequisites: BI 141 and BI 142.	
BU 105	3
The Responsible Consumer	
Focuses on the basic knowledge necessary to become a responsible consumer: contemporary economic issues as they relate to women, consumer protection and involvement, and women consumer behavior. In the contemporary economic issues section, focus is on discrimination, poverty, and social justice from a woman's perspective. This course includes an emphasis on budgeting and an ethical case model approach that helps a woman manage economic needs with a responsible lifestyle. It includes personal debt, determining net worth, and issues related to a drastic change in financial strength. Fulfills general studies requirement. WED only.	
BU 121	3
Principles of Accounting I	
Studies the accounting cycle leading to the development and use of financial statements. Emphasis is on the proprietorship type of business organization. Fall, every year.	
BU 122	3
Principles of Accounting II	
Studies accounting for corporations and introduces accounting for management decision making. Builds on the concepts of BU 121. Winter, every year. Prerequisite: BU 121.	
BU 131	3
Macroeconomics	
Surveys the fundamental principles of macroeconomics. Provides a working understanding of the economy as a whole, noting interrelationships among concerns of contemporary society, world affairs and government fiscal and monetary policies. Fulfills general studies requirement. Fall and Winter, every year.	
BU 215	3
Accounting Problems	
The student learns many advanced spreadsheet skills, template techniques and advanced presentation skills. Theoretical problems include connecting mainframe accounting software to the PC and using the PC to analyze mainframe data. Every other year. Prerequisite: CS 101 or consent of the instructor.	
BU 225	3
Tax and Tax Laws	
Introduces income tax accounting for individuals, partnerships and corporations. Tax software is used to produce individual tax returns. Every other year.	
BU 232	3
Microeconomics	
Surveys the various internal forces in social and business organizations from an economic	

viewpoint. Specific emphasis is on the relationship between a firm's possible form and its interaction with the consumer. Winter, every year.

BU 241 **3**

Principles of Management

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

BU 250 **3**

Survey of E-Business

Introduces the student to the fundamentals of E-Commerce. Includes discussing the process for organizing a business on the Internet, and a basic understanding of the requirements for an E-Business. The course will consider examples of using E-Commerce for business to business (B2B) and directly to the consumer. Considers related technologies and emerging trends.

BU 251 **3**

Principles of Marketing

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

BU 281 **3**

Managerial Communications

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

BU 290 **1-4**

Supplemental Learning Experience

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

BU 323 **3**

Intermediate Accounting I

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

BU 324 **3**

Intermediate Accounting II

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

- BU 325** **3**
Advanced Tax
 Includes taxation of corporations, partnerships, estates and trusts. Students are introduced to theoretical taxation issues as well as application of current existing tax laws. Essential for those considering the CPA exam. Prerequisite: BU 225.
- BU 326** **3**
Managerial Accounting
 The allocation of manufacturing costs to units produced using job order, process and standard cost systems. Emphasizes enhanced management decision making by various quantitative methods. Includes just-in-time and activity-based allocation. Every other year. Prerequisites: BU 122 and MA 253.
- BU 327** **3**
Auditing
 Studies auditing concepts and standards to determine if financial statements present fairly the financial position, results of operations and changes in financial position in conformity with generally accepted accounting principles and the types of reports issued. An audit practice set is prepared. Every other year. Prerequisite: BU 122.
- BU 341** **3**
Human Resource Management I
 Studies the processes in the personnel management system to meet human resource requirements, develop effectiveness in human resources, create a productive climate and behaviors and develop leadership and decision-making abilities to accomplish individual, organizational and societal objectives. Incorporates results of research in the behavioral sciences and stresses applications in the organizational structure. Every other year. Prerequisite: BU 241.
- BU 342** **3**
Human Resource Management II
 Goes beyond the basic foundation of human resources management to focus in more detail on resources management in terms of implementing compensation, providing economic, physical and emotional security for employees, creating a productive work climate, understanding employee rights and discipline, strengthening employee-management relations and understanding global enterprises. Every other year. Prerequisites: BU 241 and BU 341.
- BU 343** **3**
Organizational Behavior
 Examines individual concepts, individual-organizational interface, the organization itself and organizational processes and characteristics. Every other year. Prerequisite: BU 241.
- BU 345** **3**
Small Business Management
 Introduces students to the world of small business and the fundamentals of effective small business management. Also may introduce selected contemporary issues affecting small business. Every other year. Prerequisites: BU 121, BU 122, BU 241 and BU 251.
- BU 346** **3**
Legal Issues in Human Resources Management
 Covers various legal issues that will face those employed in the human resources field. Some of the topics which may be covered include: compensation issues, equal employment opportunities,

affirmative action programs, introduction to OSHA, employment and medical testing, sexual harassment issues, employee rights to privacy, as well as some specific laws such as ADA and NLRA. Every other year. Prerequisites: BU 241 and BU 371.

BU 352 **3**
Consumer Behavior

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

BU 353 **3**
Retailing

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

BU 354 **3**
Salesmanship

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

BU 356 **3**
Supply Chain Management

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

BU 371 **3**
Business Law

Focuses on the nature of law-making, the legal processes by which law is applied to resolve disputes, the value and policy that are the basis for our law and legal processes and the role of law and litigation in the conduct of everyday business affairs. Emphasis is on the fundamentals of the legal system, both philosophical and technical, which facilitate business operations and discourage or control harmful business practices. Ethical implications and standards to which business conduct should conform are considered and stressed. Winter, every year.

BU 381 **3**
Business Finance

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

BU 423 **3**
Financial Analysis, Reporting and Research

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.

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BU 425 **3**
Governmental and Not-For-Profit Accounting

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

BU 428 **3**
Advanced Financial Accounting

Reviews and advances knowledge gained in principles and intermediate accounting. The major areas covered in this course include the three alternative methods (basic equity, cost and fully adjusted equity) of consolidations subsequent to the combination and review of Statement of Cash Flows in a consolidate setting. As a capstone course it includes a research paper and the submission of the accounting portfolio. Prerequisites: BU 225 and BU 324.

BU 429 **3**
International Accounting

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

BU 445 **3**
Contemporary Issues in Human Resource Management

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

BU 455 **3**
Product and Pricing

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

BU 458 **3**
Marketing Management

Uses analytical management orientation to emphasize decision making in marketing. Examines recent marketing developments and studies selected facets of marketing management. Every other year. Prerequisites: BU 352 and junior or senior status.

BU 461 **3**
Not-for Profit Administration

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 **3**
Advanced Business Law

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

- BU 481** **3**
International Business: Strategies and Policies
 Involves the use of the case method, wherein the skills learned in accounting, finance, management and marketing fields are used to analyze situations dealing with the cultural and governmental factors that influence the environment of international business. Winter, every year. Prerequisite: senior status in business.
- BU 482** **3**
Marketing Research
 Examines the research process in business. Provides the student the opportunity for in-depth exploration of a special area of interest. Every other year. Prerequisites: BU 241, BU 251 and MA 253.
- BU 490** **1-6**
Internship
 Work experience with firm or agency directly related to the student's major area of study. The learning experience is structured within the College approved guidelines for the internship program. Through close supervision by the director of interns, faculty advisor and the worksite supervisor, the student works toward achieving goals outlined in the individual learning contract. Normally reserved for third and fourth year students. May be repeated with different topics. As needed.
- BU 499** **1-6**
Independent Study
 Individually supervised advanced study of topics selected to meet the needs of the student involved. Topics in areas in which the student already has basic knowledge.
- CH 101** **3**
Chemistry for Changing Times
 Offers a basic knowledge of the science of chemistry as a tool for understanding the physical world. With this knowledge, we examine the following: how scientists approach and solve problems and how chemistry-related concepts appear in our day-to-day lives. No prior chemistry background is assumed. Fulfills general studies requirement. Prerequisites: Score of 38 or better on mathematics placement test or completion of MA 101. Fall and Winter, every year. Course fee.
- CH 115** **4**
General Chemistry I
 Introduces the basic chemical concepts of atomic structure, periodicity, and the chemical reactions of both gases and solutions, and the thermodynamics of these reactions. Three one-hour lectures and one three-hour laboratory. Fall, every year. Course fee. Prerequisite: one year of high school chemistry or consent of professor.
- CH 116** **4**
General Chemistry II
 A continuation of the concepts presented in CH 115 as they pertain to reaction thermodynamics, chemical equilibrium of acid-base and precipitation reactions as well as redox chemistry. The concepts behind solids, both salts and metallic, are also presented. A brief introduction to organic chemistry is included in the course topics. Three one-hour lectures and one three-hour laboratory. Winter, every year. Course fee. Prerequisite: CH 115.

- CH 222** **4**
Organic Chemistry I
 Studies the reactivity of functionalized hydrocarbons through the use of mechanism and orbital considerations. Unsaturated hydrocarbons as well as functional groups containing oxygen and sulfur are considered. Laboratory offers instruction in technique. Three one-hour lectures and one three-hour laboratory. Fall, every year. Course fee. Prerequisite: CH 116.
- CH 280** **4**
Topics in Chemistry
 The study of designated or selected topics designed to serve special needs and interests not included in the regularly scheduled introductory courses. As needed.
- CH 290** **1-4**
Supplemental Learning Experience
 Provides students with opportunities to explore career interests and options. Courses are individually designed to meet each student's needs. Arrangements are made with the faculty advisor and the director of interns.
- CH 322** **4**
Organic Chemistry II
 Continuation of CH 222 considering additional functional groups such as aromatics, carboxylic acids, esters, and amines. In addition to synthesis, the interpretation of organic spectra is used as a tool for critical thinking. Biochemistry topics that pertain to organic spectra are used as tools for critical thinking. Biochemistry topics that pertain to organic topics are introduced. Laboratory offers instruction in synthesis. Three one-hour lectures and laboratory. Fall, every year. Course fee. Prerequisite: CH 222.
- CH 323** **4**
Biochemistry
 One semester introductory course designed to give students an appreciation of the dynamic nature of life processes. Chemistry of carbohydrates, lipids, proteins, nucleic acids and enzymes are studied and considered in their role in the metabolism. Some modern biochemical reactions and isolation of compounds from natural sources are included. Three lectures and one three-hour lab. As needed. Course fee. Prerequisites: CH 115 and CH 116, or consent of instructor.
- CH 335** **4**
Quantitative Analysis
 Theory and laboratory practice of gravimetric, volumetric and calorimetric analysis; electroanalysis and chemical separations. Some instrumental work included. Two lectures and two three-hour labs. Every other year. Course fee. Prerequisite: CH 222.
- CH 480** **1-4**
Topics in Chemistry
 The study of designated or selected topics designed to serve special needs and interests not included in the regularly scheduled advanced courses. As needed.
- CH 490** **1-6**
Internship
 Work experience with firm or agency directly related to the student's major area of study. The learning experience is structured within the College approved guidelines for the internship program. Through close supervision by the director of interns, faculty advisor and the worksite

supervisor, the student works toward achieving goals outlined in the individual learning contract. Normally reserved for third and fourth year students. May be repeated with different topics. As needed.

CH 499 **1-6**
Independent Study

Independent study projects may be elected in any area of chemistry. The student works under any chemistry faculty member on a laboratory or literature project of the student's choice. Open to juniors and seniors. Course fee.

CJ 111 **3**
Introduction to Criminal Justice

Examines the causes and consequences of the millions of decisions made annually by the legally empowered decision-makers of the criminal justice system. The course places students in the role of one decision-maker after another, emphasizing the decisions they would make with all the scientific research on these decisions at their disposal. Research on 15 different decision-makers is examined, from crime victims to police, prosecutors, jurors, judges, wardens, probation and parole officers. Using a medical model of evidence-based practice, the course asks students to consider how the results of criminal justice could more effectively reduce the sum of human misery. Fall, every year.

CJ 200 **2**
Juvenile Justice

Examination of the recent political history of American juvenile justice; the policies, trends, and programs in juvenile justice during the past two decades. Focus on historical developments, the full range of contemporary alternatives for counseling and treatment, legal issues and functions of juvenile justice agencies, an exploration of future directions, and a reform agenda for the next two decades; the evolving definition of juvenile misbehavior and the legal mechanisms that have emerged to control it; the problems and promise of juvenile justice in terms of the juvenile code and court, law enforcement, custodial and treatment institutions and community treatment. Winter, even years.

CJ 211 **3**
Corrections

Provides an overview of corrections in the U.S., as well as in other countries. Includes the philosophy of punishment, prisons, community-based sanctions, death penalty, ethical and multicultural issues. Winter, odd years.

CJ 231 **3**
Legal Research

Basic concepts in researching the Constitution, statutes, and case law on both federal and state levels.

CJ 280 **1-3**
Topics

Studies of designated or selected topics based on current needs in the profession or to serve special needs and interests.

CJ 290 **1-4**
Supplemental Learning Experience

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

CJ 452 **4**
Fieldwork in Criminal Justice

Familiarization and direct experience in applied settings. Under supervision of faculty and adjunct staff, the student assumes a student-participant role in the criminal justice agency. Completion of at least 150 hours of supervised work in a criminal justice agency or organization that provides services to the criminal justice community. Prerequisites: senior standing and completion of 18 hours of CJ course work.

CJ 480 **1-3**
Topics

Advanced studies of designated or selected topics based on current needs in the profession or to serve special needs and interests.

CJ 490 **1-6**
Internship

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

CJ 499 **1-4**
Independent Study in Criminal Justice

Supervised reading or projects in selected areas of criminal justice. May be repeated for up to 4 hours. Prerequisite: Consent of instructor. CJ majors and minors only.

CO 111 **3**
Introduction to Human Communication

Provides students with a theoretical foundation and application practice in a variety of communication contexts. Students examine the principles of effective communication and behaviors in intrapersonal, interpersonal, mass, and public communication. Class activities and oral assignments engage students in the practical application of these principles. Fulfills general studies requirement. Campus only. Fall and Winter, every year.

CO 112 **3**
Interpersonal Communications

A skill development course that addresses perception checking, behavioral descriptions, language, paraphrasing, active listening, responses to criticism, sending clear messages, and win-win negotiating. Reading assignments give a foundation for action. Activities stress practice and demonstrate acquisition skills. Fulfills general studies requirement. WED only.

CO 140 **3**
Animation I: Introduction to Animation

Designed to provide digital media/animation majors as well as film studies minors with background, techniques, and general experience with animation. Fall, odd years.

CO 150	1
Publication Production	
Participate in the production of various digital media projects such as websites, videos, and print publications. Prerequisite: instructor's consent.	
CO 205	3
Principles of Web Design	
Examines basic design principles, navigation issues, and web graphic creation as needed for the internet. Fall, odd years.	
CO 213	3
Public Speaking	
Training in the preparation and presentation of formal speeches. Discussion of speech purposes, audience analysis, patterns of organization, style, delivery, and speech criticism. As needed. Prerequisite: CO 111 or instructor's consent.	
CO 215	3
Intercultural Communication	
Examination of cultural differences in perception and communication behavior. Study of the methods for overcoming barriers to promote better intercultural communication. Campus only. As needed. Prerequisite: CO 111 or instructor's consent.	
CO 240	3
Animation II: 2-D Animation	
Required course, designed to provide digital media/animation majors as well as film studies minors with techniques and experience with 2-dimensional digital animation. Winter, even years. Prerequisite: CO 140 or instructor's consent.	
CO 242	3
Film and Creative Expression	
Studies film history and creative techniques with an emphasis on connections between film and culture, trends, and developments in US and world films. Satisfies English Education elective and Film Studies minor. As needed.	
CO 280	2-3
Topics in Film Production	
Examines trends, technology, and techniques in film as related to a specific genre or director. Course topic varies. Spring, even years.	
CO 290	1-4
Supplemental Learning Experience	
Provides students with opportunities to explore career interests and options. This course is individually designed to meet each student's needs. Arrangements are made with the faculty advisor and the director of interns.	
CO 300	3
Digital Video Theory and Production	
Provides experience in the creation of video production, as well as in theory on film creation and expression. Course will give a greater understanding of digital video technology, as well as creative expression through this technology. Winter, even years.	

CO 310	3
Technical Writing	
Examines the types and techniques of technical writing, as well as providing experience and a look at the varied job markets in technical writing. As needed.	
CO 315	3
Professional Communication Practices	
Addresses issues in self-employment and discusses current issues and technical writings. Students will work on self-representation in presence and on paper, including creation of resumes, working portfolios, business correspondence, and interview skills geared toward their individual areas.	
CO 340	3
Animation III: 3-D Animation	
Required course designed to provide digital media/animation majors with techniques and experience with 3-dimensional digital animation. Fall, even years. Prerequisite: CO 140 or instructor's consent.	
CO 342	3
Film Trends	
Geographically and chronologically integrated survey of film techniques from 1890 to the present. Emphasis on trends and developments in directing and cinematography. As needed.	
CO 405	3
Advanced Web Design	
Focuses on the integration of various digital media aspects and their relation to the internet, and on the ability to become experienced in various composing programs for website creation. Fall, even years. Prerequisite: CO 205 or instructor's consent.	
CO 410	3
Advanced Digital Video Production	
Provides further experience in the application of theory and skills used in cinematography and video production. Course develops a working knowledge of all stages of film, from conception to production. Winter, odd years. Prerequisite: CO 300 or instructor's consent.	
CO 450	3
Concepts in Interactive Software	
Examines the essential principles needed to design computer-based user-friendly interactive experiences that convey information, entertainment, or both. Uses current software to create these productions, while looking at the creation process from the aspect of writer, director, and producer. Fall, odd years.	
CO 480	1-3
Topics in Digital Media Communication	
Students pursue projects in digital media communication based upon areas of professional interest. Topics will be determined by students and faculty. As needed. Prerequisites: CO 205 and CO 405, or instructor's consent.	

CO 490 **1-6**
Internship

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

CS 101 **3**
Introduction to Computer Software

A three-credit hour, "hands on," introductory course in application software. This is a machine-oriented performance-based course utilizing the current Microsoft Office software package: Word, Excel, Access, and Powerpoint. Fulfills general studies requirement. Fall and Winter, every year.

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

The first programming course, required for all Computer Information Systems, Accounting Information Systems, and Mathematics majors. Students use the Visual Studio.Net interface to build GUI (graphical user interface), create multimedia, process files and databases as well as Internet and World Wide Web based client/server networking. Fall, even years. Prerequisite for WED only: CS 250, waived for Math majors.

CS 201 **2**
Advanced Computer Applications

A two-credit hour, "hands-on," advanced course in application software. This is an advanced machine-oriented, performance-based course utilizing the current Microsoft Office software packages: Word, Excel, Access, and PowerPoint. Winter, even years.

CS 250 **3**
Survey of CIS

A three-credit hour, management-oriented survey course of computer-based Information Systems (IS) and an overview of IS as a discipline. Presented are a variety of IS concepts and topics used by information specialists, including: hardware, software, systems theory, data organization, telecommunications and networking, decision support, and system design, with a focus on business Information Systems. Winter, every year.

CS 260 **1-3**
Research Techniques

Focus is on formulating strategies, formatting research expressions, critically evaluating information, and citing resources. The one-hour course has three sections: (1) efficiently searching the web; (2) using specialized databases and library catalogs; (3) searching discussion groups and newsgroups and evaluating information, data/warehouse mining, and super computing. Additional hours can be added for research projects. As needed.

CS 261 **3**
Programming II – Advanced Visual BASIC.Net

The second half of CS161. Advanced topics include the use of arrays, creating objects and classes, graphics, files, and multimedia. This course is required of all CIS majors and minors and is recommended for AIS and Digital Media majors. Winter, even years. Prerequisite: CS 161.

- CS 280** **1-4**
Topics in CIS
 The study of designated or selected topics to serve the special needs and interests of the student not included in the regular course offerings. As needed. Prerequisites: sophomore or junior status.
- CS 290** **1-4**
Supplemental Learning Experience
 Provides students with opportunities to explore career interests and options. This course is individually designed to meet each student's needs. Arrangements are made with the faculty advisor and the director of interns.
- CS 320** **3**
Systems Analysis and Design
 Presents a practical approach to systems and design, integrating traditional development methods with current technologies. The five phases of the traditional System Development Life Cycle are covered in detail. The various tools and techniques the Systems Analyst, Programmer/Analyst, or IS Manager may use are emphasized. Classical and structured tools for describing data flow, data structures, process flow, file design, input/output design and program specifications are applied to documentation systems. Surveys other important skills for the System Analyst such as fact-finding, communications, project management, and cost/benefit analysis. Fall, odd years. Prerequisites CS 161 and CS 250.
- CS 330** **3**
C/C++/C#
 Teaches the basic concepts of C and C++, but places the emphasis on C#. C# is an interactive, GUI (graphical user interface) language built as part of Visual Studio.Net languages. Students will learn to use the C# language to build web interfaces using object-oriented-programming. Concepts taught include using the IDE interface, manipulating windows, using iteration, repetition, and sequence structures. Winter, even years. Prerequisites CS 161 and CS 261.
- CS 340** **3**
Internet Languages
 Introduces the student to a number of Internet programming languages. Emphasis is placed on Cascading Style Sheets and JavaScript as these are becoming the most common languages for multi-media web pages. None of these languages can be taught without a basic knowledge of HTML/XHTML. Fall, odd years. Prerequisite: CS 261.
- CS 341** **3**
Computer Forensics and Investigation
 Introduces students to various concepts and areas of expertise surrounding the field of computer information systems. The Guide to Computer Forensics and Investigation presents proper methods to conduct a computer forensics investigation beginning with a discussion of ethics, while mapping to the objectives of the International Association of Computer Investigative Specialists (IACIS) certification. Students should have a working knowledge of hardware and operating systems to maximize their success on projects and exercises throughout the text.

CS 380 **3**
Telecommunications and Networking

An overview of computer telecommunications and networking theories and concepts. Introduces the student to fundamental telecommunications and data communication concepts. Included are various topics such as communications media, equipment and transmission; protocols; network basics; the various LAN topologies; wide area and distributed networks. Network management and information network applications. Fall, odd years. Prerequisite: CS 250.

CS 410 **3**
Database Concepts and Design

Presents a practical approach to database design, implementation and maintenance by utilizing Microsoft Access projects to supplement the theory covered in the primary textbook. Covers the fundamental concepts of relational databases and their design including: the DBMS (database management system); the relational model, logical and physical database design; design tools such as E-R diagrams and data flow diagrams; data structures; entities, attributes and tables; the Entity-Relationship model; normalization; and database implementation. Winter, odd years. Prerequisite: CS 250.

CS 440 **3**
Security

A three-hour introduction to various technical and administrative aspects of Information Security and Assurance. Provides the foundation for understanding the key issues associated with protecting information assets, determining the level of protection and response to security incidence, and designing a consistent, reasonable information security system, with appropriate intrusion detection and reporting features. Students will be exposed to the spectrum of security activities, methods, methodologies, and procedures. Coverage will include an overview of the Information Security Planning and Staffing functions. This course is geared toward introductory, technical, and managerial students in a lab environment with exercises in various operating systems. Fall, even years. Prerequisite: CS 250.

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

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

CS 470 **3 - 6**
Senior Project

Senior capstone course. The student must complete at least one approved professional certification. These include but are not limited to ACP, MSCA, MSCE, A+, Novell's CAN, CNE, and CNI. All of the above must be taken on-line. The student seeking ACP must complete an approved senior project which includes identifying a problem that can be solved with a computerized system, analyzing the problem, designing a solution, coding, testing and documenting the new system, as well as training the user and making a formal presentation to a faculty panel. Upon successful completion the student may apply for her Associate Computer Professional (ACP) certification from the Institute for the Certification of Computer Professionals (ICCP) without sitting for the formal exam. Every year. Prerequisites: Senior status and a CIS major.

CS 480	1-4
Topics in CIS	
The study of designated or selected topics to serve the special needs and interests of the student not included in the regular course offerings. Scheduled as needed. Prerequisites: junior or senior status.	
CS 490	1-6
Internship	
Work experience with firm or agency directly related to the student's major area of study. The learning experience is structured within the College approved guidelines for the internship program. Through close supervision by the director of interns, faculty advisor and the worksite supervisor, the student works toward achieving goals outlined in the individual learning contract. Normally reserved for third and fourth year students. May be repeated with different topics. As needed.	
ED 100	0
Observations in the Schools	
Teacher candidates are required to complete a one-hour guided observation in each of the following areas: preschool, kindergarten, elementary, middle school, high school, and special education classrooms. Fall semester.	
ED 105	2
Introduction to Urban Education	
Introduces and defines urban education. Includes identification, analysis, and discussion of common characteristics. Winter semester.	
ED 109	3
Philosophical and Ethical Foundations of Education	
Explores philosophical, ethical, historical, and social foundations of education as these approaches relate to educators as change agents in society. Addresses applications in the context of educational communities and emphasizes critical, reflective, values-based, and philosophic decision-making for the development of competent, caring, professionals. Includes an introduction to standards for professional practice and portfolio development. Fall semester.	
ED 110	2
Introduction to Early Childhood	
Provides an overview of the field of early childhood with an emphasis upon the young child and the forces/factors that influence learning during the early years of life. Fall semester.	
ED 111	2
Field Experience I: Child Care	
Designed for students enrolled in Child Development Associate (CDA) program. Students complete a total of 60 hours of guided learning and experiential training relative to childcare and learning environments. Fall and Winter semesters. Prerequisites: ED 124, ED 213.	
ED 116	2
Principles of Teaching Young Children	
Provides an overview of early childhood curriculum and developmentally appropriate practices for effective teaching and learning for young children. Winter semester.	

- ED 124** **3**
Introduction to Inclusive Early Childhood Education
 This course provides an up-to-date comprehensive overview of the field of early childhood and early childhood special education. Pre-service teachers will be introduced to the historic foundations of both fields, discuss disabilities including definitions and intervention strategies, apply developmentally appropriate practices, analyze programs and practices, with an emphasis on the young child and forces/factors that influence learning during the early years of life. Fall semester.
- ED 125** **3**
Introduction to Teaching in the Elementary Classroom
 Focuses on the characteristics of schools, teaching, and children. Explores the physical environment of the elementary classroom as a tool for learning, as well as a place for physical and emotional safety and security. Introduces teacher candidates to the development and use of instructional materials. Fall semester.
- ED 141** **3**
Introduction to Inclusive Elementary Education
 This course provides an up-to-date comprehensive overview of the field of inclusive education, Kindergarten – Grade 6. Pre-service teachers will be introduced to the historic foundations of inclusive education, discuss disabilities including definitions and intervention strategies, analyze programs and practices that support all children in the primary grades. Fall semester.
- ED 147** **3**
Special Education Law and Procedures
 Presents the history and philosophy of special education, state and federal mandates, and implications for teachers. Includes special education procedures such as collaborating with other professionals, accommodating instruction, writing individualized education plans (IEPs), connecting IEP goals and objectives to state standards, conducting annual case reviews, and conferencing with parents and other professionals. Also discusses current trends and issues in special education. Fall semester.
- ED 200** **3**
Growth and Development
 Introduces study of the life-span development—an exploration of the biological, social and psychological changes that occur from the beginning of life to its end. Observation of children and adults is utilized. Winter semester.
- ED 201** **2**
Technology in Education
 Prepare teacher candidates to use instructional and information technologies to support teaching and learning, manage classroom activities, and enhance scholarship and professional growth. Through hands-on activities, students learn to design and implement technology-supported instruction, launch and maintain online resources, develop multimedia instructional materials, and use technology to communicate, solve problems, and engage in lifelong learning. Fall and winter semesters.
- ED 202** **3**
Education in a Global Society
 Prepares teacher candidates to create learning environments that respond to changing global attitudes and enhance the strengths and abilities of diverse learners. These learners

include, but are not limited to, students from various cultural, racial, ethnic, and social backgrounds; students with differing life and learning styles; students who are gifted/talented; and students with disabilities. Focuses on the development of teachers' attitudes toward diverse learners and skills in developing and using multiple instructional strategies and adaptations to ensure that all students learn. Fall semester.

ED 203

3

Effectively Collaborating with Families and Community Resources

Prepares teacher candidates to explore important and complex roles of teachers, other school and related personnel, primary family members, and their interactions. Accessing school services and personnel will be discussed. Designed to create an awareness of referral agencies and facilities concerned with education, health, and welfare of all students. Discussion will include basic school laws that affect all teachers in terms of contracts, school boards, school policies and procedures, discipline, and special education. Winter semester.

ED 204

2

Paraprofessionals in the Schools

Explicates the role and responsibilities of the paraprofessional in the public schools. The course explores the paraprofessional's role in remedial reading programs, classroom assistance, and remediation for district and statewide assessment. Other topics covered in this course are collaboration with other paraprofessionals and certified staff, remedial strategies in math and reading, legal requirements related to paraprofessionals, and problem solving and conflict resolution techniques. The course will emphasize working with diverse students. Offered as needed.

ED 205

3

Survey of Teaching and Learning

Provides a comprehensive view of how psychological principles inform effective classroom practice. Topics include child development, cognitive/developmental learning theories, motivation, assessment, and behavior management techniques. Requires admission to the Transition to Teaching Program.

ED 206

3

Introduction to Elementary Education

Provides an overview of elementary school curriculum and instructional approaches for effective teaching of young children. Introduces standards-based education and portfolio process. Requires admission to the Transition to Teaching Program.

ED 207

3

Introduction to Middle School/Junior High Education

Provides an overview of middle school/junior high school curriculum and instructional approaches for effective teaching of adolescents and young adults. Introduces standards-based education and portfolio process. Requires admission to the Transition to Teaching Program.

ED 208

3

Introduction to High School Education

Provides an overview of senior high school curriculum and instructional approaches for effective teaching of teenagers and young adults. Introduces standards-based education and portfolio process. Requires admission to the Transition to Teaching Program.

- ED 212** **2**
Teaching Diverse Learners in General Education Classes
 Prepares teacher candidates to create learning environments that enhance the strengths and abilities of diverse learners, including students from various cultural, racial, ethnic, and social backgrounds; students with differing life and learning styles; students who are gifted/talented; and students with disabilities. Requires admission to the Transition to Teaching Program.
- ED 213** **3**
Principles of Teaching in Inclusive Settings
 This course provides the information and skills early childhood educators need to become nurturing, self-directed, competent teachers. These professionals will learn 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. The course provides various methodologies, diagnostic tools, and intervention strategies used with young children with and without developmental delays and disabilities. Emphasis will be given to guided observations and evaluation of all young children, including the development of individualized programs for children with developmental delays/disabilities. Winter semester. Prerequisite: ED 124.
- ED 214** **2**
Field Experience I: Kindergarten Education
 Requires 60 hours of guided teaching in a kindergarten classroom to provide teacher candidates opportunities to relate principles and theories of education to actual classrooms and schools. Supervision provided by both the classroom teacher and the college supervisor. Fall and Winter semesters. Prerequisite: ED 109.
- ED 220** **2**
Field Experience I: Elementary Education
 Requires 60 hours of guided teaching in a primary or intermediate elementary classroom to provide teacher candidates opportunities to relate principles and theories of education to actual classrooms and schools. Supervision provided by both the classroom teacher and the college supervisor. Fall and Winter semesters. Prerequisites: ED 109 and ED 125.
- ED 221** **2**
Field Experience I: Urban Education
 Provides teacher candidates an opportunity to participate 2-3 days in urban classrooms to develop an understanding of social, ethnic, and economic factors existing in urban schools, as well as the complexities and challenges of teaching in an urban setting. Supervision provided by college personnel. Prerequisite: ED 202. Fall and Winter semesters. Course fee.
- ED 227** **3**
Literacy Development I
 Examines developing languages and literacy abilities in children. Includes overview of child development theory and its relationship to communication skills; effects of environment; and techniques to support a child's natural process of learning. Fall semester. Course fee.
- ED 228** **3**
Literacy Development II
 Examines development and progression of methods, materials and theories necessary for the teaching of the six language arts: literacy, writing, talking, listening, viewing, and visually representing. Winter semester. Course fee.

- ED 234** **2**
Field Experience I: Middle School/Junior High Education
 Requires 60 hours of guided teaching in a middle school or junior high classroom to provide teacher candidates opportunities to relate principles and theories of education to actual classrooms and schools. Supervision provided by both the classroom teacher and the college supervisor. Fall and Winter semesters. Prerequisite: ED 109.
- ED/PS 237** **3**
Educational Psychology
 The study and application of psychological concepts as they apply to teaching and learning from childhood through adolescence. Topics include: learning theory; motivation; physical, emotional and sociological development; individual differences; intelligence; evaluations based on behavioral objectives; and types and uses of standardized tests. Winter semester. Prerequisite: ED 109 or PS 111.
- ED 239** **2**
Field Experience I: High School Education
 Requires 60 hours of guided teaching in a high school classroom to provide teacher candidates opportunities to relate principles and theories of education to actual classrooms and schools. Supervision provided by both the classroom teacher and the college supervisor. Fall and Winter semesters. Prerequisite: ED 109.
- ED 240** **2**
Introduction to Early Childhood Developmental Disabilities
 Provides an overview of developmental disabilities in early childhood. Includes discussion of definition; etiology; prevention; continuum of care; intervention strategies; and roles of family members, school/program personnel, and related services personnel. Fall semester.
- ED 241** **3**
Understanding Mild Disabilities
 Provides an overview of mild disabilities, including cognitive impairment, learning disabilities, emotional and behavioral disorders, attention deficit hyperactivity disorder, communication disorders, visual impairments, hearing impairment, traumatic brain injury, physical disabilities, autism, and other health impairments. Major topics include definitions, characteristics, causes, prevalence, evaluation, and service delivery. Winter semester.
- ED 246** **3**
Methods/Diagnostic Procedures with Developmentally Disabled Children
 Provides an in-depth study of methodologies and diagnostic tools used with children who have developmental disabilities. Emphasizes observation, evaluation and development of individual programs. Focuses on concept of including all children in programs and using developmentally appropriate practices. Winter, every year. Prerequisite: ED 240.
- ED 250** **2**
Field Experience: Kindergarten Education
 Teacher candidates complete sixty (60) hours of guided teaching in an integrated kindergarten classroom. Candidates relate principles and theories of education to teaching and explore current issues that affect the children's learning. Fall and Winter semesters. Prerequisites: ED 124 and ED 213.

- ED 251** **2**
Field Experience: Elementary/Primary Education
 Teacher candidates complete sixty (60) hours of guided teaching in an integrated primary (grades 1, 2, or 3) classroom. Candidates relate principles and theories of education to teaching and explore current issues that affect the children’s learning. Fall and Winter semesters. Prerequisites: ED 124, ED 213.
- ED 252** **2**
Field Experience I: Elementary Mild Intervention
 Teacher candidates complete sixty (60) clock hours of guided teaching in an inclusive elementary classroom, a resource setting, or combination. Candidates relate principles and theories of education to teaching, including how to modify instruction and/or accommodate the needs of all learners. Fall and Winter semesters.
- ED 253** **2**
Field Experience I: Middle School/Junior High Mild Intervention
 Teacher candidates complete sixty (60) clock hours of guided teaching in a inclusive classroom, a resource setting, or combination of these in the middle school or junior high setting. Candidates relate principles and theories of education to teaching, including how to modify instruction and/or accommodate the needs of all learners. Fall and Winter semesters.
- ED 254** **2**
Field Experience I: High School Mild Intervention
 Teacher candidates complete sixty (60) clock hours of guided teaching in an inclusive classroom, a resource setting, or combination of these in the high school setting. Candidates relate principles and theories of education to teaching, including how to modify instruction and/or accommodate the needs of all learners. Fall and Winter semesters.
- ED 255** **2**
Introduction to Mild Disabilities
 Provides an overview of mild disabilities with a focus on cognitive impairment, learning disabilities, and emotional/behavioral disorders. Major topics include definitions, characteristics, causes, prevalence, assessment/evaluation and service delivery. Requires admission to the Transition to Teaching Program.
- ED 260** **3**
Language Arts for the Diverse Classroom
 Examines the importance of the language arts to prepare teacher candidates to help students gain understanding in the artful expression of ideas from a variety of perspectives for living and learning. The course examines reading in relation to literature discussion, critical thinking and writing, self-expression and listening. The course considers presentation through visual representation. Winter semester.
- ED 261** **3**
The Science of Reading
 The Science of Reading examines a basic question, “How do children learn to read?” This course includes evidence-based reading research that addresses explicit systematic teaching of phonemic awareness and phonics, direct and indirect vocabulary building, guided oral reading to improve fluency and motivation, and exposure to a variety of comprehension strategies for elementary, middle, and high school classrooms. Fall semester.

ED 280	1-4
Topics in Education	
Study of designated or selected topics designed to serve special needs and interests not included in regularly scheduled introductory courses. Offered as needed.	
ED 290	1-4
Supplemental Learning Experience	
Provides students with opportunities to explore career interests and options. This course is individually designed to meet each student's needs. Arrangements are made with the faculty advisor and the director of interns. Offered as needed.	
ED 291	4
Supervised Internship: Early Childhood Programs	
Designed as a culminating experience for students in the early childhood associate degree program. A total of eight weeks of internship in preschools or child care centers is completed. College and on-site supervisors provide supervision and evaluation. Fall and Winter semesters. Course fee. Prerequisites: All education courses required in major.	
ED 303	3
Music, Movement, and the Arts	
Focuses on the value of the arts to all children. This methods course includes dance, movement, music, theatre, visual arts, and physical activities as media for communication, cultural understanding, enhanced motor development, and self-expression. Fall semester. Requires admission to the Teacher Education Program. Course fee.	
ED 308	2
Assessment and Evaluation	
Examines the role of education evaluation in guiding the learning of children and students from birth through high school, and the improvement of teaching. Includes development and implementation of developmentally and contextually appropriate diagnostic probes, review of various formal and informal assessments, and evaluation/ interpretation of data to understand and guide student outcomes and make curricular decisions. Winter semester. Requires admission to the Teacher Education Program. Course fee.	
ED 309	3
Managing Learning Environments	
Focuses on the development of routines, traditions, and physical and emotional security through application of behavior theories. Provides teacher candidates with the knowledge to determine needs of students. Emphasizes individuality of students and respect for culture, beliefs, and traditions of the family environment. Winter semester. Requires admission to the Teacher Education Program.	
ED 310	3
Early Childhood Assessment	
Provides hands-on administration of a variety of early childhood assessments. Includes study of instrument design and technical features, administration, scoring, developmentally appropriate interpretation and dissemination of results. Winter semester. Requires admission to the Teacher Education Program.	

- ED 312** **3**
Infants and Toddlers
 Prepares teacher candidates to guide the development of children from birth through two years of age. Includes an awareness of the critical interactive role that care providers play in these unique periods of children’s development as well as the pragmatics (e.g., curriculum, licensing requirements) that are required to provide exemplary care for all children, including those in inclusive childcare settings. Fall semester. Requires admission to the Teacher Education Program. Prerequisites: ED 110, ED 116, and ED 200.
- ED 316** **3**
Emerging Literacy: Literature and Language Development
 This course is the study of developing language abilities in children. Includes overview of child development theory and its relationship to communication skills; effects of environment; and techniques to support a child’s natural process of learning. Fall semester. Requires admission to the Teacher Education Program.
- ED 318** **3**
Cognitive Inquiry: Math and Science Methods
 Focuses on the study of cognitive processes of all children ages birth- eight years of age and in inclusive settings. A comprehensive review of historical and current literature concerning cognitive process development is presented and used in the development of experiences, materials, integrated methods, and developmentally appropriate practices for math and science. Winter semester. Requires admission to the Teacher Education Program. Course fee.
- ED 320** **3**
Project Based Learning: Social Studies Methods
 Cognitive processes are explored through the project approach, providing experiences, materials, integrated methods and developmentally appropriate practices for social studies. Winter semester. Requires admission to the Teacher Education Program. Prerequisites: ED 124, ED 213, ED 250, ED 251, ED 318.
- ED 321** **2**
Field Experience II: Urban Education
 Candidates complete a total of 30 hours of guided teaching in kindergarten, elementary, middle, secondary, or special education urban education classroom to provide them with opportunities to relate principles of teaching and theories of education to actual classrooms and schools. Course includes class sessions and fieldwork. Fall and Winter semesters. Requires admission to the Teacher Education Program.
- ED 326** **2**
Real World Application in the Social Studies
 Addresses methods of teaching social studies that focus on introducing students to the knowledge, skills, and attitudes required of citizens of a democracy. Fall semester. Requires admission to the Teacher Education Program.
- ED 327** **3**
Literacy Instruction for Diverse Learners
 Examines disorders in speaking, writing, listening, thinking, and reading associated with diverse learners. Study of assessment procedures and specific teaching methods, materials, and adaptations used with persons who struggle to read, write, and communicate. Also explores the

effects of limited English proficiency and cultural diversity on reading achievement. Fall semester. Requires admission to the Teacher Education Program. Course fee.

ED 328 **2**

Literacy Practicum

Applies theories, principles, methods, and materials learned in prior literacy courses. Teacher candidates tutor students who are struggling to learn to read. Winter semester. Requires admission to the Teacher Education Program.

ED 329 **2**

Field Experience II: Elementary Education

Requires 60 hours of guided teaching in an elementary classroom to provide teacher candidates opportunities to relate principles and theories of education to actual classrooms and schools. Responsibilities include preparation of lesson plans and teaching materials. Supervision provided by both the classroom teacher and college supervisor. Fall and Winter semester. Requires admission to the Teacher Education Program.

ED 330 **2**

Methods of Teaching Science in Elementary School

Focuses on the processes of science and science inquiry. This methods course prepares teacher candidates to teach science through inquiry, design effective lessons, assess science learning, integrate science into the curriculum, and use science experiences for all children. Fall semester. Requires admission to the Teacher Education Program.

ED 331 **3**

Principles in Teaching Senior High/Junior High/Middle School

Organization of the senior high, junior high and middle school curriculum and general methods/techniques designed to promote individualized and interdisciplinary learning. Designed with emphasis on skill development in basic teaching strategies for these levels. Includes planning, individualized instruction, teaching techniques utilizing a variety of instructional media, classroom management and discipline. Included is an analysis of the teacher's legal and professional rights and responsibilities. Fall semester. Requires admission to the Teacher Education Program.

ED 332 **2**

Literacy in Senior High/Junior High/Middle School

Enables teacher candidates to integrate literacy into content area instruction. Teacher candidates learn to identify literacy problems and develop strategies to assist adolescent and young adult learners. Winter semester. Requires admission to the Teacher Education Program.

ED 333 **3**

Methods of Teaching Mathematics

This course is designed for prospective elementary teachers. Using as a foundation focal points, content standards, and process standards of the National Council for the Teachers of Mathematics, the course then extends and enhances student knowledge of mathematics by focusing on ways to teach mathematics so that children can understand it. Pedagogy topics considered include mastery of basic facts; arithmetic operations and computation strategies; modeling fraction concepts; introducing algebraic and proportional thinking; teaching geometry and spatial reasoning; using technology and encouraging data analysis in preschool - grade 6 mathematics. Research-based strategies to assist and accommodate learners with exceptional needs are designed. Fall semester. Requires admission to the Teacher Education Program. Prerequisite: General Studies mathematics requirement.

- ED 334** 2
Field Experience II: Middle School/Junior High Education
 Teacher candidates complete 60 clock hours of guided teaching in middle school or junior high classrooms in their major area. Lesson plans and preparation of teaching materials required. Supervision provided by both the classroom teacher and the college supervisor. Fall and Winter semesters. Requires admission to the Teacher Education Program.
- ED 336** 2
Field Experience II: High School Education
 Teacher candidates complete a total of 60 clock hours of guided teaching in high school classrooms in their major area. Lesson plans and preparation of teaching materials required. Supervision provided by both the classroom teacher and the college supervisor. Fall and Winter semesters. Requires admission to the Teacher Education Program.
- ED 337** 2
Elementary Curriculum and Instructional Methods
 A practical, research-based course designed to provide teacher candidates with the skills necessary to create productive learning environments in elementary schools. Will address all content areas taught by elementary generalists. Requires admission to the Transition to Teaching Program.
- ED 338** 2
Instructional Methods for Middle School/Junior High/High School
 A practical, research-based course designed to provide teacher candidates with the skills necessary to create productive learning environments in middle/junior/senior high schools. Content area instruction will be emphasized to meet the needs of particular subject matter. Requires admission to the Transition to Teaching Program.
- ED 345** 3
Assessment and Intervention in Elementary Special Education
 Prepares teacher candidates to assess the academic and social/behavioral strengths and needs of students with mild disabilities in the elementary grades and to develop appropriate instructional interventions that promote positive learning outcomes. Fall semester. Requires admission to the Teacher Education Program.
- ED 346** 3
Assessment and Intervention in Middle School/High School Special Education
 Prepares teacher candidates to assess the academic and social/behavioral strengths and needs of students with mild disabilities in middle school and high school grades and to develop appropriate instructional interventions that promote positive learning outcomes. Winter semester. Requires admission to the Teacher Education Program.
- ED 350** 2
Field Experience: Infant/Toddler Education
 Teacher candidates complete sixty (60) hours of guided teaching in an integrated infant/toddler setting. Candidates relate principles and theories of education to teaching and explore current issues that affect the children's learning. Fall and Winter semesters. Requires admission to the Teacher Education Program.
- ED 351** 2
Field Experience: Preschool Education
 Teacher candidates complete sixty (60) hours of guided teaching in an integrated preschool

classroom. Candidates relate principles and theories of education to teaching and explore current issues that affect the children's learning. Fall and Winter semesters. Requires admission to the Teacher Education Program.

ED 352

2

Field Experience II: Elementary Mild Intervention

Teacher candidates complete sixty (60) clock hours of guided teaching in an inclusive classroom, a resource setting, or combination of these in the elementary school. Candidates relate principles and theories of education to teaching, including how to modify instruction and/or accommodate the needs of all learners. Candidates develop, implement, and assess lessons in preparation for student teaching. Fall and Winter semesters. Requires admission to the Teacher Education Program.

ED 353

2

Field Experience II: Middle School/Junior High Mild Intervention

Teacher candidates complete sixty (60) clock hours of guided teaching in an inclusive classroom, a resource setting, or combination of these in the middle school or junior high setting. Candidates relate principles and theories of education to teaching, including how to modify instruction and/or accommodate the needs of all learners. Candidates develop, implement, and assess lessons in preparation for student teaching. Fall and Winter semesters. Requires admission to the Teacher Education Program.

ED 354

2

Field Experience II: High School Mild Intervention

Teacher candidates complete sixty (60) clock hours of guided teaching in an inclusive classroom, a resource setting, or combination of these in the high school setting. Candidates relate principles and theories of education to teaching, including how to modify instruction and/or accommodate the needs of all learners. Candidates develop, implement, and assess lessons in preparation for student teaching. Fall and Winter semesters. Requires admission to the Teacher Education Program.

ED 355

3

Transition Planning and Vocational Education

Provides background and skills necessary for providing appropriate career planning and transition services to students with special needs at the middle school and high school levels. Discusses models of transition, legal requirements for transition, career and vocational planning, functional curriculum and skills, job analysis, leisure skills, and residential options. Writing and implementing appropriate individualized transition goals will be stressed. Winter semester. Requires admission to the Teacher Education Program.

ED 358

3

Functional Behavioral Assessment and Behavioral Intervention Plans

Prepares teacher candidates in special education to create and conduct functional behavioral assessments (FBA) and utilize information gathered through FBA to develop, implement, and assess the effectiveness of behavioral intervention plans (BIP). Winter semester. Requires admission to the Teacher Education Program.

ED 360

1

Practicum: Elementary Education

Teacher candidates complete 100 hours of guided teaching in an elementary classroom. Candidates relate principles and theories of education to teaching as they develop, implement, and

assess lessons in a wide array of content areas. Requires admission to the Transition to Teaching Program. Course fee.

ED 361 **1**

Practicum: Middle School/Junior High Education

Teacher candidates complete 100 hours of guided teaching in a middle school/junior high classroom in the content area in which they intend to teach. Candidates relate principles and theories of education to teaching as they develop, implement, and assess lessons in a wide array of content areas. Requires admission to the Transition to Teaching Program. Course fee.

ED 362 **1**

Practicum: High School Education

Teacher candidates complete 100 hours of guided teaching in a high school classroom in the content area in which they intend to teach. Candidates relate principles and theories of education to teaching as they develop, implement, and assess lessons in a wide array of content areas. Requires admission to the Transition to Teaching Program. Course fee.

ED 363 **1**

Practicum: Elementary Mild Intervention

Teacher candidates complete 100 hours of guided teaching in an elementary classroom serving students with mild disabilities. Candidates relate principles and theories of education to teaching as they develop, implement and assess lessons in a wide array of content areas. Requires admission to the Transition to Teaching Program. Course fee.

ED 364 **1**

Practicum: Middle School/Junior High Mild Intervention

Teacher candidates complete 100 hours of guided teaching in a middle school/junior high classroom serving students with mild disabilities. Candidates relate principles and theories of education to teaching as they develop, implement and assess lessons in a wide array of content areas. Requires admission to the Transition to Teaching Program. Course fee.

ED 365 **1**

Practicum: High School Mild Intervention

Teacher candidates complete 100 hours of guided teaching in a high school classroom serving students with mild disabilities. Candidates relate principles and theories of education to teaching as they develop, implement and assess lessons in a wide array of content areas. Requires admission to the Transition to Teaching Program. Course fee.

ED 366 **3**

Children and Nature/Environmental Pedagogy

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

ED 367 **3**

Guiding Young Children's Social and Behavioral Development

This course 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. The teacher's role in interfacing with the mental health community as well as current issues are explored. Winter semester. Requires admission to the Teacher Education Program.

- ED 368** **3**
Social Emotional Development and Behavioral Intervention
 This course focuses on the influence of emotionality and social relationships on student’s learning, Kindergarten – Grade 12. Teacher candidates will develop skills to help students self-regulate and manage their own behavior, and understand the impact of their behavior on the social world. The teacher’s role in interfacing with the mental health community as well as current issues are explored. Winter semester. Requires admission to the Teacher Education Program.
- ED 373** **3**
Assessment for Learning
 This course is designed to 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 will focus on the construction and selection of tests that measure student performance relative to intended learning outcomes and standards. Winter semester. Requires admission to the Teacher Education Program.
- ED 400** **4**
Supervised Teaching: Kindergarten Education
 Provides a capstone teaching experience in a kindergarten classroom. Teacher candidates complete eight (8) weeks of supervised teaching and are responsible for full-time planning and teaching for a minimum of three weeks late in the placement. Fall and Winter semesters. Requires Education Department approval. Course fee.
- ED 401** **4**
Supervised Teaching: Early Childhood Mild Intervention
 Provides a capstone teaching experience in an early childhood special education or inclusive setting. Teacher candidates complete eight (8) weeks of supervised teaching and are responsible for full-time planning and teaching for a minimum of three weeks late in the placement. Fall and Winter semesters. Requires Education Department approval. Course fee.
- ED 402** **4**
Supervised Teaching: Kindergarten Mild Intervention
 Provides a capstone teaching experience in a kindergarten special education or inclusive classroom. Teacher candidates complete eight (8) weeks of supervised teaching and are responsible for full-time planning and teaching for a minimum of three weeks late in the placement. Fall and Winter semesters. Requires Education Department approval. Course fee.
- ED 403** **4**
Supervised Teaching: Elementary/Primary Mild Intervention
 Provides a capstone teaching experience in a primary elementary (grades 1, 2, or 3) special education or inclusive classroom. Teacher candidates complete eight (8) weeks of supervised teaching and are responsible for full-time planning and teaching for a minimum of three weeks late in the placement. Fall and Winter semesters. Requires Education Department approval. Course fee.
- ED 404** **4**
Supervised Teaching: Elementary/Intermediate Mild Intervention
 Provides a capstone teaching experience in an intermediate elementary (grades 4, 5, or 6) special education or inclusive classroom. Teacher candidates complete eight (8) weeks of supervised teaching and are responsible for full-time planning and teaching for a minimum of three weeks late in the placement. Fall and Winters semesters. Requires Education Department approval. Course fee.

- ED 405** **4**
Supervised Teaching: Middle School/Junior High Mild Intervention
 Provides a capstone teaching experience in a middle school or junior high special education or inclusive classroom. Teacher candidates complete eight (8) weeks of supervised teaching and are responsible for full-time planning and teaching for a minimum of three weeks late in the placement. Fall and Winter semesters. Requires Education Department approval. Course fee.
- ED 406** **4**
Supervised Teaching: High School Mild Intervention
 Provides a capstone teaching experience in a high school special education or inclusive classroom. Teacher candidates complete eight (8) weeks of supervised teaching and are responsible for full-time planning and teaching for a minimum of three weeks late in the placement. Fall and Winter semesters. Requires Education Department approval. Course fee.
- ED 411** **4**
Supervised Teaching: Early Childhood Education
 Provides a capstone teaching experience in an early childhood setting. Teacher candidates complete eight (8) weeks of supervised teaching and are responsible for full-time planning and teaching for a minimum of three weeks late in the placement. Fall and Winter semesters. Requires Education Department approval. Course fee.
- ED 414** **4**
Supervised Teaching: Elementary/Primary Education
 Provides a capstone teaching experience in an elementary/primary (grades 1, 2, or 3) classroom. Teacher candidates complete eight (8) weeks of supervised teaching and are responsible for full-time planning and teaching for a minimum of three weeks late in the placement. Fall and Winter semesters. Requires Education Department approval. Course fee.
- ED 416** **3**
Early Childhood Program Administration
 Analysis and evaluation of current educational programs for young children with emphasis on designing and developing a program commensurate with needs of children. Fall semester. Requires admission to the Teacher Education Program.
- ED 422** **4**
Supervised Teaching: Elementary/Intermediate Education
 Provides a capstone teaching experience in an elementary/intermediate (grades 4, 5, or 6) classroom. Teacher candidates complete eight (8) weeks of supervised teaching and are responsible for full-time planning and teaching for a minimum of three weeks late in the placement. Fall and Winter semesters. Requires Education Department approval. Course fee.
- ED 430** **1-2**
Pre-Teaching Credit
 Credit given for work completed in prior field experiences. May be repeated.
- ED 432** **4**
Supervised Teaching: Middle School/Junior High Education
 Provides a capstone teaching experience in a middle school or junior high classroom. Teacher candidates complete eight (8) weeks of supervised teaching and are responsible for full-time planning and teaching for a minimum of three weeks late in the placement. Fall and Winter semesters. Requires Education Department approval. Course fee.

- ED 433** **4**
Supervised Teaching: High School Education
 Provides a capstone teaching experience in a high school classroom. Teacher candidates complete eight (8) weeks of supervised teaching and are responsible for full-time planning and teaching for a minimum of three weeks late in the placement. Fall and Winter semesters. Requires Education Department approval. Course fee.
- ED 450** **1**
Seminar in Teaching
 Seminar sessions include analysis of student teaching experiences, development and presentation of Proficient Portfolio, information about licensure requirements and procedures, and career development. Must be taken concurrently with Supervised Teaching. Fall and Winter semesters. Requires Education Department approval. Course fee.
- ED 480** **1-4**
Topics in Education
 Study of designated or selected topics designed to serve special needs and interests not included in regularly scheduled advanced courses. Offered as needed.
- ED 490** **1-6**
Internship
 Work experience with firm or agency directly related to the student's major area of study. The learning experience is structured within the College approved guidelines for the internship program. Through close supervision by the director of interns, faculty advisor and the worksite supervisor, the student works toward achieving goals outlined in the individual learning contract. Normally reserved for third and fourth year students. May be repeated with different topics. Offered as needed.
- EN 110** **3**
Introductory College Writing
 Students write short expository essays on personal experience and written sources in order to improve reading, writing, and thinking skills and to develop a more efficient writing process. Prepares students for EN 111. Fall and Winter, every year,
- EN 111** **3**
English Composition and Research Writing
 Offers students strategies for critical reading and writing, guided practice through the steps of the writing process, and instruction in library and on-line research. Emphasis on effective academic writing and the scholarly use of sources in documented research papers. Fulfills general studies requirement. Fall and Winter, every year.
- EN 113** **3**
English Composition for International Students
 Review of English grammar as needed by the class. Students will read articles on current affairs, write compositions expressing their views on a variety of issues, and expand their level of vocabulary (to include idiomatic expressions). Required for international students. Campus only. Fall, every year.

- EN 150** **1**
Publication Production
 Students participate in the production of the College’s publication, the *Aurora*. Course may be taken more than once. Fall and Winter, every year.
- EN/TA 151** **3**
Interpretive Reading and Reader’s Theatre
 Study of poetry, prose and drama through oral interpretation. Analysis of literary texts by way of performance. Preparation for platform reading. Winter, even years.
- EN 153** **3**
English Conversation for International Students I
 Continued review of English grammar in context as needed by the class. Focus on listening and speaking. Topics of conversation relate to current events as discovered in readings and in audio materials. Students perfect pronunciation and usage of idiomatic and culture-specific expressions. Required for International Students. Campus only. Winter, every year.
- EN/TA 202** **3**
Introduction to Literature and Theatre
 Introduces the creative and critical processes in literature. Using examples of poetry, fiction and drama, students learn methods of writing and reading critically about literature. Students also study the transition from page-to-stage that occurs in theatrical production, and the role of theatre in culture and society. Fulfills general studies requirement. Satisfies English Education requirement. Campus only. Winter, even years.
- EN 205** **3**
Introduction to Literature: Themes of Love and Justice
 Students examine themes of love and justice in fiction, poetry, and drama, learn new methods of analysis, and look deeply into the importance of the arts in shaping and nourishing human life, especially women’s experience. Fulfills general studies requirement. Satisfies English Education requirement. Winter, odd years.
- EN 212** **3**
Creative Writing
 Introduces techniques in writing fiction, drama, poetry, and certain kinds of expository prose. Satisfies English Education, professional writing, and creative writing requirements. Fall, odd years.
- EN 222** **3**
Literature and Myth
 Study of literature from a variety of cultures and in a variety of forms with an emphasis on myths. Students explore the value of creative expression in a society to develop an appreciation of the process of creation and to foster personal principles for judging creative expression. Fulfills general studies requirement. Satisfies English Education major/elective. Fall, odd years.
- EN 229** **3**
British Literature
 Study of selected major authors and works of British literature from the beginnings to the present in which students examine authors in their historical context, analyze literary expression, and evaluate works using various critical theories. Satisfies English major and English Education requirement. Winter, odd years.

- EN 232** **3**
American Literature
 Surveys the major periods of American literary history focusing on the works of representative authors. Satisfies English major and English Education requirement. Fall, even years.
- EN 235** **3**
American Women Writers
 Explores the rich and diverse contributions of women writers to our American literary heritage. Students critically read and write about American women's creative expression in a variety of genres. Fulfills general studies requirement. Satisfies Women's Studies minor requirement and English Education major elective. Winter, odd years.
- EN/TA 251** **3**
Advanced Interpretive Reading and Reader's Theatre
 Designed for students who have completed a basic study of oral interpretation (poetry, prose, fiction, drama), and wish to continue with more advanced analysis and group performance, including mixed text work and use of nonfiction materials. As needed. Prerequisite: EN/TA 151.
- EN 280** **2-3**
Topics in English
 Study of designated or selected topics designed to serve special needs and interests not included in the regularly scheduled introductory courses. Every Winter.
- EN 283** **3**
Writing for Young Audiences
 Reading and discussing theory of writing for children and adolescents, as well as practice in writing stories and poems for young people. As needed.
- EN 290** **1-4**
Supplemental Learning Experience
 Provides students with opportunities to explore career interests and options. This course is individually designed to meet each student's needs. Arrangements are made with the faculty advisor and the director of interns. As needed.
- EN 312** **3**
Advanced Creative Writing
 Advanced techniques in writing fiction, drama, poetry, and certain kinds of expository prose. Satisfies Professional Writing and Creative Writing requirements. Fall, odd years. Prerequisite: EN 212 or instructor's consent.
- EN 320** **3**
Poetry
 Study of poetic forms, sounds, images, figures with an emphasis on poems writing for professional writing majors and creative writing minors. Winter, even years. Prerequisite: EN 212 or instructor's consent.
- EN 321** **3**
Creative Nonfiction
 Offers students guided practice in writing essays in a flexible, contemporary genre familiar to readers of memoir and literary journalism. Students draw on personal experience to produce essays

that are conversational in tone and non-traditional in structure and may also include factual report or research. Winter, odd years.

EN/TA 327 3

Drama

Analysis of drama to illustrate techniques of playwriting as artistic expression. Students will also write their own monologues and scenes. Fall, odd years.

EN/TA 341 3

Age of Shakespeare

Study of the principal writers of the English Renaissance with special focus on the works of Shakespeare. Every Winter.

EN/TA 343 3

Modern Dramatic Literature

In-depth study of selected masterpieces in modern drama, from the great realist works of Ibsen and Chekhov to the selected realism of Arthur Miller and Tennessee Williams. The effect of avant-garde movements, such as Absurdism and Expressionism, on the theatre will be studied in detail. Winter, even years.

EN 353 3

Women Writers

Explores the works of women writers as perceptive recorders of the human experience through their art. Satisfies Women's Studies minor requirements. Fall, even years.

EN 355 2

Study of Language

Studies history of English, language origins, bilingual education, and other topics of interest to secondary education English students. As needed.

EN 356 1

English Grammar and How to Teach It

Analyzes the complexities of English grammar and explores a variety of ways to teach grammar for language arts teachers in middle and high schools. Winter, odd years.

EN 380 2

Teaching Young Adult Literature

Explores novels from the adolescent literature genre. Provides additional practice in developing lesson plans, activities, and research projects centered on young adult fiction. Satisfies English Education requirement. As needed.

EN 381 2

Methods of Teaching English in Senior High/Junior High/Middle School

Techniques of teaching grammar, literature, and oral and written expression in the senior high, junior high and middle school. As needed.

EN 420 3

Fiction

Analyzes examples of fiction to illustrate narrative modes and examine creative writing techniques, such as plot, characterization, point of view, description, and style. Students create examples of fiction. Fall, odd years. Prerequisite: EN 212 or instructor's consent.

EN 450	3
Modern World Literature	
Studies fiction, poetry, and drama from Europe, Africa, Asia, and North and South America of significant writers to evaluate the relationship of place and author, the effect of political and social realities on the themes and styles of authors, to compare and contrast world authors with those from the U.S. Fall, odd years.	
EN 480	2-3
Topics in English	
Study of designated or selected topics designed to serve the special needs and interests of advanced students. As needed.	
EN 490	1-6
Internship	
Work experience with firm or agency directly related to the student's major area of study. The learning experience is structured within the College approved guidelines for the internship program. Through close supervision by the director of interns, faculty advisor and the worksite supervisor, the student works toward achieving goals outlined in the individual learning contract. Normally reserved for third and fourth year students. May be repeated with different topics. As needed.	
EQ 100	0
Orientation to Equine Studies	
Required of all equine studies majors, minors, and equestrian team members, and is offered each semester in concentrated form. It serves as an introduction to the rules, regulations and procedures of the Equine Center, with special attention to safety, proper techniques, and personal performance of each student. It will also aid in the placement of students at proper riding levels. Fall and Winter, every year.	
EQ 101	3
Survey of Equine Studies	
Because it provides an overview of the field of equine studies, this basic course is ideal for the non-equine studies major, as well as for first-year equine majors with limited prior knowledge of the equine field. A firm general grounding in the major areas of equine study is provided. Fall, every year.	
EQ 103-405	8
Stable Management	
Comprised of eight one-credit courses, this series stresses the practical, applied aspects of stable management. Included are horse care and handling, management and upkeep of facilities, equipment operation and maintenance, personnel issues, public relations, and record keeping. Students will work closely with instructors to learn and practice skills necessary to effectively maintain and manage an equine facility. Each student will be responsible for the care of a horse throughout their stable management experience. Proficiency test will be given each semester. Fall and Winter, every year.	
EQ 103, 105	1, 1
First Year Stable Management: Routine Horse Care/First Aid	
Every year.	

EQ 203, 205	1, 1
Second Year Stable Management: Farm Equipment and Facilities Management Every year.	
EQ 303, 305	1, 1
Third Year Stable Management: Promotion and Presentation Every year.	
EQ 403, 405	1, 1
Fourth Year Stable Management: Equine Farm Administration Every year.	
EQ 104	2
Principles of Therapeutic Riding Introduction to history and principles of therapeutic riding; rules, regulations, and certification through the North American Riding for the Handicapped Association; OSHA and ADA regulations; and effective instructor verbal and nonverbal communication skills, body language and dress. As needed.	
EQ 111	3
Training and Handling I Stresses behavior modification and safe handling techniques. Emphasis is on understanding normal equine behaviors as they relate to training and management. Every year.	
EQ 121	1
Beginning English Riding Level I Students learn the basics of grooming and saddling as well as developing basic balance and strengths in the walk and the trot. Fall, every year.	
EQ 122	1
Theory of Dressage Introduction to the theories involved in the practice of dressage. Background for EQ 222. As needed. Every year.	
EQ 123	1
Beginning Western Riding Level I Students learn saddling and grooming and familiarize themselves with the walk and trot. Fall, every year.	
EQ 131	1
Beginning English Riding Level II The student will continue to develop the skills learned in EQ 121, and progress to the next stage of riding. Winter, every year. Prerequisite: EQ 121.	
EQ 133	1
Beginning Western Riding Level II The student will continue to develop the skills learned in EQ 123, and progress to the next stage of riding. Winter, every year. Prerequisite: EQ 123.	

EQ 200	3
General Equine Health	
Provides an overview of the anatomy, normal function and pathology of the body systems of the horse, excepting the skeletomuscular system. Prevention and management of common disorders is stressed. Every year.	
EQ 201	3
Equine Nutrition	
Physiology of digestion, principles of nutrition and feeding, nutrient requirements and deficiencies, and 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	2
Principles of Selection	
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	2
Theory of Basic Training	
The basic concepts of training the young or older horse will be explored, with emphasis on the horse's psychological makeup and how it influences his capacity to learn. Ground training and current training techniques will be introduced relative to understanding of how these skills influence horse behavior. Winter, every year.	
EQ 215	2
Theory of Equitation	
Students will examine the theories behind various riding techniques and the ways in which they promote body awareness and control in the rider. Application of this knowledge will allow the student to improve overall performance of the horse especially with respect to balance, carriage, and communication. Fall, every year.	
EQ 221	1
Intermediate English Riding Level I	
Continues development of skills learned in EQ131. Difficulty is gradually increased according to the student's ability. Course may be repeated. Every semester. Prerequisite: instructor's consent.	
EQ 222	2
Dressage I	
Designed for dressage riders up to the first level test (United States Dressage Federation). Course may be repeated. Every year. Prerequisite: instructor's consent.	
EQ 223/323	1
Intermediate/Advanced Western Riding	
Continues development of horseback riding skills learned in EQ133. Difficulty is increased according to student's ability. Courses may be repeated. Fall and Winter, every year. Prerequisite: instructor's consent.	

EQ 224	2
Jumping I	
Students focus on individual jumping skills with difficulty depending on the student's level of training and mastery. Course may be repeated. Every year. Prerequisite: instructor's consent.	
EQ 231	1
Intermediate English Riding Level II	
Continues development of skills learned in EQ 221. Difficulty is gradually increased according to the student's ability. Course may be repeated. Every semester. Prerequisite: instructor's consent.	
EQ 233	1
Intermediate Western Riding, Level II	
The student will continue to develop the skills learned in EQ 133, and progress to the next stage of riding. Winter, every year. Prerequisite: EQ 323.	
EQ 238	2
Timed Event	
Introduces students to the basics of timed event competition, such as barrel racing, pole bending and stake race. As needed. Prerequisite: instructor's consent.	
EQ 242	2
Introduction to Equine Instruction	
Designed to give students experience in evaluating horses and riders, developing a program to produce optimum results. Emphasis will be placed on understanding the mechanics of the horse and its functions, as well as defining and understanding correct position of the rider. Students will study effective methods of teaching, including ways of dealing with riders who vary in ability, age, and level of confidence. Odd years.	
EQ 280/480	1-3
Topics in Equine Studies	
Focusing on a selected topic in equine studies, this course addresses special needs and interests not covered in depth in other equine studies courses. As needed.	
EQ 290	1-4
Supplemental Learning Experience	
Provides students with opportunities to explore career interests and options. This course is individually designed to meet each student's needs. Arrangements are made with the faculty advisor and the director of interns.	
EQ 291	2
Equipment and Preparation, English Emphasis	
Covers the principles and techniques of preparing a horse for sale, grooming for competition and proper selection, care and use of equipment. As needed.	
EQ 292	2
Equipment and Preparation, Western Emphasis	
Covers the principles and techniques of preparing a horse for sale, grooming for competition and proper selection, care and use of equipment. As needed.	

EQ 294	2
Equine Genetics	
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	2
Farrier Science	
In-depth study of the anatomy and physiology of the foot. Proper shoeing and shoeing methods are covered. The student learns the basics of therapeutic shoeing. Alternate format. As needed.	
EQ 302	3
Equine Reproduction	
Provides an overview of the anatomy, normal function and pathology of the reproductive system of the stallion and mare. Normal reproduction and development as well as breeding problems are covered. Safe and correct stallion and broodmare management practices are also discussed. As needed.	
EQ 305	3
Biomechanics of Riding	
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 306	2
Equine Lameness	
Anatomy, normal function, and pathology of the skeleto-muscular system with emphasis on prevention, diagnosis and management of common lameness. Every year.	
EQ 314	2
Basic Training Applied	
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	2
Basic Schooling	
Concepts such as bending and improving the horse's balance will be emphasized. Students will become acquainted with rhythm, suppleness, and impulsion. Upon completion, the student should be able to maintain a consistent frame. As needed.	
EQ 317	3
Equine Fitness	
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	2
Introduction to Driving	
Students will learn the basics of driving a horse in harness. Topics will include harness types, fitting, introducing the horse to the harness and driving techniques. As needed.	
EQ 321	1
Advanced English Riding	
Continues development of skills learned in EQ 231. Difficulty is gradually increased according to the student's ability. Course may be repeated. Every semester. Prerequisite: instructor's consent.	
EQ 322	2
Dressage II	
Designed for dressage riders up to the third level of tests (USDF). Course may be repeated. As needed. Prerequisite: instructor's consent.	
EQ 324	2
Jumping II	
Continues development of skills learned in EQ 224. Difficulty is increased according to the student's ability. Course may be repeated. As needed. Prerequisite: instructor's consent.	
EQ 325	2
Course Design	
Lecture topics include proper design of obstacles and layouts for courses for different jumping disciplines, such as hunters, jumpers and eventing. As needed.	
EQ 335	2
Reining	
Students study methods of training and exhibiting reining horses, with emphasis on correct performance of movements and patterns. As needed. Prerequisite: instructor's consent.	
EQ 337	2
Western Trail	
Emphasis on preparation, training and exhibiting of the western trail horse. Students are familiarized with obstacles and techniques for success in western trail class. As needed. Prerequisite: instructor's consent.	
EQ 342	2
Teaching Techniques	
Designed for those who wish to become instructors. Emphasis is on techniques of teaching horsemanship, facility and lesson planning and execution, safety and evaluation. Students assist instructors during lessons. As needed. Prerequisite: EQ 242.	
EQ 347	2
Restraint and Handling Techniques for Pre-veterinary Students	
Emphasizes safe handling and restraint techniques used in the care and treatment of horses. Students will practice a variety of restraining and calming methods designed to allow treatment of the horse while minimizing risk of injury to it and to the caretaker. As needed.	

- EQ 407** **3**
Equine Business Management and Facilities Design
 Important considerations of running an equine-related business, such as insurance, personnel issues, budgeting, liability, taxes, capital, credit, business planning, record-keeping, marketing and public relations are emphasized. Proper design, planning and construction of equine facilities is also covered. Every year.
- EQ 411** **3**
Training and Handling II
 Emphasis is on young stock and dealing with problem horses. Student trainers will be assigned a project horse. May include visits to/from trainers in a variety of disciplines. As needed. Prerequisites: EQ 323 or 321, and EQ 111.
- EQ 417** **2**
Equine Environmental Management
 Emphasizes proper management of grasslands and equine facilities in accordance with environmental principles. Promotion of healthy, productive pastureland, barns, paddocks and water sources with a minimum of environmental impact will be stressed. As needed.
- EQ 420** **1**
Practicum (Management)
 Students work as assistants to a barn manager for a 12 week period. Includes overview of total operations including record keeping and public relations. Includes weekly seminar with staff instructor. As needed. May be repeated. Prerequisite: instructor's consent.
- EQ 421** **1**
Practicum (Teaching)
 Students instruct a riding class or student under the supervision of staff over a 12 week period. Emphasis is on motivation, management, safety practices and evaluation of student progress. As needed. May be repeated. Prerequisites: EQ 342 and instructor's consent.
- EQ 422** **1**
Practicum (General)
 Students under the direction of a staff instructor work on specialized projects related to the horse industry, such as training or research. As needed. May be repeated. Prerequisite: instructor's consent.
- EQ 490** **1-12**
Internship
 Following the College guidelines for internships, students work in a horse-related business or operation. As needed. Prerequisite: Department chair's consent.
- EV/BI 100** **3**
Environmental Concerns
 For the student interested in environmental issues, an introduction to questions related to the environment. Ecosystems and the human impact on ecosystems as population density increases will be included. Different kinds of environmental damage and their problems will be discussed as well as peace and justice issues in the environmental arena. Every other year.

- EV/BI 261** **3**
The Natural History of Indiana
 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.
- EV/PL 350** **3**
Environmental Law
 Provides an overview of environmental law that is relevant to the everyday lives of all citizens. As an overview, offers the curious student the resources needed to explore environmental subject areas or issues more fully. Revolves around the primary federal environmental laws such as the Clean Water Act, Clean Air Act, and National Environmental Policy Act. Interesting cases, such as does a cetacean have standing to sue, will be incorporated as learning tools.
- EV 490** **3**
Internship
 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 111/112** **4, 4**
Basic French I, II
 Students learn the basics of French grammar in context. The five skills of listening, reading, writing, speaking and culture are equally emphasized and integrated into the classroom format. The goal of this class is meaningful communication in reality-based situations. Three classroom sessions and two laboratory sessions. Fulfills general studies requirement. Campus only. FR 111: Fall, every year. FR 112: Winter, every year. Course fee.
- FR 150** **3**
French Culture
 A comparative culture class taught in English in which students are introduced to the concept of cultural difference by examining basic U.S. cultural practices along with those of the foreign (i.e. French-speaking) culture. By comparing the U.S. with other nations, students find a new perspective through which to view their own culture, and at the same time they learn not to impose their own parochial meanings on another society's morals and practices. Fulfills general studies requirement. WED only.
- FR 211/212** **3, 3**
Intermediate French 1, II
 Continued study of French grammar at an advanced level. Text and internet-based readings include francophone culture and literary excerpts from a variety of authors and genres. Meaningful discussion of the readings remains the primary focus. Campus only. Fulfills general studies requirement. FR 211: Fall, every year. FR 212: Winter, every year. Course fee.
- FR 231** **3**
French Conversation
 Students practice and enhance their communication skills, progressing from specific functions and situations to free conversation and debates and participate in a variety of activities designed to refine listening and speaking through the active use of authentic materials describing life and society in France and francophone countries. Video (film, television, travel and music) and audio

(radio, music and literature) are important components. Open to non-majors. Campus only. Winter, odd years. Prerequisite: Two semesters of college French or instructor's consent.

FR 280 **1-3**

Topics in French Studies

Covers topics at an intermediate level related to student interest or needs. Repeatable. May be offered in conjunction with FR 480. Campus only. As needed.

FR 290 **1-4**

Supplemental Learning Experience

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

FR 291 **3**

Business French

Students learn about the culture, economy and commerce of modern France and Francophonie through the study of the political, social and economic aspects of the French-speaking world. Through readings and video as well as through oral and aural activities, students gain a solid foundation in commercial French. Open to non-majors. Campus only. As needed. Prerequisite: At least two semesters of college French or instructor's consent.

FR 331 **3**

French Grammar

Students conduct an advanced study and practice of the structure of modern French in its component parts (verb tenses, nouns, adjectives, adverbs, pronouns, etc.). Concepts are illustrated by authentic written and audiovisual materials, so that students use grammar in context. Campus only. Fall, even years. Course fee.

FR 351 **3**

French Phonetics and Linguistics

Students conduct an in-depth study of the history and phonology of the French language to improve their understanding and pronunciation of French. Concepts are illustrated by authentic audio and visual materials. Campus only. Winter, even years. Course fee.

FR 361 **3**

Survey of Literature in French

Students conduct historical and critical studies of the principal authors and literary movements of France and Francophonie. Students will discuss orally and in written form the works considered. Campus only. As needed.

FR 371 **3**

French Culture and Civilization

From a cross-cultural perspective, students study the origins, development and culture of the French people and the development of the French nation into modern times by using a variety of materials including video, slides, music and readings. Taught in English. Campus only. As needed.

FR 372 **3**

Francophone Culture and Civilization

From a cross-cultural perspective, students conduct a study of the history and cultures of French-speaking areas in the world from colonialism to the modern day. A variety of materials

including video, slides, music and poetry are used. Francophone areas to be covered include Canada, the United States, Africa and the Caribbean. In English. Campus only. As needed.

FR 434 **3**

French Stylistics

Students conduct an advanced study of the process of writing in French. A variety of authentic writing models, which illustrate various functions and style, serve as references. Students use audio and video, as well as texts, to practice and refine their composition skills. Campus only. As needed.

FR 480 **1-3**

Topics in French Studies

This course covers literature and topics relative to student interest or needs. Repeatable. May be offered in conjunction with FR 280. Campus only. As needed.

FR 481 **3**

Theatre of the Absurd

Study of European rather than strictly “French” phenomenon prevalent in post-war theatre. Students confront the “absurdity” of the human condition as defined by a variety of international authors to include: Ionesco, Beckett, Genet, Adamov, Arrabal, Pinter, Albee and others. The class will investigate applicability and relevancy to current affairs based upon lessons learned from the readings. Taught in English. Campus only.

FR 490 **1-6**

Internship

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

FR 499 **1-3**

Independent Study

Students undertake an individual, advanced study of a topic related to their interest in the area of French studies. Work is closely supervised by a faculty adviser. Usually reserved for third- and fourth-year students. Campus only. As needed. Prerequisite: instructor’s consent.

GO 115 **3**

Science of Politics

Introduces the study of political science, demonstrating those aspects of human behavior which the political scientist examines and the research tools employed. Explores the nature and purpose of politics, and patterns of authority, citizenship and political change. The goal is a solid theoretical framework for use in studying both American institutions and processes and other political systems in the world today. As needed.

GO 225 **3**

American Public Policy

Discusses and analyzes the processes of agenda setting, formulation, implementation and evaluation of public policies regarding selected issues such as housing, land use, health care and social services. As needed.

GO 280	1-4
Topics in Political Science	
The study of designated or selected topics designed to serve special needs and interests not included in the regularly scheduled introductory courses. As needed.	
GO 275 H (honors course)	3
Moral Dilemmas in Western Political Thought	
Introduces and provides a broad survey of Western political thought. Examines important political questions that have intrigued Western society for centuries and studies the solutions proposed by some of the great political philosophers dating from classical Greece to contemporary times. Course readings include primary sources as well as critical commentary. Assignments will ask students to apply key themes to current topics.	
GO/ HI 317	3
Women in American Society	
Investigation of the various legal, social and political factors that have determined the position of women at various periods in the nation's history. Provides the student with the necessary historical and analytical tools to understand current themes and issues relating to the changing roles of women in contemporary society. Fall, odd years.	
GO/ HI 319	3
History in the Making: Our National Elections	
Same as HI 319. Offered only during national elections year.	
GO 335	3
Inside the Governments	
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	3
Comparative Politics	
Examines divergent governmental systems to gain an understanding of the various patterns of decision making in the world today and to evaluate the viability of alternative political processes. Emphasizes the relationship between politics, constitutions and foreign policy considerations in the determination of governmental action. As needed.	
GO/ SS 415	3
Research Methods in Social Science	
Presents basic principles of research design and the primary techniques used by social scientists in the collection and analysis of data; for example, surveys and polling, observation, experiment, case study and content analysis. Winter, odd years.	
GO/ HI 418	3
The United States Constitution: Origin and Evolution	
Study of the origin and development of the United States Constitution from the eighteenth century to the present; shows how the era and social and political conditions affected constitutional evolution; judicial appointments and their impact on Supreme Court decisions which shape contemporary and future society. Winter, odd years.	

- GO/HI 420** **3**
History of American Political Thought
 Students will study the writings of Paine, Hamilton, Madison, Jefferson, Henry Clay, John C. Calhoun, Henry David Thoreau, \ Elizabeth Cady Stanton, Abraham Lincoln, Jane Addams, Eugene Debs, Theodore Roosevelt, W.E.B. DuBois, Louis Brandeis, Woodrow Wilson, Martin Luther King, and others, each viewed in the political context of his/her own era and also from the perspective of our pressing 21st century issues. Prerequisite: GO-115.
- GO 480** **1-4**
Topics in Political Science
 The study of designated or selected topics to serve special needs and interests not included in the regularly scheduled advanced courses. As needed.
- GO 490** **1-6**
Internship
 Work experience with firm or agency directly related to the student’s major area of study. The learning experience is structured within the College approved guidelines for the internship program. Through close supervision by the director of interns, faculty advisor and the worksite supervisor, the student works toward achieving goals outlined in the individual learning contract. Normally reserved for third and fourth year students. May be repeated with different topics. As needed.
- GO 499** **3**
Independent Study
 Individually supervised advanced study on a topic of scholarly and critical interest in government, political science or public policy. The topic should be one about which the student already has some knowledge and/or experience. As needed.
- HI 111** **1-3**
History of Indiana
 Survey of the historical development of the state of Indiana from Indian times to the present. Emphasis is on the Old Northwest Territory, early statehood, Indiana Indians, government and economic development. As needed.
- HI 211** **3**
United States History to 1877
 Survey of European influences in exploration; the colonial, revolutionary and federal periods; sectional rivalries that led to the Civil War; the Civil War and Reconstruction. Emphasis is given to the U.S. Constitution and to the development of political and economic systems. Fall, even years.
- HI 212** **3**
United States History Since 1877
 Survey of the post-Civil War period beginning with the Industrial Age. Major consideration is given to the rise of the United States as a world power; causes and effects of the World Wars; the Cold War; Korea and Vietnam; and such contemporary topics as popular dissent, urban crises, the impact of mass media; and the end of the Cold War and the advent of the “New World Order.” Winter, odd years.
- HI 222** **3**
20th Century World
 Survey of major events and developments of twentieth-century history, worldwide. Topics

will include the two World Wars; the Holocaust; independence movements in Europe's colonies; revolutions; communism, fascism, socialism, laissez-faire capitalism, economic globalization; women's liberation; cultural trends including cultural diversity; and the role of technology in shaping today's world. Fall and Winter, every year.

HI 280 **1-4**

Topics in History

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 **1-4**

Supplemental Learning Experience

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

HI 311 **3**

The United States as a World Power

A study of the evolution of the United States into a world power; development of foreign policy, its justification and motivating causal factors; and the moral implications of these policies. Examination of the change from rural-agrarian society to urban-industrial and militarized society, its impact on foreign policy, the individual and American citizens. As needed.

HI 315 **3**

Civil War and Reconstruction

In depth study of the background and causes of the Civil War, the war and post-war reconstruction period. The political, economic, social and intellectual distinction between Americans is stressed, as well as the controversy over slavery as a legal institution, and the long-term effects of Reconstruction. Fall, odd years.

HI/GO 317 **3**

Women in American Society

Investigation of the various legal, social and political factors that have determined the position of women at various periods in the nation's history. Provides the student with the necessary historical and analytical tools to understand current themes and issues relating to the changing roles of women in contemporary society. Fall, odd years.

HI/GO 319 **3**

History in the Making: Our National Elections

Study of the presidential election process from convention to election and the appointment of cabinet members. Topics include primary and convention politics, campaign strategies and the political qualification of individual candidates. Fall semester of a presidential election year.

HI 326 **3**

England and the Commonwealth

Survey of English history from Anglo-Saxon to modern times. Emphasis is given to the development of Western democratic institutions and to social changes from pre-industrial to the post-industrial age. Topics include development of constitutional monarchy and cabinet government, the rise and fall of the British Empire, the Commonwealth of Nations and the continuing question of Anglo-Irish relations. As needed.

- HI 331** **3**
World Civilizations I
 Survey of the origins of the human race from a global perspective beginning with prehistoric times through the 1500s. The course stresses the framework of the political history of the world during this time, as well as the character and dynamics of different civilizations. The interrelationship of the political, social, economic, artistic and intellectual life of various cultures is developed. As needed.
- HI 332** **3**
World Civilizations II
 Survey of various world civilizations beginning with the 1600s and concluding with the present time. Emphasis is given to evolving cross-cultural influences, the evolution of power politics, rise of capitalism and imperialism, the socialist, fascist and Marxist revolutionary movements and the dynamics of the modern Third World. Fall, even years.
- HI 370/SP 371** **3**
Latin American Life and Civilization
 From a cross-cultural perspective, students conduct a study of the history and cultures of Spanish-speaking areas in the world from colonialism to the modern day by using a variety of materials including video, slides, music, and poetry. In English. Campus only. As needed.
- HI 371/FR 371** **3**
French Culture/Civilization
 From a cross-cultural perspective, students study the origins, development and culture of the French people and the development of the French nation into modern times by using a variety of materials including video, slides, music and readings. In English. Campus only. As needed.
- HI/GO 418** **3**
The United States Constitution: Origin and Evolution
 Study of the origin and development of the United States Constitution from the eighteenth century to the present; shows how the era and social and political conditions affected constitutional evolution; judicial appointments and their impact on Supreme Court decisions which shape contemporary and future society. Winter, odd years.
- HI/GO 420** **3**
History of American Political Thought
 Students will study the writings of Paine, Hamilton, Madison, Jefferson, Henry Clay, John C. Calhoun, Henry David Thoreau, Elizabeth Cady Stanton, Abraham Lincoln, Jane Addams, Eugene Debs, Theodore Roosevelt, W.E.B. DuBois, Louis Brandeis, Woodrow Wilson, Martin Luther King, and others, each viewed in the political context of his/her own era and also from the perspective of our pressing 21st century issues. Prerequisite: GO-115.
- HI 421** **3**
Russia and the Soviet Union
 Study of the rise of Imperial Russia and the Bolshevik Revolution. Analysis of the political organization, economic system and social structure of the former U.S.S.R. from its formation in 1917. Also studied are causal factors resulting in the collapse of the Union and the current efforts of the former members of the Union to “go it alone.” As needed.

- HI 422** **3**
Twentieth Century European History
 Study of the major events of twentieth century history, including the two World Wars, the Russian Revolution and the Spanish Civil War; rise of totalitarian governments in Europe; Cold War and its aftermath; the dismemberment of the post World War settlements and the prospects for a united Europe. As needed.
- HI 432** **3**
Globalization and Social Justice
 A study of the economic, social and political conditions that gave rise to globalization. Examination of the modern history of selected countries in Asia, Africa, Latin America, and the Middle East as case studies. Human rights, gender issues, and the environment will also be explored as they relate to the Third World. Fall, odd years.
- HI 433** **3**
Twentieth Century Asian History
 In-depth study of the three major Asian nations of Japan, China and India, with special attention to Southeast Asia and the Pacific. The impact of “super-power presence” in the region. The move toward “Asia for Asians” and the rise of Asian economic power. As needed.
- HI 480** **1-4**
Topics in History
 The study of selected topics designed to serve special needs and interests of the intermediate and advanced student. As needed.
- HI 490** **1-6**
Internship
 Work experience with firm or agency directly related to the student’s major area of study. The learning experience is structured within the College approved guidelines for the internship program. Through close supervision by the director of interns, faculty advisor and the worksite supervisor, the student works toward achieving goals outlined in the individual learning contract. Normally reserved for third and fourth year students. May be repeated with different topics. As needed.
- HI 499** **1-4**
Independent Study
 Individually supervised advanced study on a topic of scholarly and critical interest in a selected area of United States or world history. The topic should be in an area in which the student already has some basic knowledge. As needed.
- HS 211** **3**
Introduction to Human Services
 A general overview of the knowledge base, value structure, purpose, nature, history and functions of work in the various settings of the human services.
- HS 311** **2**
Human Services Practicum I
 Supervised introductory field experience (100 hours) in a selected social service agency. Prerequisites: HS 211 and PS 285.

HS 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. Pre-requisite: 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. Pre-requisite: HS 311 (may be taken concurrently).	
HS 411	5
Human Service Practicum II	
Supervised field experience (250 hours) in a selected social service agency combined with reflective and analytical writing assignments. Prerequisites: HS 330. Human Services majors only.	
HS 280/480	1-4
Topics in Human Services	
The study of selected topics to serve special needs, experiences and interests not included in the regularly scheduled courses.	
ID 100	2
Critical Connections: Skills and Meaning Within Community	
In the context of the sociology of communities, students work with texts and problems, some of their own choosing, which call for the application of skills crucial to getting the most out of college. These skills include critical thinking, empathy and the ability to deal with complex issues and contexts. Fulfills general studies requirement. Campus only. Fall, every year.	
ID 100H (honors course)	2
Organizations, Diversity, and Change: The Big Issues about Students and College	
In the context of the sociology of communities, students work with texts and problems, some of their own choosing, which call for the application of skills crucial to getting the most out of college. These skills include critical thinking, empathy and the ability to deal with complex issues and contexts. Fall, every year.	
ID 101	1
Library Skills, Resources and Research	
Students develop effective research techniques and become efficient using library resources.	
ID 105	3
Life/Learning Skills	
Students apply adult development theory to their lives and develop the cognitive and personal skills necessary for success in distance learning and contemporary society. The course guides students to articulate academic and personal goals and to make informed life decisions. Fulfills general studies requirement. WED only.	
ID 110	2
Succeeding in the College Environment	
Students learn to apply various skills and strategies designed to enhance academic success. Study skills, test-taking strategies, writing strategies and time management are among several key topics covered. Campus only. Fall, every year.	

- ID 150** **3**
Cultural Diversity in the United States
 Designed to help students take new perspectives related to the various cultural groups living in the U.S. Allows students the opportunity to understand how the social construction of identities has shaped their perceptions, judgments and understanding of the world in which they live. A service learning requirement is a component of this course. Fulfills general studies requirement. WED only.
- ID 300** **2**
Religions of the World: A Spiritual Dimensions Approach
 A systematic study of the central spiritual orientations of the world's religious traditions by examining the dominant spiritual archetypes and prototypes that influence all religious heritages. Fulfills General Studies Linking requirement. Prerequisite: Successful completion of 5 Skills courses, 3 Foundations/Diversity courses, and 3 Perspectives courses. Winter odd years.
- ID/WS 301** **2**
Images of Muslim Women
 The study of Muslim women in historical, cultural, and contemporary contexts. Original source readings and film are examined for their representations of Muslim women. Comparative analysis of the status and roles of women in Western Christian tradition is also addressed. The linked disciplines of study are the aesthetic and social/cultural. Fulfills general studies requirement and Women's Studies minor requirement. Prerequisite: Successful completion of 5 Skills courses, 3 Foundations/Diversity courses, and 3 Perspectives courses. Fall odd years.
- ID 302** **2**
Film, Culture, and Creativity
 Studies the relationship of film to cultural values and creativity with an emphasis on films that raise ethical dilemmas and peace and justice issues. Fulfills general studies requirement. Prerequisite: Successful completion of 5 Skills courses, 3 Foundations/Diversity courses, and 3 Perspectives courses. Winter odd years.
- ID 303** **2**
Irish Culture in Literature and Film
 Study of Irish history and cultural values in literature and film with an emphasis on the search for cultural and personal identity and social, political, and religious conflicts of Ireland. Fulfills general studies requirement. Prerequisite: Successful completion of 5 Skills courses, 3 Foundations/Diversity courses, and 3 Perspectives courses. Fall odd years.
- ID 310** **2**
Saints and Peacemakers
 Study of the lives of saints and peacemakers whose ideas and actions make us consider the importance of values of faith, contemplation, and peace. Fulfills general studies requirement. Prerequisite: Successful completion of 5 Skills courses, 3 Foundations/Diversity courses, and 3 Perspectives courses. Winter odd years.
- ID 315** **2**
History of Education in the United States
 An in-depth study of the history of education in the United States from Colonial times to the present, with particular emphasis on the similarities and differences of educational developments for varied social and cultural groups. Fulfills general studies requirement. WED only. Prerequisite: Successful completion of 5 Skills courses, 3 Foundations/Diversity courses, and 3 Perspectives courses.

- ID 320** **3**
The History and Culture of Taiwan
 Specially designed course taken in Taiwan by students studying abroad.
- ID 349** **2**
Appalachia: America’s “Third World” Region
 An introduction to a mountainous region of the United States which has been called “a national sacrifice area” because of the many ways in which it is exploited to benefit the rest of the U.S. Fulfills general studies requirement. Prerequisite: Successful completion of 5 Skills courses, 3 Foundations/Diversity courses, and 3 Perspectives courses. Fall even years.
- ID 350** **2**
Images of Beauty and American Women
 Study of images of American women in art, entertainment, and advertisement and their effects on health and self-esteem. By examining the development of these images from an interdisciplinary perspective of aesthetics and philosophy, students will learn how to analyze images from the arts and develop their own personal aesthetic of beauty. Fulfills general studies requirement. Prerequisite: Successful completion of 5 Skills courses, 3 Foundations/Diversity courses, and 3 Perspectives courses. Fall even years.
- ID 355** **2**
History of Science
 This course explores the history of western science including Greek science, Arabic science, Medieval science, the Scientific Revolution and Modern science. Fulfills general studies requirement. Prerequisite: Successful completion of 5 Skills courses, 3 Foundations/Diversity courses, and 3 Perspectives courses. Fall odd years.
- ID 360** **2**
Science & Religion: Conflict & Conciliation
 This course explores some of the similarities, differences and intersections between science and religion. The focus will be on the biological and physical sciences and their implications to religious understandings of different faith traditions. Fulfills general studies requirement. Prerequisite: Successful completion of 5 Skills courses, 3 Foundations/Diversity courses, and 3 Perspectives courses. Fall even years.
- ID 380** **2**
Topics in Interdisciplinary Studies
 One-time offering of designated interdisciplinary topics course. Topic to be determined by instructor. Fulfills general studies requirement. Prerequisite: Successful completion of 5 Skills courses, 3 Foundations/Diversity courses, and 3 Perspectives courses.
- ID 410** **3**
From Mythos to Logos: The Journey of Human Rationality & Consciousness in the Western World
 An integrative examination of the foundations, contributions, direction, and the future of human rationality and consciousness in the Western world. Fulfills general studies requirement. Prerequisite: Successful completion of at least one ID 3xx course. Winter odd years.

- ID/WS 415** **3**
Feminist Theory
 An advanced seminar focused on significant classical and contemporary writings that give different perspectives on womanhood and women's experiences. The two main tasks of the course are to critique existing theories in order to understand the debates on women's oppression on the one hand, and women's powers on the other. Extensive group work or on-line networking. Fulfills general studies requirement and Women's Studies minor requirement. Prerequisites: WS 101 (for minors), and successful completion of at least one ID 3xx course. Winter even years.
- ID 420** **3**
Literature and the Moral Imagination
 Study of literature that raises moral issues, such as slavery and equality, justice and mercy, science and technology, the relationship of men and women, gender issues, moral dilemmas in war, and the role of faith and belief in moral questions. Fulfills general studies requirement. Prerequisite: Successful completion of at least one ID 3xx course. Winter odd years.
- ID 425** **3**
Value Issues in the Modern World
 Interdisciplinary study of value issues in the modern world including freedom, equality, artistic expression, human rights, and peace and justice issues. Satisfies general studies requirement. Prerequisite: Successful completion of at least one ID 3xx course. Winter even years.
- ID/PL 430** **3**
Women and the Law
 Provides a historical overview of how law and the legal system in the United States have defined women's status from the Revolutionary War period to the present in such areas as family law, criminal law, property and contract rights, earnings, and rights of citizenship. From this historical perspective, selected contemporary issues are examined, including statutory, regulatory, and constitutional remedies to gender bias or inequities; family violence, divorce, custody, and economic/employment issues. The effectiveness of the courts, legislatures, and other forums in resolving these issues is also examined. Fulfills general studies requirement and serves as an elective in Women's Studies minor. Prerequisite: Successful completion of at least one ID 3xx course. Fall odd years.
- ID 435** **3**
Privacy in the Western World
 An integrative examination of what it was really like for humans to live, work, and die in the Western world from Roman times to the Twentieth Century. Fulfills general studies requirement. Prerequisite: Successful completion of at least one ID 3xx course. Fall even years.
- ID 437** **3**
Environmental Ethics
 Explores the ethical challenge of increased competition for world resources. Examines how changing understandings of stewardship, fairness and rights shape moral choice in issues including distribution of goods, care of nature and care of human populations. (Pending approval by faculty). Prerequisite: successful completion of at least one ID 3xx course.
- ID 440** **3**
Women, Values, and Leadership
 An integrative historical and cultural study of the relationship of values and power as they pertain to the development of women's leadership skills in a global, diverse and changing society.

Fulfills general studies requirement. WED only. Prerequisite: Successful completion of at least one ID 3xx course.

ID 450 **3**

Global Health

Social, political, esthetic, scientific and religious perspectives will be used to investigate topics related to issues of health in a variety of countries. Mathematics skills will be reinforced utilizing statistical information and manipulations of data related to health issues. Emerging diseases will be discussed and students will be asked to create a model of a current emerging disease and its probable occurrence in the next ten years. Prerequisite: Successful completion of at least one ID 3xx course. Fall even years.

ID 455 **3**

Graphic Novels: From Cave Walls to Celluloid

Study of the history of the graphic novel set against concurrent changes in society and the influence and critical acceptance of the medium. Prerequisite: successful completion of at least one ID 3xx course. Fall odd years.

ID 497 **0**

Cultural Immersion Experience

Requires an immersion experience in a culture that is non-native to the student. The student submits a proposal to her academic advisor. Upon her return the student presents her findings in one or more formats.

JO 100 **3**

News Reporting

Investigates the principles of clear and effective writing for news publications. Includes practical exercises in gathering, analyzing and organizing information, plus the fundamentals of accuracy and style consistency. Winter, even years.

JO 101 **3**

Introduction to Mass Media

Explores definitions of mass media, forms of mass communication, and societal, ethical, and legal issues that mass communication raises for the present and the future. Fall, odd years.

JO 115 **3**

Editing

Addresses a wide scope of the editing duties a journalist needs, including a knowledge of Associated Press style, grammar usage, editing to fit a space, editing quotes, rewriting and organization, photo selection, headline writing and photo caption writing. Fall, odd years.

JO 150 **1**

Publication Production

Students participate in the production of the College's publication, *The Woods*. Course may be taken more than once. Fall and Winter, every year.

JO 200 **3**

Advanced Reporting

Designed to sharpen reporting and writing skills, especially with longer and more complex stories. Emphasis on understanding news values, developing interview and research techniques and writing and rewriting news stories and features. Fall, even years.

- JO 215** **3**
Layout and Design
 Addresses the use of typography, photos and other elements to developing pleasing designs for newspapers and other print publications. Students will get basic hands-on experience with Quark XPress and Photoshop. Fall, even years.
- JO 280** **1-3**
Topics in Journalism
 Designed to allow the study of designated or selected topics designed to serve special needs and interests not included in the regularly scheduled introductory courses.
- JO 290** **1-4**
Supplemental Learning Experience
 Provides students with opportunities to explore career interests and options. This course is individually designed to meet each student's needs. Arrangements are made with the faculty advisor and the director of interns.
- JO 305** **3**
Social Issues/Journalism
 Allows students to conduct an in-depth exploration of and write a series of stories on social issues. Service learning is a cornerstone of this course, which builds on the fundamental interviewing and research skills learned in JO 100 and JO 200. Winter, odd years.
- JO 310** **3**
Arts Reporting
 Designed to allow students to conduct an in-depth exploration of and write stories about the arts and art issues – from performing and visual arts to arts funding – and the people connected to them. Students will learn that more than opinion matters when writing about or reviewing arts and entertainment. As needed.
- JO 315** **3**
Photojournalism
 Prepares students to take, process, and write captions for photographs for newspapers and magazines as well as PR and advertising purposes. Also covers photojournalism history and the difference between simply taking pictures and telling or complementing a story. As needed.
- JO 320** **3**
Feature Writing and Commentary
 Designed to broaden and improve reporting and writing skills with an emphasis on feature writing and commentary. Winter, even years. Prerequisites: JO 100 and JO 200, or instructor's consent.
- JO 330** **3**
Public Relations
 Provides an overview of the public relations function, plus an examination of the practice of public relations in business and industry, education, politics and government associations and professional societies, health care, voluntary agencies, churches and the arts. As needed. Prerequisite: JO 200 or instructor's consent.

JO 340	3
Advertising	
Provides a survey of the social, economic and marketing influences and responsibilities of advertising. Topics covered include an examination of media strategy and primary techniques used to execute effective advertising. As needed.	
JO 400	3
Public Affairs Reporting	
Provides instruction and practice in reporting public affairs, including government, courts and law enforcement, politics, education, economics, labor and consumer affairs. Fall, odd years.	
JO 410	3
Communication Law and Ethics	
Investigates the study of the law and ethics pertaining to print media, advertising, public relations and mass communications in general. Topics covered include libel, privacy, privilege and responsibility. Winter, even years.	
JO 480	2-3
Topics in Mass Communication	
Provides opportunity for advanced students to become familiar with literature in journalism and mass communications, whether of current interest or historical significance. As needed.	
JO 485	1-3
Independent Study	
Individually supervised advanced work in a specific area of study. As needed.	
JO 490	3
Internship	
Work experience with firm or agency directly related to the student's major area of study. The learning experience is structured within the College approved guidelines for the internship program. Through close supervision by the director of interns, faculty advisor and the worksite supervisor, the student works toward achieving goals outlined in the individual learning contract. Normally reserved for third and fourth year students. May be repeated with different topics. As needed.	
MA 101	3
Fundamentals of Mathematics	
This course is designed for the non-mathematics major who needs to review basic arithmetic and algebra skills in order to prepare for future college-level mathematics courses. This course will increase the student's confidence in her ability to succeed in mathematics by giving her a firm foundation in the basic concepts. Fall and Winter, every year.	
MA 112	3
College Algebra	
The study of linear, polynomial, algebraic, rational, exponential, and logarithmic functions and their graphs, with applications. Fall and Winter, every year. Prerequisite: MA 101 or placement.	
MA 113	1
Essentials of Trigonometry	
Right-angle trigonometry, circular functions and their inverses, trigonometric identities and equations, applications. Prerequisite: MA 112 or equivalent.	

MA 120	3
Precalculus	
Designed for mathematics and science majors whose future courses mandate rigorous symbol manipulation. Topics include solutions of quadratic equations, exponential and logarithmic functions, rational functions, trigonometric functions, and analytic geometry. Any student may opt to take this course in lieu of College Algebra for the general studies MA 112 requirement. Prerequisites: MA 101, placement score of at least 38, or advisor's consent.	
MA 121/122	3, 3
Calculus I, II	
Derivatives and integrals of functions of a single variable. Concepts and applications are studied from graphical, numerical and symbolic points of view. Graphing technology and symbolic algebra software are used. Writing assignments and projects are included. Every year. Prerequisite for MA 121: four years of college preparatory mathematics or MA 112 and 113, or MA 120. Prerequisite for MA 122: MA 121.	
MA 210	3
Discrete Mathematics	
An introduction to the mathematics and methods of discrete quantities: number systems, sets and logic, combinatorics, algorithm analysis, Boolean algebra and circuits and graph theory. Applications from computer science. Every other year. Prerequisite: MA 112.	
MA 220	3
Logic	
Integrated treatment of classical and symbolic logic, including truth and validity, categorical sentences, truth functions, quantification, fallacies and inductive reasoning. Available in independent format. Prerequisite: sophomore status or instructor's consent.	
MA 221	1
History of Mathematics	
Readings in the history of mathematics, chosen to illustrate the evolution and interrelationship of mathematical concepts. Required for secondary teaching certification in mathematics. As needed. Prerequisites: MA 121 and either MA 122 or 210, or consent of instructor.	
MA 230	2-3
Introduction to Mathematical Modeling	
A first course in mathematical modeling, i.e., the application of mathematical methods to real-world problem solving. Includes computer simulations. Topics selected from the natural or social sciences. Prerequisite: for 2 credit hours, MA 112 or equivalent; for 3 credit hours, MA 121.	
MA 231	3
Linear Algebra	
Matrices, vector spaces and linear transformations with applications in business and the physical and social sciences. Utilizes appropriate technology. Every other year. Prerequisite: MA 121.	
MA 253	3
Statistics	
Organization of data, binomial, normal and t distributions; estimation; hypothesis testing; correlation and regression; chi square; analysis of variance; applications to business decisions and to	

experiments in natural and social sciences. Use of appropriate computer software. Fall and Winter, every year. Prerequisite: MA 112 or placement.

MA 280 **1-4**

Topics in Mathematics

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

MA 290 **1-4**

Supplemental Learning Experience

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

MA 322 **3**

Calculus III

Functions of several variables, limits and continuity, differentiation and its applications, theory of iterated and multiple integrals, introductory differential equations. Every other year. Prerequisite: MA 122.

MA 331 **3**

Abstract Algebra

Algebraic structures, including groups, rings and fields, with emphasis on writing proofs and including applications to computer science. Every other year. Prerequisites: MA 122, MA 210 and MA 231.

MA 341 **3**

Geometry

Transformational geometry, projective geometry and non-Euclidean geometry; a study of the nature of a logical system; applications to art and music. Student investigations guided by use of computer software. Prerequisite: MA 112 or consent of instructor.

MA 352 **3**

Advanced Statistics with Applications

Hypothesis testing, multiple regression and correlation, two-way analysis of variance, multivariate statistics, nonparametric methods, sampling and simulation, quality control; applications to business and natural and social sciences. Students use computer software to analyze their data and interpret computer output. As needed. Prerequisite: MA 253.

MA 353 **1**

Elements of Mathematical Statistics

Statistical measures of central tendency and dispersion; basic probability; theory of discrete and continuous random variables; normal, binomial, Poisson, chi-square and t distributions; statistical inference; hypothesis testing; analysis of error; correlation and regression; analysis of variance; applications to business decisions and to experiments in nature and social sciences. Use of appropriate computer software. Every other year. Prerequisites: MA 121 and MA 253.

MA 361/362 **3, 3**

Basic Concepts of Mathematics and Methods I, II

The logical structure of the real number system and its subsystems; the use of numbers in real

life; basic concepts of algebra and statistics; informal geometry. Designed for prospective elementary teachers; stresses methods of presenting these concepts at the elementary school level. Every year.

MA 421 **2-3**

Seminar in Mathematics

Discussion of readings and presentations by students on various topics in current mathematical literature, with particular emphasis on applications and mathematical models. Webinars or videos of presentations by professionals, attendance at a conference or several seminars, presentation at a conference if possible. Every other year. Prerequisite: Junior status as a mathematics major or minor.

MA 422 **3**

Introduction to Real Analysis

Logic and techniques of proof; sets and functions; the real number system as a complete ordered field. Convergence of sequences, limits and continuity of functions. Prerequisites: MA 210 and 322. (MA 331 recommended).

MA 461 **2**

Teaching of Mathematics in Senior High/Junior High/Middle School

Modern curriculum problems in mathematics; critical study of currently available experimental or recommended materials for instruction; means to effective teaching and learning; the teaching of the special matter of secondary school mathematics. As needed. Prerequisite: junior status as a Mathematics major with secondary teaching emphasis.

MA 480 **1-4**

Topics in Mathematics

The study of designated or selected topics designed to serve the special needs and/or interests of students and not included in the regular schedule of advanced courses. As needed.

MA 490 **1-6**

Internship

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

MA 499 **1-4**

Independent Study

Individually supervised advanced study of the topics selected to meet the needs of the students involved. The topic should be in an area in which the student already has some basic knowledge.

MU 001-008 **0-1**

Ensemble

Performance in College Chorale, Madrigals, Orchestra, Collegium Musicum, chamber music groups, band, jazz band or accompanying. Fall and Winter, every year.

MU 001 **Chorale** **0-1**

MU 002 **Madrigals** **0-1**

MU 003	Orchestra	0
MU 004	Collegium Musicum	0-1
MU 005	Chamber Music	0-1
MU 006	Piano Accompanying	1
MU 007	Wind Ensemble	0-1
MU 008	Jazz Band	0-1

MU 010-089

0-2

Applied Music

Development of technical and interpretative skills in performance on a particular instrument or voice. MU 021 Freshman Voice Class is required with first year of voice study. Includes Italian diction. The consent of the instructor is required for all Applied Music courses. A placement examination is required for all levels of piano instruction prior to enrollment. Fall and Winter, every year. Course fee.

MU 010	Piano	1-2
MU 011	Piano Class I	1
MU 012	Piano Class II	1
MU 013	Piano Class III	1
MU 014	Piano Class IV	1
MU 015	Harmonization at the Piano I	1
MU 016	Harmonization at the Piano II	1
MU 019	Secondary Piano	1
MU 020	Voice	1-2
MU 021	Voice Class	0
MU 025	Convocation	0
MU 019	Secondary Piano	1
MU 029	Secondary Voice	1
MU 030	Violin	1-2
MU 031	Viola	1-2
MU 032	Cello	1-2
MU 033	Bass	1-2
MU 034	Trombone	1-2
MU 040	Flute	1-2
MU 041	Clarinet	1-2
MU 042	Oboe	1-2
MU 043	Bassoon	1-2
MU 044	Saxophone	1-2
MU 045	Secondary Flute	1
MU 046	Secondary Clarinet	1
MU 049	Secondary Saxophone	1
MU 050	Trumpet	1-2
MU 051	Horn	1-2
MU 054	Recorder	1-2
MU 060	Percussion	1-2
MU 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	Begin Guitar for Non-Majors	1-2
MU 070	Beginning Guitar	1

MU 071	Intermediate Guitar	1
MU 072	Advanced Guitar	1
MU 080	Organ	1-2
MU 090/091		0-1
Junior/Senior Recital		
As needed.		
MU 010		1-2
Applied Piano		
Individual, advanced piano study with focus on technique, performance practice, and repertoire for the music major whose primary instrument is piano. Required performances throughout the semester along with a final jury performance. Must have written permission of instructor to enroll. Prerequisite: Audition placement.		
MU 015/016		1 each
Harmonization at the Piano		
A two-semester sequence developing concepts and skills in keyboard harmony. Two class meetings per week. Course fee. Prerequisite: MU 014 or instructor's consent.		
MU 019		1
Secondary Piano		
Individual piano study for music majors whose primary instrument is not the piano. Focus on technique, performance practice and repertoire of intermediate through advanced levels. Final jury performance required. Must have written permission of instructor to enroll. Prerequisites: MU 014 and/or successful completion of the piano proficiency exam.		
MU 021		1
Voice Class		
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		1, 1, 1
Aural Skills I/II/III		
Three-semester course sequence developing concepts and skills in aural perception and music reading.		
MU 115/125/215/225		3,3,3,3
Music Theory I, II, III, IV		
A four semester sequence for the development of concepts and skills in written music theory. Every year.		
MU 141		1
String Techniques I		
Elementary performance on stringed instruments. As needed. Course fee.		
MU 142		1
String Techniques II		
Intermediate performance on string instruments. As needed. Course fee.		

MU 200	3
Music for Living	
An introduction to the world of music, designed to develop skills and understandings leading to lifetime enjoyment of music. Attendance at a variety of performances will provide an experiential basis through which the benefits and value of music for living will be explored. Fulfills general studies requirement. Fall and Winter, every year.	
MU 213	2
Music and Technology	
Use of the computer and MIDI synthesizer keyboard to create, edit and perform music scores. Notation and sequencing software programs will be used. Winter, every year. Prerequisites: CS 101 and basic piano keyboard, or instructor's permission.	
MU 243	2
Conducting I	
Study of techniques of conducting with practical experience in choral music. Every other year. As needed.	
MU 263	1
Studies in Instrumental Literature	
Survey of literature for wind, brass or percussion instruments. As needed.	
MU 264	1
Studies in Keyboard Literature	
Survey of literature for keyboard instruments, mainly piano. As needed.	
MU 265	1
Studies in Vocal Literature	
Survey of vocal literature to the present day. As needed.	
MU 267	3
Studies in Jazz	
Survey of jazz styles and performers, with emphasis on listening. As needed.	
MU 280	1-4
Topics in Music	
The study of designated or selected topics designed to serve special needs and interests not included in the regularly scheduled introductory courses. As needed.	
MU 282	3
Music as Therapy	
An introduction to the history of music therapy and to the application of music in the therapeutic treatment of a variety of populations. Fall, every year. Course fee.	
MU 283	2
Therapeutic Processes in Music Therapy	
Designed to help students understand the process of music therapy from referral to termination. Special emphasis given to assessment and evaluation. Also investigates the dynamics and processes of music therapy groups. Winter, every year. Prerequisite: MU 282 and Instructor's consent. Course fee.	

MU 321/322/323	3, 3, 3
Music History I, II, III	
Study of non-Western and Western music from the ancient period to contemporary. Each course presents music in relation to the social and cultural background of the periods. Every year.	
MU 331/332	2, 2
Counterpoint I, II	
Study of sixteenth century and eighteenth century counterpoint in their practical application to writing in two, three and four parts. As needed. Prerequisites: MU 111, MU 112, MU 211 and MU 212.	
MU 333	2
Arranging	
Practicum in orchestration and/or arranging compositions for instrumental or choral groups. Alternate years.	
MU 341	3
Music in the Elementary School	
Study of music materials as available in courses now in use in the elementary school, stressing evaluation and organization. Study of current methods of programs in the elementary school. Includes the study of Orff and Kodaly techniques. Every year.	
MU 342	1
Instrumental Techniques I	
Elementary performance and pedagogy of wind, brass, percussion instruments and guitar. Requires ability to read music and instructor's consent. As needed. Course fee.	
MU 343	1
Instrumental Techniques II	
Intermediate performance and pedagogy of wind, brass, percussion instruments and guitar. As needed. Course fee. Prerequisite MU 342.	
MU 344	1
Therapeutic Improvisation	
Development of skills used in therapeutic improvisation. Normally reserved for junior/senior music therapy majors. Fall, even years. Course fee. Prerequisite MU 283 and instructor consent.	
MU 351	3
Essential Skills in Music	
Fundamentals of music and current practices in presenting music in elementary classrooms. For Elementary Education majors. Winter, even years.	
MU 380	0.5-3
Music Therapy Field Experience	
A broad spectrum of supervised pre-clinical experiences. Written summaries and development of evaluative skills. Reserved for music therapy majors. Fall and Winter, every year. Course fee.	

MU 383	3
Clinical Music Therapy I: Exceptionalities	
Music therapy treatment goals and objectives for those with developmental and physical disabilities. The development of music therapy skills to assist exceptional populations. Fall, every year. Course fee. Prerequisite: MU 282.	
MU 384	3
Clinical Music Therapy II: Rehabilitation	
Music therapy treatment goals and objectives for the elderly, those with substance abuse issues, and those with mental disorders. The development of music therapy skills to assist in rehabilitation. Winter, every year. Course fee. Prerequisite MU 282.	
MU 431/432	2, 2
Composition I, II	
Creative work in instrumental and vocal forms. As needed. Prerequisites: MU 111 and MU 112.	
MU 440	2
Secondary Instrumental Methods and Conducting II	
Study of current materials and methods used in secondary school instrumental programs; instrumental conducting techniques. Every other year.	
MU 441	2
Secondary Choral Methods	
Study of current materials and methods used in secondary school choral programs. Every other year.	
MU 442	1
Piano Pedagogy	
Study of methods of teaching private and class piano and of teaching repertoire. As needed.	
MU 443	1
Vocal Pedagogy	
Study of methods of teaching private and class voice; survey of teaching repertoire. As needed.	
MU 444	1
Instrumental Pedagogy	
Study of methods of teaching a selected solo instrument or family and survey of teaching repertoire. As needed.	
MU 480	1-3
Topics in Music	
The study of designated or selected topics designed to serve special needs and interests not included in the regularly scheduled courses. As needed.	
MU 484	2
Music Psychology	
An investigation of topics such as: the influence of music on human behavior; physiological responses to music; neuromusical research; hearing and music perception; human musicality.	

Includes individual projects. Normally reserved for juniors and seniors. Requires instructor's consent. Fall, every year. Course fee.

MU 485 2

Research in Music Therapy

The study of various types of music therapy research. Exploration of research types in the literature. Qualitative and quantitative methods are investigated. Includes development of an original research proposal. Normally reserved for juniors and seniors. Requires instructor's consent. Winter, every year. Course fee.

MU 490 4-6

Music Internship

Directed professional experience in a field of music. Requires instructor's consent. As needed. Course fee.

PE 110 2

Study in Fitness

A study in fitness, leisure and physical activities for adults. WED only. Fulfills general studies requirement.

PE 119 1

Folk, Square and Social Dance

Students learn a variety of international dances and the cultural background of each dance in folk and square dance. Social dance includes learning the waltz, fox trot, jitterbug, rumba and cha-cha. As needed.

PE 121 1

Beginning Swimming/Advanced Beginning Swimming

Designed for the non-swimmer or the person unable to handle herself comfortably in deep water. The student learns the basics: survival floating, front crawl, elementary backstroke, sidestroke, self-rescue techniques and treading water. As needed.

PE 126 1

General Fitness

A study in fitness, leisure and physical activity for women of all ages. The course includes: jogging, running, aerobic dancing, strength training, cycling, relaxation techniques and nutrition, and choices for levels of engagement. Fulfills general studies requirement. Campus only. Fall and Winter, every year.

PE 130/131 1, 1

Modern Dance I, II

Emphasizes the study of techniques as well as the creative aspects of the art form. Class objectives include an increase in strength and range of movement and an enjoyment and appreciation of the dance through doing, viewing and discussing. As needed.

PE 141 1

Self-Defense for Women

Basic aspects of self-defense, including hand and leg strikes and various escapes. In addition, legal aspects of self defense, legal weapons, violence in intimate relationships, sexual harassment, sexual abuse of children and resources for victims of sexual assault are discussed. As needed.

- PE 142** **1**
Advanced Self Defense for Women
Includes advanced skills used in the beginning class and learning defenses against various weapons. As needed.
- PE 151** **1**
Intermediate Swimming
Designed for persons who are able to swim at least one length of the pool and are able to swim in deep water. Emphasis is placed on stroke refinement and conditioning. Basic water safety and rescue techniques are also taught. As needed.
- PE 280** **1-3**
Topics in Physical Education
The study of designated or selected topics designed to serve special needs and interests not included in the regularly scheduled courses. As needed.
- PH 200** **3**
Philosophical Foundations of the World Mind
Examines the philosophical roots of ideas and beliefs both of the western and non-western world by clarifying, questioning, and evaluating the most basic assumptions about life and meaning. Challenges students to think intentionally, seriously, rigorously, and thoroughly. Fulfills general studies requirement. Fall and Winter, every year.
- PH 220** **3**
Philosophical Methods
An introduction to the basic elements of argumentative prose and the conceptual tools necessary to understand, analyze, criticize and construct arguments, including how to assess claims, inferences and how to write philosophically. Prerequisite: PH 200.
- PH 230** **3**
Philosophy of Woman
Course has three fundamental goals: to enable participants to understand differing historical and philosophical perspectives on women; to help participants challenge traditional philosophy with as many feminist perspectives as possible; and to demonstrate feminist philosophers make the kinds of distinctions that matter in everyday lives of ordinary women and men. Prerequisite: PH 200.
- PH 280/480** **1-3**
Topics in Philosophy
The study of selected topics of importance in the discipline. Prerequisite: PH 200.
- PH 300/301** **3, 3**
History of Philosophy I, II
Study of significant philosophers and their works within specified time periods. Prerequisite: PH 200.
- PH 310** **3**
Aesthetics
Exploration of the meaning of the aesthetic response, the aesthetic attitude of and involvement with the world through the appreciation of the arts. Various aesthetic theories are studied, selected from such philosophers as Plato, Aristotle, Nietzsche, Kant, Croce and Heidegger. Prerequisite: PH 200.

- PH 315** **3**
Logic and the Law: Mastering the Elements of Legal Logic
 Course intends to clearly and cogently examine the role that logic plays in law. For the pre-law student, this course will provide the in-depth means to understand and apply the basics of legal reasoning, including the common law doctrine of precedent, the Socratic method, types of formal reasoning, common formal and material fallacies, identifying weaknesses in legal arguments, and fashioning winning arguments through syllogisms.
- PH 320** **3**
Ethics
 Study of problems of morality designed to help the student deal effectively with the conflicts and controversies of contemporary times. Prerequisite: PH 200.
- PH 330** **3**
Philosophy of Religion
 Philosophical analysis of the phenomenon of religion with treatment of such problems as religious language, the varieties of the concept of God and the philosophical/theological relationship. Primary source materials are investigated for the tracing of historical religious thought. Prerequisite: PH 200.
- PH 340** **3**
Contemporary Philosophy
 Course explores and evaluates a number of contemporary philosophical schools and movements including philosophies of language, mind, existentialism, phenomenology, feminism, deconstructionism, postmodernism, relativism and globalism. Prerequisite: PH 200.
- PH 360** **3**
Philosophy and Science
 Examines, historically and critically, philosophy's connection with science. Specifically, such problems as the conceptual and fundamental limitations of science will be investigated in preparation to answering these questions: "Is the real world too complex for us? Are there questions in the areas of physics, biology and economics that are beyond the power of science to ever answer?" Prerequisite: PH 200.
- PH 499** **3**
Independent Study
 Individually supervised study of materials designed to meet the needs of the student involved. The topic is in an area which the student already has some basic knowledge.
- PL 111** **2**
Introduction to the Profession
 Course introduces students to the legal assistant career including what the profession is about, what the legal assistant does and how the legal assistant can create a future in an ethical context. Fall, every year.
- PL 200** **3**
Law, Ethics, and Society
 The study of law and the legal system. Introduces case law, analysis and ethical consideration in our world. Provides an overview of the courts, civil and criminal procedure, torts, contracts, property law and the individual's rights. An excellent course for any student because of its practical,

universal content and for students who are interested in attending law school. Fulfills general studies requirement. Winter, every year.

PL 231 **3**

Legal Research

Students gain an understanding of legal resource materials and basic techniques of legal research through federal and state case law, statutes, encyclopedias, administrative material, Shepards and other sources. Extensive hands-on exercises in the law library. Excellent for students planning to attend law school. Fall, every year. Course fee.

PL 232 **3**

Legal Communication

The fundamentals of working and legal vocabulary, grammar, punctuation and diction, proper citation form, writing logically and effectively for the legal setting and reading for comprehension. Writing-intensive course culminating with research presented in a professional memorandum format. Winter, every year. Course fee. Prerequisite: PL 231.

PL 233 **3**

Interviewing and Investigation

Course presents the five-stage interviewing model, an extensive multicultural focus, an emphasis on developmental theory and the concept of negotiation or alternative dispute resolution. Students master an important set of skills basic to all interviewing situations and engage in role-playing situations designed to develop communication skills. Fall, even years.

PL 280 **1-3**

Topics in Paralegal Studies

Discusses salient issues of the time such as affirmative action, juvenile law, sexual harassment, women and the law, employment discrimination, right to privacy and labor law. Instructor's consent. As needed. May have a course fee.

PL 302 **3**

Computers in the Law

In this largely hands-on experience, students will be exposed to the many ways that computers are being used in law offices and other legal settings. The primary focus is WESTLAW, but students will be introduced to database systems for litigation support and timekeeping, spreadsheets, docket control and others. Winter, every year. Course fee. Prerequisite: PL 231.

PL 321 **3**

Theories of Liability

Course presents tort and contract law basics and the liability of persons who commit civil wrongs and/or breach contracts. Fall, even years. Course fee. Prerequisite PL 231.

PL 322 **3**

Commercial Transactions

Students obtain a general introduction to the basic legal principles that are part of modern business transactions; the rights of debtors and creditors; the Uniform Commercial Code Article 2, Sales; Article 3, Negotiable Instruments; and Article 9, Secured Transactions. Winter, odd years. Course fee. Prerequisites: PL 231 and PL 321.

- PL 323** **3**
Civil Litigation
 Students learn skills which will prepare them to assist attorneys in all activities relating to civil trial practice from pretrial to trial, appeal and enforcement/compliance procedures. Students draft documents, develop discovery plans, conduct discovery, investigate and develop trial notebooks. Fall, odd years.
- PL 324** **3**
Mediation/ADR
 This course will provide students with a basic understanding of the alternative dispute resolution process, will define the range of ADR programs, explain the cultural context for dispute resolution, present negotiation skills, and prepare students for alternative areas of employment in this evolving area. Fall, odd years. As needed. Prerequisite: instructor's consent.
- PL 331** **3**
Criminal Law
 Course introduces the principles and theories of criminal law, presents the fundamental role that criminal law plays in our democratic process and delineates the limitations placed on the government's power to use criminal law. Fall, odd years.
- PL 332** **3**
Family Law
 The legal and personal implications of divorce, separation, premarital agreements, child custody, rights of women and counseling are presented. Conducting client interviews, preparing pleas, researching case law and considering tax consequences are experiential components. Fall, even years. Course fee. Prerequisite: PL 231.
- PL 341** **3**
Corporate Law and Legal Entities
 Course introduces the various forms of business organizations; includes practical techniques used to form and to continue operations of corporations, partnerships and limited liability companies. Explores employment relations, business transactions, financing and property consideration. Winter, odd years. As needed
- PL 342** **3**
CSI: Crime Scene Investigation
 This non-science survey course provides the student with a general overview of the wide scope of the area of investigative techniques associated with forensic science. Fundamental topics such as fingerprinting, crime scene investigation, observation of scenes, and report writing will be presented. Interwoven in this study is the law and the importance of the system within a system. Winter, even years. Prerequisite: PL 331 or permission of instructor.
- PL/EV 350** **3**
Environmental Law
 Provides an overview of environmental law that is relevant to the everyday lives of all citizens. As an overview, offers the curious student the resources needed to explore environmental subject areas or issues more fully. Revolves around the primary federal environmental laws such as the Clean Water Act, Clean Air Act, and National Environmental Policy Act. Interesting cases, such as does a cetacean have standing to sue, will be incorporated as learning tools.

- PL 402** **3**
Administrative Law
 Administrative law controls the way in which administrative agencies operate and the regulations they issue. Administrative law requires an understanding of all areas of law. Much of our daily activity involves complying with administrative rules or seeking government benefits from administrative agencies. Course provides students with the knowledge and skills needed for effective interaction with administrative organizations. Winter, odd years. As needed.
- PL 421** **3**
Intellectual Property
 Course provides a basic introduction to the concepts of intellectual property law by providing an overview of the three primary regimes of the federal intellectual property system : trademark, copyright and patent law, along with a look at related state law, primarily trade secrets. Also looks at IP issues for the artist, performer, manager of contractual relationships; acquisition, copyright and disposition of literary and audio-visual properties; production and distribution agreements; advertising law and rights affecting TV, motion picture, radio and stage business. Pre-requisites: PL 200, 231.
- PL 422** **3**
Property Law and Applications
 Course provides a thorough treatment of real estate theory, from the social impact and economic importance of real estate to procedures and applications in the real estate office. Property management, title searching, document drafting and zoning considerations provide the basis for the hands-on portion of the course. Winter, even years. As needed.
- PL/ID 430** **3**
Women and the Law
 Students will have a historical overview of how law and the legal system have defined women's status from the earliest times in the world in such areas as family law, criminal law, property and contract rights, earnings, and rights of citizenship. From this historical perspective, selected contemporary issues are examined, including statutory, regulatory, and constitutional remedies to gender bias or inequities; family violence, divorce, custody, and economic/employment issues. The effectiveness of the courts, legislatures, and other forums in resolving these issues is also examined. Fulfills general studies requirement and serves as elective in Women's Studies minor. Fall, odd years.
- PL 431** **3**
Death and Taxes
 Course presents the fundamentals of wills and trusts, why wills are needed, a review of state and federal income and fiduciary taxes and the method of assisting an attorney in the probate/estate process. Intense document drafting is a major part of this course. Fall, odd years. As needed. Course fee.
- PL 432** **1**
WESTLAW Enrichment
 Students will review computer-assisted legal research techniques and expand the skills learned in PL 302; they will present new developments in computer services for the legal environment. Intense research and memoranda writing are the outcomes of the course. Winter, every year. Course fee. Prerequisite: PL 302.

- PL 441** **3**
Law Office Administration
 Course presents a comprehensive view of management principles as they apply to the law office. Areas of discussion include strategic planning, environmental design, interpersonal skills, time management, law office automation, marketing and personnel relations. Fall, odd years.
- PL 442** **2**
Advanced Legal Research and Writing
 In this problem-solving course, students receive legal assignments and perform the research and companion legal writing as if in a legal setting under time constraints with resulting critiques. Coverage of the appellate process is included. Senior level. Winter, every year. Prerequisite: Consent of coordinator.
- PL 472** **4**
Legal Practicum
 Students participate in field experience with a lawyer or in a law-related office under the supervision of a lawyer with approval of the paralegal coordinator. Proposed summer or part-time field experience during the year will be assigned approved credit hours in advance, based on legal experience content of the site. Students work in the position for a minimum of 150 hours, are monitored by the on-site supervisor and supplement the field experience with classroom work through weekly seminars. Portfolio completed. Senior year. Winter, every year. Course fee. Prerequisite: Consent of coordinator.
- PL 480** **1-3**
Topics in Paralegal Studies
 Course topics rotate according to current needs in the profession. Possible topics are elder law, landlord-tenant law, collections, medico-legal aspects of law, employee benefits/pension law, worker's compensation and administrative law. As needed. May have course fee. May be repeated with different topics. Prerequisite: instructor's consent.
- PL 490** **1-6**
Internship
 Work experience with firm or agency directly related to the student's major area of study. The learning experience is structured within the College approved guidelines for the internship program. Through close supervision by the director of interns, faculty advisor and the worksite supervisor, the student works toward achieving goals outlined in the individual learning contract. Normally reserved for third and fourth year students. May be repeated with different topics. As needed. Prerequisite: consent of coordinator.
- PL 499** **1-4**
Independent Study
 Individually supervised advanced study on topic of scholarly and critical interest in a selected area of paralegal studies. As needed. May have a course fee. May be repeated with different topics. Prerequisite: Consent of coordinator.
- PL MO1** **0**
Mentor Program
 Students volunteer to work in legal settings, taking PL 231 and with permission of the program coordinator. Student contracts work schedules with the site supervisor, who evaluates the performance for the student's files. Students may participate at five sites during their college career.

May be repeated five semesters with different topics. As needed. Prerequisite: PL 231 and consent of coordinator.

PS 111 **3**

General Psychology

An overview of contemporary psychology introducing students to: human development, cognition and language, learning, memory, sensation, perception, motivation, emotion, biological basis of behavior, social psychology, personality, psychopathology and psychotherapy. The focus of the course is on both the scientific method of acquiring psychological data, as well as the theories which interpret that data and help guide further research in the field. For majors and non-majors, this course also serves as the prerequisite for most psychology classes. Fulfills general studies requirement. Fall and Winter, every year.

PS 195 **1**

Seminar in Psychology

This course orients beginning psychology majors to the major and to the profession of psychology. Students learn how to use the Publication Manual of the American Psychological Association, how to access the primary databases in psychology, the benefits of membership in APA and Psi Chi, and the necessary training to practice in various careers in psychology. Winter, every year.

PS/ ED 237 **3**

Educational Psychology

The study and application of psychological concepts as they apply to teaching and learning from childhood through adolescence. Topics include: learning theory; motivation; physical, emotional and sociological development; individual differences; intelligence; evaluations based on behavioral objectives; and types and uses of standardized tests. Winter, every year. Prerequisite: ED 109 or PS 111.

PS 240 **3**

Psychology of Women

An overview of current psychological theories and research on issues which impact women in their development throughout the life cycle. Gender roles, women and work, violence against women, psychological disorders in women, and the biological/cultural basis of sex/gender are among the topics explored. Fall, even years.

PS 250 **3**

Human Sexuality

Studies the biological, psychological and socio-cultural aspects of human sexuality and related research. Topics include anatomy and physiology related to human sexual response, sexual and psychosexual development, sexual orientation, contraception, sexually transmitted diseases, sexual dysfunction, variations in sexual behavior, abuse and age related changes. Fall, even years.

PS/MA 253 **3**

Statistics

Organization of data; binomial, normal and t distributions; estimation; hypothesis testing; correlation and regression; chi-square; analysis of variance; application to business decisions and experiments in natural and social sciences. Use of appropriate computer software. Fulfills general studies requirement. Fall and Winter, every year. Prerequisite: MA 112 or placement.

- PS 260** **3**
Developmental Psychology
 Studies human physical, cognitive, personality, emotional, social and moral development and change from conception to death. Winter, even years. Prerequisite: PS 111.
- PS 261** **3**
Adolescent Psychology
 Studies physical, emotional, intellectual and moral development during adolescence; adjustment to change; peer, adult and institutional influences, relationships and pressure. Fall, even years.
- PS 280** **1-3**
Topics in Psychology
 Special psychological topics such as Industrial/Organizational Psychology, Intimate Relationships, Prejudice and Stereotyping, and Sport Psychology. May be repeated with different topics. As needed. Prerequisite: PS 111.
- PS 285** **3**
Techniques of Counseling
 Theoretical and practical knowledge needed to make use of basic counseling skills. Emphasis on process in utilizing these skills. Activities include role playing and video presentations. Winter, every year.
- PS 290** **1-4**
Supplemental Learning Experience
 Provides students with opportunities to explore career interests and options. This course is individually designed to meet each student's needs. Arrangements are made with the faculty advisor and the director of interns.
- PS 295** **3**
Stress Management
 Introduces theoretical and practical applications of the principles of stress management. Emphasizes learning to use techniques such as deep breathing, visual imagery, progressive relaxation, exercise and cognitive restructuring. Winter, odd years.
- PS 310** **3**
Psychology of Aging
 Studies the development of and changes in intellectual, social, interpersonal and psychobiological functions in aging. Offered in WED and campus independent study only.
- PS 312** **3**
Research
 Introduces research methods including experimental and quasi-experimental design, correlation techniques, survey and field research. Winter, even years. May have course fee. Prerequisites: PS 111 and PS/ MA 253.
- PS 320** **3**
Learning
 Considers the processes of learning and memory based on contemporary research and theory. Focuses on how learning processes work in animals and humans, as well as the practical aspects of the psychology of learning. Winter, odd years. Prerequisite: PS 111.

- PS 330** **3**
Biological Psychology
 Teaches how the brain and central nervous system may be divided by function, the relationship between the biological potential of the organism and behavior, and how observable behavior has evolved over time. Focuses on the factors that arouse, sustain and direct the behavior of humans and animals. Fall, even years. May have course fee. Prerequisites: PS 111, plus six hours of psychology and BI 101, or instructor's consent.
- PS 360** **3**
Abnormal Psychology
 Studies the dynamics of abnormal behavior including etiology, diagnosis, treatment and prevention of emotional disorders, psychoses, substance abuse and childhood disorders. Winter, odd years. Prerequisite: PS 111.
- PS 365** **3**
Drug and Alcohol Addiction
 Studies the psychological, biological and social aspects of alcoholism and other drug addictions with an introduction to group, individual and pharmacological treatment methods. Fall, odd years. Prerequisites: PS 111 or instructor's consent.
- PS/SO 370** **3**
Social Psychology
 Studies the way in which people's thoughts, feelings, and behaviors are influenced by the real or imagined presence of other people. Topics covered include attitudes, conformity, interpersonal relationships, aggression, and prejudice. Fall, odd years. Prerequisite: PS 111 or SO 211.
- PS 375** **3**
Forensic Psychology
 Popular television shows such as "Law and Order" and "Criminal Mind" have increased awareness about the field of forensic psychology. This course discusses the role and practice of forensic psychologists within the criminal justice and legal systems. Students will also examine the ecological characteristics of environments/communities that foster criminal activity, as well as gain insight about consumers of services from forensic psychologists. Winter, even years. Prerequisite: PS 111.
- PS 440** **3**
Personality
 Extensive coverage of the basic concepts and methods, major theories and results of research in the field of personality. Fall, even years. Prerequisite: PS 111.
- PS 450** **3**
Psychological Tests and Measurements
 Introduces psychological tests and measuring such things as intelligence, achievement and personality; stresses critical evaluation of their reliability, validity and appropriate use and interpretation. Fall, odd years. Prerequisites: PS 111 and MA/PS 253.
- PS 480** **1-3**
Topics in Psychology
 Course similar to PS 280 except requires more background. May be repeated with different topics. As needed. Prerequisites: PS 111 and nine hours of psychology or instructor's consent.

- PS 486** **3**
Crisis Intervention
 Provides an overview of crisis theory and interventions for working with clients in crisis. Crisis and conflict management theories, strategies and skills will be examined and applied to a variety of situations including those involving suicide, physical and sexual assault, natural and man-made disasters, grief or traumatic loss and violence in the workplace, the home, or the school. Winter, even years.
- PS 490** **1-6**
Internship
 Work experience with firm or agency directly related to the student's major area of study. The learning experience is structured within the College approved guidelines for the internship program. Through close supervision by the director of interns, faculty advisor and the worksite supervisor, the student works toward achieving goals outlined in the individual learning contract. Normally reserved for third and fourth year students. May be repeated with different topics. As needed.
- PS 493** **1-6**
Research Practicum
 Research experience with agency or institution where students observe on-going research activities and assist in the work. Goals for the practicum are developed between the student, site supervisor and faculty advisor and are outlined in an individual learning contract. Normally reserved for students with third for fourth year status. As needed.
- PS 495** **1**
Senior Seminar
 Designed to help the student prepare a resume, learn job interview skills and make the transition between being a student and entering the job market or going to graduate school. Reviews professional ethics and standards. Fall, every year.
- PS 499** **1-3**
Independent Study
 Individually supervised advanced study of a particular problem or topic within the field of psychology. The topic should be in an area in which the student already has some basic knowledge. As needed. Arranged with the consent of the instructor.
- PS 560** **3**
Psychopathology
 Examines the major forms of psychopathology based on DSM diagnostic categories. Topics include the symptomatology, etiology, developmental patterns, theories, and treatment approaches related to various diagnostic categories.
- PS 580** **3**
Theories and Techniques of Counseling
 Examines the major theories of counseling and psychotherapy, the techniques used to establish therapeutic relationships and the development of counseling skills. Students will practice counseling skills in class and through the use of video-taped role-plays.
- PS 581** **3**
Group Dynamics and Counseling
 Examines group processes and development, as well as treatment methods. A study of the

research findings and theoretical approaches to group counseling. Includes small group experiences, discussion and independent study.

PW 495 **1**

Senior Seminar

Designed to help students transition from undergraduate college to law school, graduate school, or the job market. Includes preparing resumes and learning about and practicing job, law school, and graduate school interviewing skills. Reviews relevant ethical codes and standards in the legal profession.

PY 220/221 **4, 4**

General Physics I, II

Qualitative and quantitative study of the manifestations of energy in the kinetic theory of matter. Newtonian mechanics, wave motions, heat and thermodynamics, vibratory motion and sound, magnetism and electricity, light, modern physics and radioactivity. Every other year. Course fee. Prerequisite: knowledge of algebra, trigonometry and vectors.

SC 201 **3**

Integrative Science I: From the Big Bang to the Beginning of Life

Explores the physical and chemical principles underlying the creation of the universe, the formation in the Earth, the composition of the Earth and its atmosphere, changes in the Earth over time, and the formation of conditions for the beginnings of life. Laboratory. Fall, every year. Prerequisite: Score of 38 or better on mathematics placement exam or completion of MA 101.

SC 202 **3**

Integrative Science II: From the Beginnings of Life to the Future of Life

Explores the biological principles underlying beginnings of life, maintaining life and the future of life in Earth. Examines evolutionary principles as the major framework of biological study. Uses scientific methodology to investigate major biological concepts. Laboratory. Winter, every year. Prerequisite: Score of 38 or better on math placement exam or completion of MA 101.

SC 250 **3**

Sex and Science

Science has a past, present and future in its definition and pronouncements about sex and its functions. The history of what science has said about women and women's responses will be examined. Women scientists and their contributions, feminist critiques of science and future of sex as a variable in scientific research will be explored. As needed. Prerequisite: Instructor's consent.

SO 200

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

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

SO 211 **3**

Introduction to Sociology

Studies the basic principles, perspectives and concepts of sociology. Broad overview with emphasis on social structure, social interaction, culture, socialization, groups, formal organization,

stratification, social institutions and social change. Fulfills general studies requirement. Fall and Winter, every year.

SO 212 **3**

Contemporary Social Problems

Sociological perspectives on the societal conditions and institutional roots as well as the social consequences of major social problems; includes analysis of assumptions underlying both popular and theoretical explanations of social problems, and policies and programs by which society attempts to alleviate them. Winter, even years. Prerequisite: SO 211 or instructor's consent.

SO 321 **3**

Sociology of Families

Sociological analysis of the structure and functions of the family in contemporary society; interrelationships and structures; impact of social change on family structure and stability; and current trends in the institution. Focus on industrial societies with some comparative material included. Fall, odd years. Prerequisite: SO 211 or instructor's consent.

SO 323 **3**

Crime and Deviance

Examines the phenomenon of non-normative behavior from several perspectives (e.g., society, social organizations and individuals); includes analysis of the social contexts in which behaviors, individuals and groups come to be labeled as deviant, as well as the influence of historical and political factors; considers sociological theories which explain the occurrence and distribution of deviance; explores approaches to the management of deviance and deviants through social control. As needed. Prerequisite: SO 211 or instructor's consent.

SO 324 **3**

Racial and Cultural Minorities

Studies interracial and interethnic relations, prejudice, discrimination and the changing nature of contacts and problems generated between groups within the social institutions of multiethnic societies. The primary focus is the U.S., with use made of comparative material from several societies. Fall, even years. Prerequisite: SO 211 or instructor's consent.

SO 340 **3**

Sex, Gender and Society

Examines the changing status and roles of women in various institutional settings in contemporary society; relevant historical, cross-cultural and ethnic comparisons; the social construction of gender concepts; socialization, stereotypes, inequalities in power; traditional division of labor by sex and its relationship to cultural beliefs about gender; parallels with minority status and current social movements. As required. Prerequisite: SO 211 or instructor's consent.

SO/PS 370 **3**

Social Psychology

Studies the way in which people's thoughts, feelings, and behaviors are influenced by the real or imagined presence of other people. Topics covered include attitudes, conformity, interpersonal relationships, aggression, and prejudice. Fall, odd years. Prerequisite: PS 111 or SO 211.

SO/SS 410 **3**

Contemporary Sociological Theory

Surveys predominant contemporary sociological theories within the broader perspectives of functional analysis, conflict theorizing, interactionism, exchange, and macrostructure theory. Student

become familiar with and gain insight into comparing and contrasting theories at both the micro and macro levels of analysis and the historical and philosophical roots of each perspective. As needed. Prerequisites: SO 211 and PH 200.

SO/SS 415 **3**
Research Methods in Social Science

Presents basic principles of research design and the primary techniques used by social scientists in the collection and analysis of data; for example, surveys and polling, observation, experiment, case study and content analysis. Winter, odd years. Prerequisite: SO 211 or instructor's consent.

SO 435 **2-3**
Death, Dying and Bereavement

Sociological study of various aspects of death and dying: the personal and social meaning of death and bereavement, societal issues of death and dying and the professional's approach to death and loss of loved ones. Independent study format only. Prerequisite: SO 211 or instructor's consent.

SO 480/280 **1-4**
Topics in Sociology

Studies of designated or selected topics designed to serve special needs and interests not included in the regularly scheduled underclass or upper-class courses. As needed. Prerequisite: SO 211 or instructor's consent.

SO 490 **2-4**
Internship

Work experience with firm or agency directly related to the student's major area of study. The learning experience is structured within the College approved guidelines for the internship program. Through close supervision by the director of interns, faculty advisor and the worksite supervisor, the student works toward achieving goals outlined in the individual learning contract. Normally reserved for third and fourth year students. May be repeated with different topics. As needed. Prerequisite: SO 211 or instructor's consent.

SO 499 **1-3**
Independent Study in Sociology

Individually supervised advanced study on a topic of scholarly and critical interest in sociology or social policy issues. The topic should be one about which the student already has some background knowledge or experience. As needed. Prerequisite: SO 211 or instructor's consent.

SP 111/112 **4, 4**
Basic Spanish I, II

Students acquire the basic building blocks of the language: sound, noun and verb systems and use these systems for creative communication in real-life situations. The five skills of listening, speaking, reading, writing and culture are emphasized. Three classroom sessions and two laboratory sessions. Fulfills general studies requirement. Campus only. SP 111 Fall, every year. SP 112 Winter, every year. Course fee.

SP 150 **3**
Spanish/Latino Culture

A comparative culture class taught in English in which students are introduced to the concept of cultural difference by examining basic U.S. cultural practices along with those of the foreign (i.e. Spanish-speaking) culture. By comparing the U.S. with other nations, students find a new perspective

through which to view their own culture, and at the same time they learn not to impose their own parochial meanings on another society's morals and practices. Fulfills general studies requirement. WED only.

SP 211/212 **3, 3**
Intermediate Spanish I, II

Students review grammatical patterns through a variety of listening and reading activities as well as improve their own oral and written expression. Fulfills general studies requirement. Campus only. SP 211 Fall, every year. SP 212 Winter, every year. Course fee.

SP 231 **3**
Spanish Conversation

Students practice and enhance their communication skills progressing from specific functions and situations to free conversations and debates. Students participate in a variety of activities designed to refine listening and speaking through the active use of authentic materials describing life and society in Spain and Latin American countries. Video (film, television, travel and music) and audio (radio, music and literature) are important components. Winter. Campus only. Prerequisite: two semesters of college Spanish or Instructor's consent.

SP 280 **1-3**
Topics in Spanish Studies

Covers at an intermediate level specific topics related to students interest or needs. As needed.

SP 290 **1-4**
Supplemental Learning Experience

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

SP 291 **3**
Business Spanish

Students learn about the culture, economy and commerce of modern Spain and Latin American countries through the study of the political, social and economic aspects of the Spanish-speaking world. Through readings and video as well as through oral and aural activities, students gain a solid foundation in commercial Spanish. Campus only. As needed. Prerequisite: at least two semesters of college Spanish or Instructor's consent.

SP 331 **3**
Spanish Grammar

Students conduct an advanced study and practice the structure of modern Spanish in its component parts (verb tenses, nouns, adjectives, adverbs, pronouns, etc.). Concepts are illustrated by authentic written and audiovisual materials, so that students use grammar in context. Campus only. As needed. Course fee.

SP 351 **3**
Spanish Phonetics and Linguistics

Students conduct an in-depth study of the history and phonology of the Spanish language to improve their understanding and pronunciation of Spanish. Concepts are illustrated by authentic audio and visual materials. Campus only. As needed. Course fee.

- SP 361** **3**
Survey of Literature in Spanish
 Students conduct historical and critical studies of the principal authors and literary movements of Spain and Latin American countries and discuss orally and in written form the works considered. As needed.
- SP 371/HI 370** **3**
Latin American Life and Civilization
 From a cross-cultural perspective, students conduct study of the history and cultures of Spanish-speaking areas in the world from colonialism to the modern day by using a variety of materials including video, slides, music and poetry. In English. Campus only. As needed.
- SP 372** **3**
Spanish Culture and Civilization
 From a cross-cultural perspective, students study the origins and development of the Spanish people, their culture and the development of the Spanish nation into modern times by using a variety of materials including video, slides, music and readings. In English. As needed.
- SP 434** **3**
Spanish Stylistics
 Students conduct an advanced study of the process of writing in Spanish. A variety of authentic writing models that illustrate various functions and style serve as references. Students use audio and video, as well as texts, to practice and refine their composition skills. As needed. Campus only. Prerequisite: SP 331.
- SP 480** **1-3**
Topics in Spanish Studies
 This course covers literature and specific topics relative to student interest or needs. Repeatable. May be offered in conjunction with SP 280. As needed.
- SP 490** **1-6**
Internship
 Work experience with firm or agency directly related to the student's major area of study. The learning experience is structured within the College approved guidelines for the internship program. Through close supervision by the director of interns, faculty advisor and the worksite supervisor, the student works toward achieving goals outlined in the individual learning contract. Normally reserved for third and fourth year students. May be repeated with different topics. As needed.
- SP 499** **1-3**
Independent Study
 The student undertakes an individual, advanced study of a topic related to her interest in the area of Spanish studies. The student's work is closely supervised by a faculty adviser. Usually reserved for third- and fourth-year students. Campus only. As needed. Prerequisite: instructor's consent and chair's consent.
- SS 315** **2**
Teaching Social Studies in Senior High/Junior High/Middle School
 Develops teaching techniques, skills and processes necessary for the teaching of social studies in senior high, junior high and middle schools. As needed.

- SS 326** **3**
Geography of World Affairs
 Introduces the distribution patterns of major physical and cultural phenomena on the earth's surface and applies these patterns to world regions and countries classified according to levels of economic and demographic development. Winter, every year.
- SS/SO 415** **3**
Research Methods in Social Science
 Presents basic principles of research design and primary techniques used by social scientists in the collection and analysis of data. For example, surveys and polling, observation, experiment, case study and content analysis. Winter, odd years. Prerequisite: SO 211 or instructor's consent.
- TA 114** **2**
Voice, Diction and Phonetics
 Studies the vocal mechanism and international phonetic alphabet through ear training exercises and analysis of speech variations. Develops a flexibility of voice and speech. As needed.
- TA 150** **1-2**
Production and Performance
 Weekly work in the theatre, learning and applying skills in a variety of areas – such as makeup, costuming, stage-craft and performance. Course may be taken more than once. Fall and Winter, every year. Course fee.
- TA/EN 151** **3**
Interpretive Reading and Reader's Theatre
 Study poetry, prose and drama through oral interpretation. Analyze literary texts by way of performance. Preparation for platform reading. Winter, even years.
- TA/EN 202** **3**
Introduction to Literature and Theatre
 Introduces the creative and critical processes in literature. Using examples of poetry, fiction and drama, students learn methods of writing and reading critically about literature. Students also study the transition from page-to-stage that occurs in theatrical production, and the role of theatre in culture and society. Fulfills general studies requirement. Campus only. Winter, every year.
- TA 205 H (Honors course)** **3**
Experiencing the Performing Arts
 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. Students will engage in in-depth analysis of the intertwining of content and delivery in performance presentations. As an Honors Course, this class requires advanced skills in critical reading and writing and a willingness to grapple with difficult questions in aesthetics and their relationship to evaluating performance.
- TA 213** **3**
Introduction to Theatre
 Course introduces the student to many facets of theatre: directing, acting, technical aspects, literature and history. Students also attend and critique a variety of plays. Fall, every year.
- TA 220** **3**
Technical Theatre I
 Introduces all phases of technical theatre: scenery, lighting, costume and makeup design.

Construction and rendering with practical application to the current play. Winter, odd years. Course fee.

TA/EN 251 **3**

Advanced Interpretive Reading and Reader's Theatre

Designed for students who have completed a basic study of oral interpretation (poetry, prose, fiction, drama), and wish to continue with more advanced analysis and group performance, including mixed text work and use of nonfiction materials. As needed. Prerequisite: TA/EN 151.

TA 290 **1-4**

Supplemental Learning Experience

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

TA 320 **3**

Technical Theatre II

An in-depth study of all phases of technical theatre including scenery, lighting, costume, make-up and sound design. Practical application to the current play. As needed. Course fee

TA 322/422 **2**

Improvisation

Study and practice of physical, vocal, and text improvisation. Students will learn to combine a variety of classical and contemporary techniques in order to create their own personal style. At the end of the course, students will perform the "Improvisational Follies" on main stage. Fall, even years.

TA 323 **1-3**

Projects in Play Production

Credit may be earned for a substantial extracurricular contribution to a major production, such as heading an important crew, designing a setting, lighting or costumes, or serving as assistant director or stage manager. Amount of credit may be earned only once in the same area. As needed. Prerequisite: TA 220 or instructor's consent.

TA 324 **3**

Principles of Acting I

Fundamental techniques in acting with practice in pantomime, improvisation and voice production. Includes exercises in concentration, memorization techniques and short scenes. Winter, odd years.

TA 325 **3**

Principles of Acting II

Continuation of acting skill development with in-depth study of characterization and variations of acting styles. As needed. Prerequisite: TA 324.

TA/EN 327 **3**

Drama

Workshop class encourages writing capabilities through the use of improvisatory techniques. Group discussion used to examine alternative methods for structuring such improvisations, leading to the completion of a one act play. Every other year.

TA 328	2
Stage Movement	
Studies terminology and technique for movement on stage. Includes basic contact work, rhythmic and period moving and handling of props. Students also learn body control through the creation of tableaux and mask work. Culminates in a performance. Fall, odd years.	
TA 331/332	3, 3
History of Theatre I, II	
Studies the development of theatre of the western world from its beginnings through the Renaissance and from the Renaissance to the modern era. Students research and recreate scenes with historical accuracy, studying literature, acting, directing and technical aspects. TA 331: Fall, even years. TA 332: Winter, odd years. Course fee. Prerequisite: TA 113 or instructor's consent.	
TA/EN 341	3
Shakespeare	
Study of the principal writers of the English Renaissance with special focus on the works of Shakespeare.	
TA/EN 343	3
Modern Dramatic Literature	
In depth study of selected masterpieces in modern drama, from the great realist works of Ibsen and Chekhov to the selected realism of Arthur Miller and Tennessee Williams. The effect of avant-garde movements, such as Absurdism and Expressionism, on the theatre will be studied in detail. Winter, even years.	
TA 425	3
Directing	
Play selection, casting, rehearsing and producing are focal points of the course. Practice in actual production and discussion of the variety of directing techniques for various types of plays are included. Fall, odd years.	
TA 426	3
Directing Musical Theatre	
Studies the development of the musical as a collaborative theatrical form. Both practical and stylistic problems of current productions. Practice in directing musical scenes. As needed.	
TA 428	3
Advanced Directing and/or Acting Practicum	
Additional experience in directing a complete production of experimental nature. As needed. Prerequisite: TA 425 or experience as assistant director of a major production. By arrangement.	
TA 431	1-3
Program Building	
Designed to give the senior theatre student the opportunity to present a senior recital. Preparation must begin during the second semester of the junior year when the student petitions the faculty for the privilege of presenting the recital. Number of credit hours contingent upon recommendation of faculty. As needed.	
TA 433	3
Contemporary Theatre	
Study of current trends in American theatre, emphasizing the avant-garde. Examine the effect	

of contemporary European plays on American theatre through discussion of literary styles, methods of production and contemporary philosophy. As needed.

TA 280/480 **3**

Topics in Theatre

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

TA 490 **1-6**

Internship

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

TA 499 **3**

Independent Study

Individually supervised advanced study of topics selected to meet the needs of the student involved. The topic should be in an area in which the student already has some experience. As needed.

TH 201 **3**

Foundations of Theology

TH 201 is the introductory course in theology. It addresses the basic teachings, practice, and spiritual themes of Christianity from a mainline perspective. The course introduces students to the notion of theology as faith seeking understanding, and invites students to see that religion can be approached critically even from within a committed perspective. Fulfills general studies requirement. Fall and Winter every year.

TH 220 **3**

Introduction to Hebrew Scriptures

Studies the Hebrew Scriptures from a religious and literary viewpoint. Examines the major themes and contexts of these biblical writings in light of a current issue. Fulfills general studies requirement. Prerequisite: TH 201.

TH 225 **3**

Introduction to Christian Scriptures

Investigates the Christian Scriptures in their historical, cultural, religious, and sociological context in the Mediterranean world at the beginning of the Common Era. Includes an introduction to the techniques and methods of biblical scholarship and to the theologies that comprise the Christian community's witness to Jesus of Nazareth. The topics of the course will be examined and discussed in light of a unifying issue or theme. Fulfills general studies requirement. Prerequisite: TH 201.

TH 280/480 **3**

Topics in Theology

The study of selected topics of importance in the discipline. Prerequisite: TH 201.

- TH 300** **3**
The Theology of God
Examines the concept of God from a Christian perspective. Topics include the experience of God; God's attributes; Trinity; the relationship of God to creation. For majors only.
- TH 331** **3**
Jesus: God and Human
Seeks to answer Jesus' question, "Who do you say that I am?" Using scripture, and historical and contemporary sources, students examine the life, death, resurrection, and ascension of Jesus in terms of what He means for contemporary faith and life. Fulfills general studies requirement. Prerequisite: TH 201.
- TH 341** **3**
Christian Ethics
Considers the historical and contemporary sources and methodology of moral theology, as well as significant moral questions facing today's Christian. Fulfills general studies requirement. Prerequisite: TH 201.
- TH 343** **3**
Global Issues of Justice and Peace
Examines selected current issues in global peace and justice, within the framework of Christian theology and Catholic social teaching. Fulfills general studies requirement. Prerequisite: TH 201.
- TH 344** **3**
Ethics and the Professions
Explores the ethical principles of representative professions (e.g. law, medicine, business, social work). Considerable use is made of case studies in the development of the skill of moral decision making. Fulfills general studies requirement. Prerequisite: TH 201.
- TH 351** **3**
The Church in the Contemporary World
Examines the nature of the Church and its mission in the contemporary world. The Church is studied in terms of major images, its nature as the sacrament of Christ and its relationship among the various churches. For theology majors only. Prerequisite: TH 201.
- TH 360** **3**
Christian Worship
Focuses on the liturgical life of the Church, from both historical and modern perspectives. For theology majors only. Prerequisite: TH 201.
- TH 370** **3**
Christian Ministry and Service
Explores the meaning of ministry in the church, especially the many forms of the lay ministry. Distance format only. For theology majors only. Prerequisite: TH 201.
- TH 371** **3**
Women Imaging God
Explores the theology of God from the perspectives of how women image God. The class engages with the works of historical and contemporary women as primary sources. Fulfills general studies requirement. Prerequisite: TH 201.

TH 491**2-4****Integrating Project**

Provides theology majors with the opportunity to integrate and synthesize their course sequence and/or pursue important questions that cannot be treated in other courses. Challenges the student to do serious research work in an effort to have the skills of good theology applied to the area of student interest. For theology majors only.

WS 101**3****Women's Studies**

Introduction to Women's Studies as an interdisciplinary field that examines diverse feminist responses to a variety of topics including women's work, the family, discrimination, health, popular culture, violence, and social activism. Students will examine how gender affects both larger social institutions as well the individual women's identity and choices. Satisfies Women's Studies minor. Winter, odd years. As needed.

WS/ID 301**2****Images of Muslim Women**

The study of Muslim women in historical, cultural, and contemporary contexts. Original source readings and film are examined for their representations of Muslim women. Comparative analysis of the status and roles of women in Western Christian tradition is also addressed. The linked disciplines of study are the aesthetic and social/cultural. Fulfills general studies requirement and Women's Studies minor requirement. Prerequisite: Successful completion of 5 Skills courses, 3 Foundations/Diversity courses, and 3 Perspectives courses.

WS/ID 415**3, 3****Feminist Theory**

Advanced study and critique of significant classical and contemporary feminist theories that offer different perspectives on womanhood, women's experiences, and the future of feminism(s). Satisfies Women's Studies minor and general studies interdisciplinary requirement. Winter, even years. As needed.

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- Sharon Ammen, 1997;** Professor of Theatre; Ph.D., University of Maryland, 1997
- Richard Andrew, 2001;** Assistant Professor of Education; Ph.D., Indiana State University, 1997
- Michael Aycock, 1980;** Assistant Professor of English; M.A., Indiana State University, 1983
- Monica Baez-Holley, 2005;** Assistant Professor of French and Spanish; M.S., M.A., Indiana State University, 2003, 2004
- Margaret Berry, 1985;** Associate Professor of Business Administration and Spanish; M.B.A., Virginia Polytechnical Institute and State University, 1976
- Theresa Boland SP, 2007;** Assistant Professor of Education; M.A. Dominican University, 1993; M.A. Saint Mary-of-the-Woods College, 2008.
- Michael Boswell, 2005;** Assistant Professor of Music; M.M. Indiana State University, 2005.
- Sharon Boyle, 2002;** Coordinator, Undergraduate Program in Music Therapy and Associate Professor of Music Therapy; M.M., East Carolina University, 1995
- Deanna Bradley, 1991;** Director of Athletics and Instructor of Physical Education; M.S., Western Illinois University, 1990
- Troy Brownfield, 2004;** Assistant Professor of Journalism; M.A. Indiana State University, 1997.
- Joyce Cadwallader, 1977;** Professor of Biology; Ph.D., Indiana State University, 1974
- Brenda Carlyle, 1983;** Associate Professor of Business Administration; M.S., Indiana State University, 1982
- Sandra Chappell, 1989;** Associate Professor of Education; M.S., Indiana State University, 1988
- Janet Clark, 2003;** Associate Professor of Chemistry and VPAA; Ph.D. Purdue University, 1996
- Richard Collins, 1996;** Chair, Theology Department; Associate Professor of Theology; Ph.D., Marquette University, 1996
- Ellen Cunningham, SP, 1974;** Professor of Mathematics; Ph.D., University of Maryland, 1974
- Jane Curley, 1990;** Associate Professor of Education; M.A., Indiana State University, 1987
- Amanda Davis, 2006;** Assistant Professor of Education; Ph.D. University of Louisville, 2005
- Janice Dukes, 1982;** Professor of Speech; M.F.A., University of Montana, 1988; M.A., Indiana State University, 1982
- Jackie Fischer, 2010;** Assistant Professor of Psychology and Assistant Dean; M.S. Indiana State University, 1995
- Sonja Frantz, 2000;** Chair, Education Department, and Associate Professor of Education, Ph.D., Indiana State University, 2000
- Kathy Gotshall, 1999;** Director of the Master of Arts in Art Therapy Program; Assistant Professor of Art Therapy; Board Certified Art Therapist, 1998; Licensed Clinical Social Worker, 1994; Registered Art Therapist, 1989; M.A.A.T, Wright State University, 1985
- David Grabowski, 1998;** Chair, Sciences and Mathematics Department; Associate Professor of Biology; Ph.D., Loyola University of Chicago Medical Center, 1993
- Danielle Greer, 2010;** Assistant Professor of Ecology, Ph.D., Texas A & M University, 2010
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- Lori Henson, 2010;** Assistant Professor of Journalism; M.A., Indiana University, 2007
- Christopher Hudson, 2002;** Chair, Department of Languages & Literature, and Associate Professor of English; Ph.D., The University of Texas at Austin, 1998
- Brad Huffey, 2001;** Associate Professor of Psychology and Criminal Justice, Ph.D., Indiana State University, 1997
- Pat Jancosek, 2002;** Associate Professor of Art, M.F.A., University of Kansas, 1991
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Thomas Swopes, 1987; Associate Professor of Art; M.F.A., Indiana University, 1985

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

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

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

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