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Sociology Major
Sociology Minor
Criminal Justice Major
Criminal Justice Minor
Accelerated B.A. in Criminal Justice
Double Major in Sociology/Criminal Justice
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Theology Major
Theology Minor
Professional Certification in Catechetics
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Cybersecurity Minor
Environmental Studies Minor
Gender Studies Minor
Human Services Minor
Latin American Studies Minor
Legal Studies Minor
The Mount

MISSION

Mount St. Mary’s is a Catholic University committed to education in the service of truth. We seek to cultivate a community of learners, formed by faith, engaged in discovery, and empowered for leadership in the Church, the professions, and the world.

HISTORY

Father John DuBois, the founder of Mount St. Mary’s, came to America in 1791 to escape the French Revolution. He settled in Richmond, Virginia, where he tutored Patrick Henry’s children and learned English. He asked Bishop John Carroll of Baltimore, the first American bishop, for an assignment in 1794; Bishop Carroll sent him to Frederick, Maryland, 20 miles south of Emmitsburg.

Father DuBois soon opened a small school on a mountain near Emmitsburg and taught area children. Some years later the Society of St. Sulpice in Baltimore closed its preparatory seminary in Pennsylvania and transferred the seminarians to Emmitsburg. Their arrival in 1808 marked the formal beginning of Mount St. Mary’s. Father Simon Gabriel Bruté, another French émigré priest, joined Father DuBois in 1812; he remained at the Mount for the next 25 years and played a large role in the institution’s growth.

During these early years, Elizabeth Ann Seton lived on campus while her first home was built. The Mount helped her establish the Sisters of Charity and open parish schools—the work that led to her canonization as America’s first native-born saint. Father DuBois, named bishop of New York, left the Mount in 1826. Father Bruté and Father John Purcell, who became the Mount’s president in 1829, obtained the first official charter for the University from the state of Maryland in 1830.

Because of the work of its clerical graduates during its early history, Mount St. Mary’s became known as the “Cradle of Bishops.” Father John Hughes succeeded Bishop DuBois in New York, became New York’s first archbishop and directed the building of St. Patrick’s Cathedral. Father John McCloskey, who succeeded Hughes, was the first native-born American cardinal. Mount alumni served as first bishops of 15 newly formed dioceses; in all, 32 dioceses in this country have been directed by at least one Mount graduate.

In addition to the founding fathers, graduates Archbishop Emeritus Harry J. Flynn of St. Paul and Minneapolis, Bishop Emeritus William B. Friend of Shreveport, Archbishop William E. Lori of Baltimore, Bishop Paul S. Coakley of Salina, Bishop Michael O. Jackels of Wichita, Bishop Edward J. Burns of Juneau Alaska, and Bishop Kevin C. Rhoades of Fort Wayne-South Bend, former vice president and rector, continue the tradition of church leadership. Today, Mount priests serve in more than one-third of the nation’s dioceses.

Graduates of the Mount provide important contributions to virtually every facet of American life. Matthew F. McHugh, C’60 of New York, served nine terms in Congress. Rear Admiral William Maguire, C’74 (Ret. USN) was vice commander of the Naval Supply Systems Command, Admiral Thomas Brown, C’53, (Ret. USN) had command of the USS Midway. Thomas J. Harrington, C’78 is the Managing
Director and Chief Information Security Officer, Citigroup, and Susan Janowiak, C’81 is the acting associate director of the Office of Preparedness & Response for the EPA, Region 3.

Alumni in the legal field include Fran O’Brien; C’78, Assistant Commonwealth attorney for Arlington, Va.; Jennifer Anderson, C’81, Associate Judge in the District of Columbia Superior Court; Julie Stevenson Solt, C’80, and Teresa O’Connell, C’77, are both Frederick County, Md., Circuit Court judges. Heath Tarbert, C’98 served under Chief Justice Clarence Thomas and currently serves as the Vice President and Deputy Director of The Committee on Capital Markets Regulation Organization. Former Maryland State Senator Leo Green, C’54, and his son, Leo Edward Green, Jr., C’81 Associate Judge, Prince George’s County Circuit Court, 7th Judicial Circuit.

Corporate leadership positions have been held by Paul J. Norris, C’70 (retired chair, president and CEO of global manufacturing giant W.R. Grace and Co.), John Ido, C’80 (CEO of Michael Kors), Scott Newkam, C’72 (retired CEO of Hershey Entertainment) and numerous others.

In the medical field, alumnus Dr. William F. Magee, C’66, heads Operation Smile, a major international charitable foundation for healthcare. Dr. Frank Delmonico, C’66, is a professor of surgery at Harvard Medical School and Dr. Joseph Daniel, C’81, is Chief, Department of Orthopaedic Surgery at University of Medicine and Dentistry of New Jersey School of Osteopathic Medicine.

In the sports world, Susan F. O’Malley, C’83, became president of the Washington Bullets (now Wizards) NBA basketball team at age 30. Fred Carter, C’69, played and coached in the NBA and provides broadcast analysis of pro basketball for the ESPN2 network. Agnus McGlade Berenato, C’80, was the women’s basketball head coach at the University of Pittsburgh from 2003-13.

While the Mount’s history is long and its traditions are rich, the University does not rest on its history or its traditions. Mount St. Mary’s looks for its success in the lives of its graduates. The ongoing history of Mount St. Mary’s is the story of their lives.

Undergraduate Program Goals

The undergraduate program goals of Mount St. Mary’s flow from and embody the ideals found in the University mission statement.

As a Catholic University grounded in the liberal arts, we ask all students to complete a common, sequenced, and interdisciplinary core curriculum. The University intends the whole of its undergraduate program to enable students to:

The Catholic Vision of the Human Person: Understand and articulate the Catholic vision of the human person, particularly as it relates to the nature of the good, the relationship between faith and reason, and the human relationship with God;

The Western Tradition: Integrate diverse modes of human inquiry and expression through rigorous study of the Western tradition, including its American expression;

Competencies: Master the skills of analysis, interpretation, communication, and problem solving;
Major Field of Study: Understand the purposes and concepts of at least one major field of study and become proficient in its methodology;

Social Justice in a Global Community: Understand the diversity of human cultures in a global community, to see and seek to respond with justice and solidarity to all in the global community, to protect human dignity, to work for peace and freedom, and to respect the integrity of creation;

A Life Well-Lived: Continue a life of learning, growth in faith and mature spirituality, and service to the common good.

Accreditation

Mount St. Mary’s University is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104, 267-284-5000.

Undergraduate Program

Admission

APPLICATION PROCEDURES

The Mount seeks students who can benefit from our academic program and contribute positively to our community. Candidates for freshman admission to the University should have followed a four-year college preparatory course of study, including the specific coursework listed below, and be students of good character.

REGULAR FRESHMAN ADMISSION

Students seeking regular freshman admission should submit their application to the University as early as possible in the senior year, but no later than March 1. Admissions decisions are made on a rolling basis. Applications received after March 1 will be considered on a space-available basis. However, students whose files remain incomplete after due dates for credentials submission have passed will be withdrawn from admissions consideration.

In order to be considered for admission, we require that students submit a completed online application. We also request the following additional pieces as part of a student’s application package:

A $45 application fee: If the application fee is a financial hardship, requests for a fee waiver should come through the school counselor and preferably on College Board’s Fee Waiver Request Form.

An official high school transcript(s) should be sent directly from your high school to the Admissions office. Your high school may send it electronically through an official transcript sending service.

We recommend that students complete a minimum of 4 years of English, 3 years each of mathematics and science, 2 years of one foreign language, and 3 years of social studies/history.
Standardized Test Scores: We request that the results of the Scholastic Aptitude Test (SAT) and/or the American College Testing program (ACT) be sent to the Admissions Office. Either direct results from the testing agency or results included on official school transcripts are acceptable. The University’s SAT code is 5421, and its ACT number is 1726.

Recommendations: A recommendation from a teacher or a student’s guidance counselor should also be submitted directly to the Mount.

The Admissions Committee utilizes the following criteria in making admission decisions:

Academic record (includes strength of applicant’s high school curriculum and academic achievement over the four years of high school)

Test scores from the SAT (Math and Reading sections only) and/or the ACT

High school counselor or teacher recommendation

Extracurricular activities (quality, leadership, and distinctive participation)

Personal statement or essay (optional)

**EARLY ACTION FRESHMAN ADMISSION**

Students who have identified Mount St. Mary’s as one of their top choices may choose to apply for admission under the Early Action Program. These students must submit all the application materials, including high school transcript through the junior year and SAT results, by December 1 of the student’s senior year. The Admissions Committee will evaluate the application and inform the student of its decision no later than December 25.

Note that this early notification plan is nonbinding and, for those offered admission, does not require a response before the standard candidates’ reply date of May 1. Since we are typically reviewing Early Action candidates without the grades of the senior year, this program is recommended for candidates with stronger academic credentials. Those not offered admission in this early period will receive full consideration later in the regular admission notification period.

If you wish to apply for financial assistance, see “Financial Aid Application Procedures” on p.19.

**CAMPUS VISITS**

We strongly encourage prospective students to visit the Mount campus. While we welcome visitors throughout the year, we recommend that students visit when the University is in session. We are happy to arrange a campus tours, which are led by current Mount students, as well as coordinate individual appointments for meetings with faculty, coaches, or other administrative offices such as Financial Aid, Accounting & Finance, and the Registrar’s Office as well.
Please go to www.msmary.edu/visit or call the Admissions Office at 800-448-4347 to make arrangements for your visit. While a personal interview is not a required part of the admission process, it can be helpful in providing us a more complete and personal understanding of you as an individual.

ADVANCED PLACEMENT

For those who have taken Advanced Placement Tests through College Board, the University will grant appropriate credit; course waivers and credit are determined by the test grade and existing University policy. These credits may apply to major, minor, elective or some of the core curriculum requirements and will be recorded on the University transcript with a grade of Pass (P) when the official report is received from College Board. Generally, AP grades of three or better will receive University course credit. The AP credit policy is listed below.

<table>
<thead>
<tr>
<th>AP Course/Exam</th>
<th>Score Required</th>
<th>Hours of Credit Given</th>
<th>Course Waiver Given</th>
<th>Core, Major or General</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studio Art: Drawing</td>
<td>4</td>
<td>3</td>
<td>None</td>
<td>Elective</td>
</tr>
<tr>
<td>Art History</td>
<td>4</td>
<td>3</td>
<td>None</td>
<td>Major</td>
</tr>
<tr>
<td>Biology</td>
<td>4</td>
<td>4</td>
<td>BIOL 110, BIOL 111</td>
<td>Major; Core</td>
</tr>
<tr>
<td>Calculus AB</td>
<td>3</td>
<td>4</td>
<td>MATH 247</td>
<td>Major</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>3</td>
<td>8</td>
<td>MATH 247, MATH 248</td>
<td>Major</td>
</tr>
<tr>
<td>Chemistry</td>
<td>4</td>
<td>8</td>
<td>CHEM 101, CHEM 102</td>
<td>Major; Core</td>
</tr>
<tr>
<td>Computer Science A</td>
<td>3</td>
<td>3</td>
<td>CMSCI 120</td>
<td>Major</td>
</tr>
<tr>
<td>Computer Science B</td>
<td>5</td>
<td>6</td>
<td>CMSCI 120, CMSCI 125</td>
<td>Major</td>
</tr>
<tr>
<td>Macroeconomics</td>
<td>3</td>
<td>3</td>
<td>ECON 101</td>
<td>Major; Core</td>
</tr>
<tr>
<td>Microeconomics</td>
<td>3</td>
<td>3</td>
<td>ECON 102</td>
<td>Major; Core</td>
</tr>
<tr>
<td>Course</td>
<td>Credits</td>
<td>Units</td>
<td>Additional Notes</td>
<td>Requirement</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>---------</td>
<td>-------</td>
<td>------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>English Lang/Comp</td>
<td>4</td>
<td>3</td>
<td>None</td>
<td>General elective</td>
</tr>
<tr>
<td>English Lit/Comp</td>
<td>4</td>
<td>3</td>
<td>None</td>
<td>Major</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>4</td>
<td>4</td>
<td>BIOL 225</td>
<td>Major; Core</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>4 or 5</td>
<td>3 or 6</td>
<td>4=201; 5=language waived*</td>
<td>Major; Core</td>
</tr>
<tr>
<td>Human Geography</td>
<td>3</td>
<td>3</td>
<td>GEOG 200</td>
<td>General elective; Major</td>
</tr>
<tr>
<td>Govt &amp; Politics (US)</td>
<td>3</td>
<td>3</td>
<td>PSCI 100</td>
<td>Major; Core</td>
</tr>
<tr>
<td>Govt &amp; Politics (comp)</td>
<td>3</td>
<td>3</td>
<td>PSCI 200</td>
<td>Major</td>
</tr>
<tr>
<td>European History</td>
<td>3 or 4</td>
<td>3</td>
<td>3=HIST elective; 4=WCIV 201</td>
<td>Major; Core</td>
</tr>
<tr>
<td>US History</td>
<td>3 or 4</td>
<td>3</td>
<td>3=HIST elective; 4=AMER 202</td>
<td>Major; Core</td>
</tr>
<tr>
<td>World History</td>
<td>3</td>
<td>3</td>
<td>History elective</td>
<td>Major</td>
</tr>
<tr>
<td>Music Theory</td>
<td>3</td>
<td>3</td>
<td>FAMU 100</td>
<td>Major</td>
</tr>
<tr>
<td>Physics 1</td>
<td>4</td>
<td>4</td>
<td>PHYS 101</td>
<td>Major; Core</td>
</tr>
<tr>
<td>Physics 2</td>
<td>4</td>
<td>4</td>
<td>PHYS 102</td>
<td>Major; Core</td>
</tr>
<tr>
<td>Physics C – Mech</td>
<td>4</td>
<td>4</td>
<td>PHYS 201</td>
<td>Major; Core</td>
</tr>
<tr>
<td>Physics C – Elec/Magn</td>
<td>4</td>
<td>4</td>
<td>PHYS 202</td>
<td>Major; Core</td>
</tr>
<tr>
<td>Psychology</td>
<td>3</td>
<td>3</td>
<td>PSYCH 100</td>
<td>Major; Core</td>
</tr>
</tbody>
</table>
*Students who receive a score of 5 may opt to continue the study of the language at the 300 level and be eligible for six additional credits of prior learning.

INTERNATIONAL BACCALAUREATE

To students who have achieved scores of 4 or higher, Mount St. Mary’s awards credit for higher level exams only. Actual distribution of credit will be determined on a case by case basis.

DUAL/CONCURRENT ENROLLMENT

Students who are taking college courses while concurrently enrolled in high school will be granted appropriate credit. These credits may apply to major, minor, elective or core curriculum requirements and will be recorded on the University transcript with a grade of Pass (P) when the official transcript is received directly from the institution granting the grade/credit. Regardless of the number of college credits earned while a high school student a student will still be considered for freshman admission.

TRANSFER STUDENTS

Each year, 75 to 100 students transfer to Mount St. Mary’s, from either a two or four year institution. Transfer students are considered for admission in either the fall or spring semesters. Students must be in good academic and disciplinary standing, and be eligible to return to the institution from which the student is transferring. Generally, transfers are required to have a cumulative grade point average of at least 2.5 on a 4.0 scale.

Students who wish to transfer need to keep in mind that at least half of the credits in the major and minor fields and certain core curriculum courses should be taken at the Mount. (In any case, a minimum of 30 credit hours must be completed at Mount St. Mary’s as a graduation requirement.) No more than 60 credit hours will be accepted for transfer.

The University tries to be flexible with respect to core curricular requirements for transfer students. Courses from the students’ previous institutions may fulfill many of the University’s core requirements.

Transfer students will receive a preliminary evaluation of their remaining core and major requirements. All traditional academic courses from accredited institutions are eligible for transfer; no remedial or developmental courses will be considered. Only grades of C (2.0) or higher will be accepted for transfer; all courses transferred are listed on the transcript with a grade of Pass (P) and are not counted in the cumulative average.

Transfer students should submit all application materials by June 1 for fall entrance or by December 1 for spring entrance. An application for transfer admission should include:

A completed transfer application, along with the $45 application fee.
A final official copy of your secondary-school transcript. (This is typically waived for those who have been out of high school 10 or more years.)

Official transcripts are required from each post-secondary institution.

At least one letter of recommendation from a professor who has taught you in an academic course; if not, then at least one personal recommendation (an employer, for example).

The Admissions Office will normally notify transfer applicants of its decision within two weeks of the completion of the application. Students will also be notified of any possible scholarships with a letter of acceptance. Transfer applications received after the deadlines will be considered on a space-available basis.

INTERNATIONAL STUDENTS

Mount St. Mary's seeks and encourages the cultural diversity that international students bring to the campus. Each year we enroll a number of international students, and approximately one dozen different countries are represented in the student body.

International students normally apply as freshmen and should meet the March 1 application deadline for fall entrance.

International applicants should submit the completed freshman application form, along with the $45 application fee, as well as official transcripts first submitted to the World Education Services Credential Evaluations (www.wes.org/application/index.asp) so that we can best assess your candidacy.

International students for whom English is not the native language are required to take the Test of English as a Foreign Language (TOEFL). A minimum score of 550 on the paper-based test, 83 on the internet-based test, or 80 on the computer-based test is necessary to be considered for admission.

Once offered admission, international students who will enroll must provide:

- A certified bank statement or affidavit of support documenting that adequate funds are available to pay the full educational and living expenses in the United States for each year of enrollment. Limited academic scholarships, ranging in amount up to but not more than about one-third of the total budget of educational and living costs, may be available to international applicants with especially strong academic credentials and TOEFL and SAT results.

- A Mount St. Mary’s medical form, indicating completion of the required United States immunizations, as well as immunizations required by the native country.

See the Registrar’s webpage for more information on requirements for international students: www.msmary.edu/academics/Registrar/student-visas.html
VETERANS AND MILITARY PERSONNEL

Mount St. Mary’s is authorized by the Maryland Higher Education Commission to accept for full-time or part-time study veterans who have met the admissions standards of the University.

Veterans are required to abide by the regulations of the Department of Veteran Affairs as well as those of the University. VAR 14236 requires institutions to determine academic need prior to veteran certification in tutorial programs.

The University Registrar serves as the VA-certifying official. Newly enrolled students who are eligible to receive veteran benefits should contact the University Registrar at the outset of their studies.

Mount St. Mary’s University participates in the Yellow Ribbon program. For information, contact the University Registrar at 301-447-5215 or registrar@msmary.edu.

Mount St. Mary’s adopts and supports the Principles of Excellence for service members, veterans, spouses, and family members. This covers key areas relating to federal military and veteran educational benefits programs.

RESIDENCY AGE POLICY

Students who are 16 years of age or younger or who are 23 years of age or older at the time they will be living on campus must request permission in writing to reside on campus. Additionally, students under the age of 18 years of age require parental consent to reside on campus. These requests must be submitted to the Dean of Students or designee in writing and will be handled on a case by case basis. Mount St. Mary’s University requires this formal request to advise appropriate housing placement for individuals meeting the criteria described above. Students permitted to reside on campus who are 16 years of age or younger or 23 years of age or older may be subject to semester reviews where residential eligibility is examined, and Mount St. Mary’s University reserves the right to make housing decisions based on individual circumstances.

Fees and Financial Information

FEES

Tuition and other fees do not meet the total cost of supporting the students at the University. The Mount makes every effort to keep costs at the lowest possible level and reserves the right to change these costs annually.

Bills of approximately one-half of the annual charges will be sent prior to the start of each semester and will be due and payable on the date indicated thereon. Payment is to be made by check or money order, payable to Mount St. Mary’s University, and sent to the Accounting and Financial Affairs Office, Mount St. Mary’s University, 16300 Old Emmitsburg Road, Emmitsburg, MD 21727. Credit card payments and e-check payments can be made through the Mount St. Mary’s website.
INSTALLMENT PAYMENT PLAN

The University offers parents and students a payment plan under which they may pay tuition, room, and board costs on a monthly schedule instead of in the customary manner of two large semester payments. A finance charge, at the rate of 6% per annum, will be assessed on any unpaid balance. Before the beginning of the first semester, a payment-plan agreement will be sent along with the first bill of that semester. It should be completed and returned to the Accounts Receivable Office in accordance with the instructions in the agreement. Any inquiries should be directed to the Accounts Receivable Office. Final approval of the agreement is subject to University review.

PAYMENT OF BILLS

All bills are normally due and payable upon receipt. For special payment terms and other financial assistance programs, please refer to the installment payment plan as defined above and to the Financial Aid section.

Normally, no student may begin a semester with an unpaid balance on his/her account. Such indebtedness also precludes the possibility of receiving a degree or honorable dismissal. Students who fail to honor their obligations may be dismissed from the University. Upon nonpayment, Mount St. Mary’s University may declare any remaining balance due and payable. In the event a student account is referred to an attorney for collection through legal proceedings or otherwise, the student will be responsible to pay reasonable collection costs and fees, attorney’s fees, court costs and other related costs to Mount St. Mary’s University. Default interest shall accrue at the rate of one and one-half percent (1.5%) per month (18% APR) from the date of default until the date of payment, and shall be the rate of interest applicable to any judgment. A transcript release hold will be applied to the student record. Transcripts and grades will not be released until the debt is paid in full.

ANNUAL EXPENSES

(2017-18 academic year)

<table>
<thead>
<tr>
<th></th>
<th>Residential Student</th>
<th>Nonresidential Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$39,200</td>
<td>$39,200 (up to 16 hours maximum each semester)</td>
</tr>
<tr>
<td>Comprehensive fees*</td>
<td>$1,350</td>
<td>$1,350</td>
</tr>
<tr>
<td>Board (basic charge)**</td>
<td>$6,330</td>
<td></td>
</tr>
<tr>
<td>Room***</td>
<td>$6,500</td>
<td></td>
</tr>
<tr>
<td>Suites/Apt</td>
<td>$7,250</td>
<td></td>
</tr>
<tr>
<td>Cottages</td>
<td>$7,500</td>
<td></td>
</tr>
</tbody>
</table>
TOTAL | $53,380 | $40,550

* The comprehensive fee includes academic labs, graduation, student activities, and technology fees.

** Multiple meal plans are available to resident and nonresident students. All resident freshmen are required to carry the 21+ meal plan for their 1st semester. All other students, except those residing in the cottages, suite/apartment complex, are required to take at least a 5+ dinner plan, and these meals will be served in the school’s dining hall, Patriot Hall. Meal plans may not be changed after the deadline stated on the meal plan contract. For additional information concerning meal plans, please contact the MOUNTcard Office.

*** Resident students are reminded that they contract for their rooms for the entire school year and normally will not be permitted to withdraw during the year in order to live off campus. University owned houses are also included in the suite/apartment pricing.

ENROLLMENT DEPOSIT FEE

A one-time only $500 fee is required of all new full-time students. Undergraduate students should refer to their acceptance letter for deposit refund timelines. $250 will pay for June and August orientation, and the remaining $250 will be returned to the student if all bills have been paid and the matriculating student notifies the registrar, in writing, prior to the first day of classes that he or she will not be attending Mount St. Mary’s.

In addition, the financial consent form requires a parent(s)/guardian(s) signature as well as a student signature and must be returned before the beginning of the first semester of attendance. A student may not register or begin classes until the form is on file in the Accounting and Financial Affairs Office.

PART-TIME TUITION

The student enrolled for 11 or fewer semester hours during a regular fall or spring semester will be billed at the rate of $1,275 per semester hour and any other applicable charges.

SUPPLEMENTAL TUITION CHARGE

The fall and spring semester full-time tuition charge entitles the student to enroll for not less than 12 or more than 16 semester hours. Ordinarily, semester hours beginning with the 17th will be billed at a supplemental tuition charge of $640 per credit hour.

Students pay no supplemental tuition for additional credit with the One Credit Option in service-learning or credits in ROTC, Chorale, Ensemble, Lighted Corners or Echo Practicum.

APPLIED MUSIC FEE
A fee of $435 per course is payable by all students registered for music courses (FAMU) that indicate private instruction.

COURSE AUDIT FEE

The fee for auditing a course is $75, plus any special fees that would ordinarily be associated with the course.

INTERNSHIP FEES

Courses requiring internship fees are identified in the semester course schedule. Internship fees are payable each semester for each course according to the following schedule:

Education

<table>
<thead>
<tr>
<th>Internship</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internship I</td>
<td>$240</td>
</tr>
<tr>
<td>Internship II</td>
<td>$300</td>
</tr>
</tbody>
</table>

FOREIGN STUDY FEE

A fee of $110 per semester and $55 for summer sessions is payable by students studying abroad in non-Mount programs for administrative expenses connected with the program.

RUSH TRANSCRIPT FEE

The fee for rushed transcripts (requests that can be processed and mailed within 24 hours) is $25.

BOOKS AND SUPPLIES

Books and supplies are available in the University store at standard prices.

DECLINING BALANCE (DEBIT CARD)

Every student is issued a MOUNTcard for identification purposes. One of the features of the card is the declining balance. As an alternative to carrying cash on campus you can open a declining balance account. The debit feature is accepted at many locations on campus. No cash advances are available. Payments should be made directly to the MOUNTcard Office.

WITHDRAWAL FROM THE UNIVERSITY

Voluntary Withdrawal

Because the University receives more applications each year than it can accept, each student is selected on the assumption that he/she will remain for the entire academic year. If a student
voluntarily withdraws before the beginning of classes, all fees are refundable provided that written notice is received by the registrar before classes begin. When a student officially withdraws or leaves the University for any reason and has no indebtedness to the University, a portion of the tuition fee is refunded, depending upon the date of formal withdrawal (that date on which the withdrawal forms have been properly completed and returned to the Registrar’s Office).

By the end of the 1st week of school 100%
By the end of the 2nd week of school 80%
By the end of the 3rd week of school 60%
By the end of the 4th week of school 40%
By the end of the 5th week of school 20%

After five weeks of school there will be no refund of tuition.

Room: same refund policy as for tuition (above). Board: Board funds will be returned on a pro-rated basis.

Involuntary Withdrawal

Involuntary withdrawal resulting from either dismissal, expulsion or as a result of other disciplinary action, regardless of whether the action took place before or after the semester began, will result in total forfeiture of tuition and room fees, as well as the student’s enrollment deposit fee for the semester in which the action took place.

Military Service Member Withdrawal

Mount St. Mary’s University will offer a full refund for service members called to active duty during the fall or spring semester. It will provide a prorated refund for service members who must leave the Mount during the fall or spring semester in order to fulfill service obligations.

Board funds will be returned on a pro-rated basis.

FEDERAL AID RECIPIENTS

Students who receive financial aid from federal sources other than work study and withdraw from the University during the semester are only entitled to the federal aid they have earned. The amount of aid earned is determined by a prorated calculation; multiplying the percentage of the academic term the student has completed by the total amount of federal aid disbursed, or that could have been disbursed, to the student. If the academic term is more than 60 percent complete, the student has earned 100 percent of the aid.
If the amount of federal aid earned by the student is less than the amount that was disbursed, funds must be returned from the student’s account to the federal aid programs. Should this procedure result in a balance due on the account, the student will be required to pay the balance due.

Refund Policy for Federal Aid Recipients

Aid recipients who withdraw from Mount St. Mary’s University mid-semester will have their financial aid package reviewed and may have their aid eligibility reduced. This review will include separate calculations for institutional and federal aid programs. In all cases, the date of withdrawal is determined by the associate provost, and the Financial Aid Office will calculate any necessary adjustments to the aid.

Institutional Aid

Institutional aid (Mount scholarships and grants) will be pro-rated utilizing the same percentages as the student’s tuition charges established by the accounting and finance office. Therefore,

If a student withdraws: Financial aid will be reduced:

- Before the end of the first week of classes 100%
- Before the end of the second week of classes 80%
- Before the end of the third week of classes 60%
- Before the end of the fourth week of classes 40%
- Before the end of the fifth week of classes 20%
- After the fifth week of classes 0%

Service members who withdraw will have their institutional aid refunded at the same rate as their tuition is refunded.

FEDERAL AID

The Financial Aid Office is required by federal statute to determine how much financial aid was earned by students who withdraw, drop out, are dismissed, or take a leave of absence prior to completing 60% of a payment period or term.

For a student who withdraws after the 60% point-in-time, there are no unearned funds. However, a school must still complete a return calculation in order to determine whether the student is eligible for a post-withdrawal disbursement.

The calculation is based on the percentage of earned aid using the following Federal Return of Title IV funds formula:
Percentage of payment period or term completed = the number of days completed up to the withdrawal date divided by the total days in the payment period or term. (Any break of five days or more is not counted as part of the days in the term.) This percentage is also the percentage of earned aid.

Funds are returned to the appropriate federal program based on the percentage of unearned aid using the following formula:

\[ \text{Aid to be returned} = (100\% \text{ of the aid that could be disbursed minus the percentage of earned aid}) \times \text{multiplied by the total amount of aid that could have been disbursed during the payment period or term.} \]

If a student earned less aid than was disbursed, the institution would be required to return a portion of the funds and the student would be required to return a portion of the funds. Keep in mind that when Title IV funds are returned, the student borrower may owe a debit balance to the institution.

If a student earned more aid than was disbursed to him/her, the institution would owe the student a post-withdrawal disbursement which must be paid within 120 days of the student’s withdrawal.

The institution must return the amount of Title IV funds for which it is responsible no later than 45 days after the date of the determination of the date of the student’s withdrawal.

Refunds are allocated in the following order:

Unsubsidized Federal Direct Loans; Subsidized Federal Direct Loans; Federal Perkins Loans; Direct PLUS Loans; Federal Pell Grants for which a Return of funds is required; Federal Supplemental Opportunity Grants for which a Return of funds is required; Other assistance under this Title for which a Return of funds is required (e.g., LEAP).

Financial Aid

FINANCIAL AID APPLICATION PROCEDURES

Below are the recommended procedures to apply for financial aid at Mount St. Mary’s University. Please pay close attention to the corresponding dates for each step in order to meet all of the University’s deadlines. The Mount’s deadline for receipt of financial aid applications is March 1.

1. Recommended time: Fall

If you plan on submitting your Free Application for Federal Student Aid (FAFSA) online, you must register for a FSA User ID for both yourself and your parent. Go to www.fafsa.ed.gov and select the ‘FSA ID’ link at the top of the page. Each student and one parent must have their own unique FSA IDs.

2. Recommended time: October—February 15
Beginning in the fall, 2016, the 2017-18 FAFSA becomes available in October at www.fafsa.ed.gov. Mount St. Mary’s Title IV School Code is 002086. The FAFSA will request income from 2015. Most families will be able to use the IRS Data Retrieval tool to complete the income section of the application.

3. Upon submitting your FAFSA, if you have special circumstances you wish to call to the attention of the Financial Aid Office, download the appropriate appeals form from www.msmary.edu/financialaidforms; complete it to the best of your ability and return it to the Financial Aid Office no later than March 1.

4. Within several days of submitting your FAFSA, you will receive a Student Aid Report. This report will be sent to your email address provided on the FAFSA. Please share it with your parents and review it for accuracy. If any corrections need to be made, please make them and send a copy of any changes to our Financial Aid Office.

FINANCIAL AID AND FINANCING OPTIONS

Because most financial aid is offered on the basis of merit and demonstrated financial need, the Mount highly recommends that all first-year students complete the Free Application for Federal Student Aid (FAFSA). Forms should be completed so as not to miss the March 1st institutional deadline. Applications received after March 1st are considered based upon available funds. Returning students must file the FAFSA each year to be considered for need-based aid.

When determining a student’s need for aid, the financial aid office subtracts the expected family contribution from the total cost of attendance. In addition to the cost of tuition, fees, room and board, standard allowances are made for books, supplies, travel and personal expenses.

FEDERAL AID PROGRAMS

Mount St. Mary’s University participates in all of the financial aid programs offered by the U.S. Department of Education: Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, Federal Work Study, Federal Perkins Loans and the Federal Direct Loan Program. Eligibility for all federal programs is determined from the FAFSA.

GRANTS

Federal Pell Grants

This program provides students with extremely high need with grants of up to $5,730 per year.

Supplemental Educational Opportunity Grants

Designed to assist exceptionally needy students who are eligible for Pell Grants, these grants typically range from $500 to $1,500 per year.

TEACH GRANT
This $4,000/year non-need-based grant is for students who intend to teach in high-need subject areas at low-income (Title I) schools. At Mount St. Mary’s, the high-need subject areas include reading specialist, mathematics education, and foreign study education. A recipient is obligated to be a highly-qualified, full-time teacher at a low income school for each year for which a scholarship is received. Failure to meet this obligation converts the grant to an interest-bearing loan. This grant is available to both graduate and undergraduate students who are admitted into the education program (i.e., at least junior class standing).

WORK STUDY

Federal Work Study

Students selected for this program are employed in a wide variety of on-campus jobs. On average, students work 10 hours per week and earn up to $2,030 per year.

Other College Employment

College employment other than the federal work study is available. Contact the Mount’s Human Resources Department for more information.

LOANS

Federal Perkins Loans

This program enables selected students to borrow money interest free while they are enrolled in college. Loans, which typically range from $1,000 to $1,500 per year, are repayable after graduation, or termination of studies, at a 5% interest rate.

Federal Subsidized Direct Student Loans

Eligible undergraduate students may borrow up to $3,500 for the first year of study, up to $4,500 for the second year, and up to $5,500 for each remaining year. During periods of enrollment, interest payments are subsidized by the government. After graduation or termination of studies, and following a six-month grace period, students repay their loans at a 4.29% interest rate.

Federal Unsubsidized Direct Student Loans

Students who are not eligible or only partially eligible for a subsidized Direct Loan may borrow funds via this program at annual limits equivalent to those of the subsidized program. Students will be responsible for interest charges during periods of enrollment. The current rate is 4.29%. In addition, all students may borrow up to $2,000 each year, and independent students may borrow up to $4,000 for each of the first two years of undergraduate work and up to $5,000 for each remaining year.

Federal Parent Loans for Undergraduate Students (PLUS)
This program enables parents of dependent students to borrow the entire annual cost of attendance less financial aid awarded. The loans are repayable at a 6.84% interest rate. The parent must be credit worthy to obtain the loan.

ROTC SCHOLARSHIPS

Mount students receive scholarships from the Army ROTC program to cover full tuition, and are eligible for additional aid from the University. ROTC scholarships are awarded through the Army Cadet Command which allocates funds nationwide, so it is important for applicants to apply as early as possible. To apply, visit www.goarmy.com/rotc/college_four_year_scholarship.jsp. Contact the Mount ROTC Department at 301-447-5350 for additional information on these scholarships.

Satisfactory Academic Progress

Federal regulations require that a student receiving federal financial aid make satisfactory academic progress in accordance with standards set by the University. Students are normally expected to complete their undergraduate degree within eight semesters. Mount St. Mary’s is not obligated to continue institutional aid to a student who requires more than eight semesters to complete degree requirements. However, students are considered to be making satisfactory progress toward completion of degree requirements, and thus eligible for federal aid, if they earn credits and achieve cumulative quality point averages according to the following schedule:

<table>
<thead>
<tr>
<th>Semesters completed</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits earned</td>
<td>21</td>
<td>33</td>
<td>45</td>
<td>57</td>
<td>69</td>
<td>81</td>
<td>93</td>
<td>105</td>
<td>120</td>
</tr>
<tr>
<td>Cumulative GPA</td>
<td>1.5</td>
<td>1.6</td>
<td>1.7</td>
<td>1.9</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
</tr>
</tbody>
</table>

Reviews are performed on an annual basis at the conclusion of the spring semester.

A financial aid recipient who fails to achieve the appropriate standard will be placed on financial aid probation for one semester. Notification of such will be made, in writing, by the director of financial aid and will include the minimum requirements needed to maintain future eligibility.

The student will maintain eligibility for federal aid for one semester while on probation. However, by the end of the probationary semester, the student must achieve the required standard as listed above. (For example, a student who does not meet the minimum requirements after two semesters will be placed on probation. At the conclusion of the third semester, the student must have achieved a minimum of 33 credits and a 1.6 cumulative grade point average.) Failure to do so will result in the loss of eligibility for federal aid.

A student who loses eligibility for federal aid may appeal this decision. The appeal will be heard by the associate provost, the Director of Financial Aid and the Associate Director of Financial Aid. The student will be asked to document any extenuating circumstances such as severe illness, severe injury or the death of a relative.
A student will regain eligibility for federal aid by achieving the required standards listed above.

MARYLAND STATE AID PROGRAMS

Maryland residents may be eligible for state-sponsored, need-based grants or scholarships. Many of the programs require the FAFSA to be filed before March 1 of each year, and the scholarships typically require a separate application. More detailed information is available on the Mount’s financial aid web page at www.msmary.edu/financialaid or at www.mhec.state.md.us.

INSTITUTIONAL AID AND SCHOLARSHIPS

The Mount offers scholarships and aid to students in three categories.

Academic Scholarships

Additional University Scholarships

Need Based Financial Aid

GUARANTEED ACADEMIC SCHOLARSHIPS

Beginning in 2011-12, all first-year applicants accepted to the University are guaranteed academic scholarships based on several criteria, including course achievement, SAT and/or ACT results, and involvement in extracurricular activities. Financial need is not a factor in merit-based award decisions. The following are descriptions of the attributes of academic scholarship recipients entering in the Fall of 2015: (SAT score ranges noted below are based on Critical Reading/Verbal and Math scores only. We do not consider scores on the Writing section.)

Trustee Scholarship ($21,000 per year)

Accepted students are guaranteed this scholarship if they fall in one of two academic profiles: 1) An SAT score of 1250 or higher (28 ACT) with a GPA of 2.75 or higher, or 2) an SAT score of 1200 or higher (26 ACT) with a GPA of 3.5 or higher.

Presidential Scholarship ($19,000 per year)

Accepted students are guaranteed this scholarship if they have an SAT score of 1100 or higher (24 ACT) with a GPA of 2.75 or higher.

Dean’s Scholarship ($18,000 per year)

Accepted students are guaranteed this scholarship if they fall in one of two academic profiles: 1) An SAT score of 1050-1090 (22-23 ACT) with a GPA of 2.75 or higher, or 2) An SAT score of 900 or higher (21 ACT) with a GPA of 3.0 or higher.

Leadership Grants ($5,000 per year minimum)
All other accepted students who do not fall within the ranges above will be considered for these awards. Award amounts will be based on leadership qualities, involvement in school and community activities, and financial need. For full consideration, all students should file the FASFA.

ADDITIONAL UNIVERSITY SCHOLARSHIPS

Founder’s Scholarships

Two full-tuition Founder’s Scholarships are awarded to incoming freshmen who perform superbly during an on-campus written exam in late January and a personal interview for finalists in early March. Students must be accepted into our Honors Program and meet certain academic criteria to participate. The requirement for participation is a 3.5 GPA combined with either an SAT score of 1150 or higher (reading and math only), or an ACT score of 25 or higher. Invitations will be sent in November, December, and early January to those students who qualify.

Catholic Leadership Scholarship

The Catholic Leadership Scholarship is awarded to recognize five freshman Catholic students who have distinctive records of service and academic excellence. Applications are available at www.msmary.edu/financialaid. The application deadline is February 1.

Campus Ministry Scholarship

The Campus Ministry Scholarship will be awarded to incoming freshmen who have been leaders, innovators, and distinctive members of diverse ministry activities. Applications are available at www.msmary.edu/financialaid. The application deadline is February 1.

Fine Arts Scholarship

The Fine Arts Scholarship is awarded to recognize outstanding high school and community achievement in the areas of art, music, and theatre. Applications are available at www.msmary.edu/financialaid. Students will be invited to campus in late February/early March to interview/perform. The application deadline is February 1.

Athletic Scholarships

Mount St. Mary’s competes at the NCAA Division I level in 19 men’s and women’s sports. All varsity teams offer athletic scholarships. Contact the athletic director or head coach at 301-447-5296 for additional information on these scholarships.

NEED BASED FINANCIAL AID

Mount Grants in Aid

Last year 98% of the Mount St. Mary’s freshman class was offered financial assistance from the University. Students and their families with demonstrated need (as calculated by the federal
government) are considered for additional aid by submitting the Free Application for Federal Student Aid (FAFSA).

Commuter Grants

Up to 50% of tuition is awarded based on financial need to students who live at home and commute to the Mount. When combined with an academic scholarship, total money from the Mount cannot exceed 50% of tuition. The grant is not available for summer school.

Family Discount Grant

Each incoming student with a brother or sister enrolled at the Mount will receive a $2,000 Family Discount Grant. This grant is renewable as long as the siblings are concurrently enrolled.

Maryland Programs

Access the Maryland Higher Education Commission website at www.mhec.state.md.us for current information on these and other state programs.

Educational Assistance (EA) Grants

The EA Grant is awarded to Maryland students from families with low to moderate income. The average grant for Mount students has been $3,000. For eligibility, you must submit the FAFSA to the federal processor no later than March 1 of each year.

Senatorial Scholarships

The average Senatorial Scholarship for Mount students has been $1,500. Contact the State Scholarship Administration for further information.

Delegate Scholarships

Write to each of your Maryland delegates for instructions on how to apply. Awards vary, with the average Mount student receiving over $1,000.

Academic Program

REQUIREMENTS FOR THE DEGREE

In order to graduate from Mount St. Mary’s University, students must earn a minimum of 120 credit hours with a cumulative grade point average of at least 2.0. No fewer than 30 of the 120 hours must be earned at Mount St. Mary’s; at least 60 hours of the 120 must be from four-year institutions.

In addition, students must:
fulfill all requirements for the core program

complete the courses and number of credit hours required by their major field of study

maintain a 2.0 average overall and in the major

satisfy the senior year residency requirement by enrolling at the University for 24 of their final 30 hours prior to graduation

To be able to participate in graduation ceremony, seniors must have completed 104 credits at the end of the fall semester prior to commencement, and be registered for the remaining credits required for the degree in the spring semester. Attendance at commencement activities is mandatory, unless the student has obtained permission from the associate provost prior to the ceremony.

All students should check their records periodically with their faculty advisor to ensure they are progressing toward fulfillment of graduation requirements.

UNIVERSITY SCHOOLS, DEPARTMENTS, AND ASSOCIATED PROGRAMS

Richard J. Bolte, Sr. School of Business

Vacant, Dean

Departments

Business

Division of Education

Dr. Barbara Marinak, Director

School of Natural Science and Mathematics

Dr. Jennifer Staiger, Interim Dean

Departments

Mathematics and Computer Science, Psychology, Science

College of Liberal Arts

Dr. Peter A. Dorsey, Dean

Departments
Communication, English, Foreign Languages and Literatures, History, Philosophy, Political Science, Sociology, Theology, Visual and Performing Arts

CORE: THE COMMON EDUCATIONAL EXPERIENCE

The Common Educational Experience, or core curriculum, is a rigorous, common, and integrated program that welcomes students into a community of academic excellence centered in the liberal arts, informed by the Christian faith, and ordered toward the ideal of a life well-lived.

Rooted in the Catholic understanding of God, creation, and the human person, the curriculum treats knowledge as an end in itself and aspires to integrate natural and revealed truth in a comprehensive vision of the whole. Students encounter this vision and are encouraged to embrace it reflectively, mindful of other viewpoints within and outside their own cultures. To this end, they explore the relationships among the Christian, Western, and American heritages and a range of global cultures, to see how these traditions shape the contemporary world. The purpose of a liberal arts education is to free individuals from passive conformity to the various social forces operating upon them. Such an education prepares students to challenge those forces when appropriate and embrace the truth, goodness, and beauty in creation. In pursuit of this aim, we work to nurture the minds and spirits of all Mount undergraduates, inviting them to grow in virtue and live in loving solidarity with all humanity, guided by the spirit of Christ.

FSYM 101: The First Year Symposium (3 cr.)

The First-Year Symposium welcomes students into the Mount’s Catholic liberal arts community by asking them to explore a fundamental question: What does it mean to be human? Students gain insight into the human condition by reading, discussing, and writing about great literature. With small sections, one-on-one writing instruction, and close teacher/student interaction, the First-Year Symposium serves as first-year students’ introduction to college and to college-level writing.

World Languages (3-6 cr.)

All students begin the Culture and Civilization sequence with the study of a foreign language, helping them to access the richness and complexity of communicating thoughts, emotions, and beliefs in a language that is not their own. Students will either begin a new language or broaden mastery of a language already studied in high school. If continuing a language, students will be placed in the appropriate level based on the results of a language placement exam. All students complete a language course at the 102 level or higher. If a student tests into the 100-level, s/he should complete 101-102 to fulfill the core requirement. If a student tests into the 200-level, s/he should complete 201 to fulfill the core requirement. If a student tests into the 300 or 400 level, s/he should take one course at the 300 or 400 level to fulfill the core requirement. For questions regarding prior learning credit, please see the Department of Foreign Languages & Literatures page. Students that earn a score of 5 on their AP exam should consider their core requirement fulfilled.

Foundations of Social Science (3 cr.)

Foundations of Social Science courses equip students to understand and analyze the human condition
and human behavior by using the tools of observation and data analysis. They also introduce students to the ways that observation and data can be used to analyze contemporary events. Students may choose from various courses, including Economics, Education, Political Science, Psychology, and Sociology. (Choices include ECON 101, ECON 102, EDUC 100, PSCI 100, PSYCH 100, or SOC 100).

Laboratory Science (4 cr.)

In Laboratory Science courses, students develop the scientific literacy necessary to live as informed citizens in today's technology-based, global society. In these courses, students deepen their understanding of science and scientific inquiry, learn to apply the scientific method in a laboratory setting, and gain insight in how to use observation and experimentation to solve problems. All students take at least one laboratory science course.

MATH 211: Mathematical Thinking (3 cr.)

In Mathematical Thinking, students experience and explore the nature of mathematics through a wide variety of hands-on learning techniques. This course improves students’ ability to use a mathematical approach to solve problems, to deploy logical reasoning, to communicate mathematical concepts, and to comprehend and use mathematical notation. Content is selected from classical and modern areas of mathematics, such as geometry, number theory, algebra, graph theory, fractals, and probability.

WCIV 102: Origins of the West (3 cr.)

In Origins of the West, students explore the origins of the contemporary Western world by examining its Greek, Roman, and Judeo-Christian roots and by studying the art, history and literature of three foundational periods in Western Civilization: Democratic Athens, Imperial Rome, and the Christian Middle Ages, with a special emphasis on the legacies that continue to shape the world in which we live.

PHIL 103: Foundations of Philosophy (3 cr.)

Foundations of Philosophy explores the early history of Western philosophy, from its birth in the Greek city-state to its role in developing medieval Christian thought. Students learn how to pose and evaluate answers to questions concerning the nature of truth, the value of knowledge, the relationship between faith and reason, and the nature of human excellence.

WCIV 201: The Western Imagination: the Renaissance to the Great War (3 cr.)

The Western Imagination draws on the literature, art, and history of the West between 1500 and 1918 to help students understand the emergence of the global, urbanized, and technologically-advanced modern Western world in which they live. Students are challenged to think reflectively about Western ideas of progress, especially on questions of authority, knowledge, liberty, and consumption.

PHIL 203: Philosophy in the Modern Age (3 cr.)

In Philosophy in the Modern Age, students read major modern philosophical works and study the
enduring questions of modern philosophy. In so doing, they are challenged to think deeply about fundamental questions of human life, such as: What type of knowledge is reliable? Is faith reasonable in an age of science? What rights and responsibilities do people have?

AMER 202: America in the World (3 cr.)

America in the World encourages students to think seriously about the role of America in the world, from the Age of Encounter to today. Students pose questions about how the United States grew to an international power; how Americans have understood themselves over the centuries; how the spread of “American values” has impacted the modern world; and how individuals, events, and processes from around the world have affected American life.

THEOL 220: Belief in Today’s World (3 cr.)

Belief in Today’s World introduces students to the challenges of thinking about questions of belief in today’s secular and pluralist world, especially in the American context. Topics include how we can speak about God, what it means to have faith, how to deal with the problem of evil, and how to connect questions of personal belief to the Church, sacraments, and social issues.

THEOL 320: Encountering Christ (3 cr.)

Encountering Christ introduces students to the person of Jesus, including his attributes, his deeds, and his radical challenges to the power elites of his own society. It helps students understand how Jesus the Christ, the fullest revelation of God for Christians, continues to challenge all who would follow him, both in what they value and in where, how, and with whom they spend their time, talent and treasure.

PHIL/THEOL 300: Ethics and the Human Good (3 cr.)

Ethics and the Human Good caps the Faith and Wisdom sequence by helping students to see how an understanding of the human good relates to complex, moral decision-making. Students study works of moral philosophy and theology and develop their own well-reasoned judgments on the critical moral questions they will face in their personal and professional lives.

Global Encounters (3 credits)

Global Encounters courses introduce students to other ways of understanding the world by studying cultures outside the dominant traditions of the West, thereby strengthening their sense of membership in the global community. Such courses encourage students to enter into critical engagement with these cultures, leading them to a greater understanding of their own society within the complexities of the contemporary world. These courses are offered at the 300- or 400-level and are normally taken in the junior or senior year.

Modernity in Literature, Art, Music, or Theatre (3 cr.)

Through the study of literature, music, theatre or the visual arts, Modernity courses invite students to explore human creativity and innovation, to deepen their understanding of the relationship between
the individual and modern pluralistic society, and to understand the role of the artist in the modern world. Fulfilled by any of the following courses: ARMO 300, ENMO 300, MUMO 300, or THMO 300.

Transfer Students and Core

All transfer students complete a specially planned sequence of courses in consultation with the Office of the Registrar. Core requirements may in some cases be fulfilled by courses taken at the student’s previous institution(s).

MAJORS, MINORS AND OTHER STUDIES

Sustained study in a chosen major complements the common learning in the core curriculum by engaging students in an apprenticeship guided by faculty who share their academic and/or professional interests. Requirements for each major are described in the Academic Departments section later in this catalog.

Mount St. Mary’s offers majors in the following fields:

Bachelor of Arts  Bachelor of Science
Communication  Accounting
Criminal Justice  Biochemistry
English  Biology
Fine Arts  Business
French  Chemistry
German  Computer Science
History  Economics
International Studies  Elementary Education, certifications in special education and secondary areas
Philosophy
Politics, Philosophy, and Economics
Political Science  Environmental Science
Sociology  Forensic Accounting
INTERDISCIPLINARY MAJORS AND MINORS

In addition to the majors listed above, students may choose to complete an interdisciplinary major that they design in consultation with appropriate faculty. Such majors must be approved, using the Declaration of Major form, by the appropriate department chairs and by the associate provost. For example, a student interested in a biopsychology interdisciplinary major would work with faculty in science and psychology. All such majors should have no less than 33 credits, and at least half of this course work should be done at the 300 or 400 level.

Interdisciplinary minors can be designed as well. Such a minor should have at least 18 credits with 9 credits at the 300 or 400 level. Like the interdisciplinary major, the minor needs approval by the appropriate department chairs and the associate provost.

Any student proposing to design an interdisciplinary major or minor must have a cumulative grade point average of 2.5 or better and must submit to the associate provost a self-design plan along with the signed Declaration of Major or Minor form.

Declaring a Major

All students must have declared a major at the time of registration in the second semester of their sophomore year. The Declaration of Major form, available on the website, must be signed by the student’s current advisor and the dean of the college/school. Students planning for a second major should consult with their faculty advisors. The same form is used to declare a second major. It must be signed by the advisor in which the second major is requested and then submitted to the associate provost at the time of registration in the second semester of the junior year. All students are required to have a 2.0 grade point average in all of their majors.

The University does not guarantee that every course needed for a second major will be offered every year. If a course required for a second major conflicts with another course needed to complete the graduation requirements or is not being offered that year, the student may have to forgo the second major or, if possible, secure permission from the appropriate department head to substitute a different course.

Only one bachelor’s degree is given for a four-year course of study; students who complete majors in different degree areas may choose to have their degree listed either as Bachelor of Arts or Bachelor of Science, but not both.
A student should follow the degree requirements listed in the academic catalog for the year in which they declare their major. Students adding an additional major will follow the requirements for that major listed in the academic catalog for the year in which they declared their primary (first) major.

MINORS

Students may elect to complete a minor as well as a major.

Mount St. Mary’s offers minors in each of the established major programs listed above, as well as minors in the following interdisciplinary fields:

Conflict, Peace and Social Justice

Creative Writing

Cross-Cultural Studies

Cybersecurity

Environmental Studies

Gender Studies

Human Services

Latin American Studies

Legal Studies

Declaring a Minor

A minor is not required, but many students elect to minor in a departmental or interdisciplinary program. A minimum of 18 semester hours is required for a minor; the specific courses required are set out in the discussion of minors associated with each academic department. A Declaration of Minor form must be completed and submitted to the Registrar’s Office no later than the end of the second semester of the junior year.

THREE-YEAR DEGREE OPTION

The Three-Year Degree Option is an opportunity for motivated students to complete their undergraduate degree program in less time than the traditional four-year programs. This program is designed for students who have a clear idea of their educational path beyond the Mount and wish to enter graduate or professional school more quickly than is possible with a traditional 4-year course of study. Students who aim to complete their degree in three years should make their intent known to the associate provost in the 2nd semester of the first academic year. Any student intending to proceed on this track must have a GPA of 3.2 or higher.
Students in the three-year program enroll during the traditional fall and spring semesters. Additionally, students will enroll in classes over two summer sessions. A few majors require part of a third summer session. For more information about this program, please consult your academic advisor.

Related Academic Programs

UNIVERSITY HONORS PROGRAM

The mission of the University Honors Program is to empower academically gifted students to achieve their fullest intellectual potential in love and in service to others. Honors students work closely with faculty in a setting of small classes across the Mount’s four schools to conduct disciplinary and interdisciplinary research, engage in creative production of visual and performing arts, and consider the meanings and manifestations of faith among people of all religious backgrounds.

Entry into the University Honors Program is offered to academically-gifted incoming students and to students who apply to the program after their first year of study at the Mount. Students are required to maintain an overall GPA of 3.4 to enter, remain in good standing, and graduate from the program. The Honors students are required to enroll in honors sections of the following core requirements:

- First Year Symposium (FSYM 101)
- Foundations of Philosophy (PHIL 103)
- Origins of the West (WCIV 102)
- The Western Imagination: the Renaissance to the Great War (WCIV 201)
- Modern Philosophy (PHIL 203)
- Belief in Today’s World (THEOL 220)
- America in the World (AMER 202)

Students with unavoidable scheduling conflicts, may request a waiver from the Honors Director to take a non-honors version of one of the above required courses. However, successful completion of the Honors Program requires that at least 15 credits of their core requirements be Honors courses. For this reason, while current students may apply to the Honors Program, students typically must apply during their first or second semester. An online application can be found at [www.msmary.edu/honors](http://www.msmary.edu/honors).

In addition, all honors students must complete the 4 credit senior honors project (HP 470 and HP 471). Students that plan to graduate a semester early must notify the Honors Director by the prior December of his/her intentions so that all deadlines can be adjusted to allow completion of the Senior Honors Project and graduation in December. The Honors experience culminates with a senior research project or thesis. Honors students spend a portion of their third and all of their fourth year working on a significant project in their major field of study, which they present to the campus community during the SPARC Festival held in April of their senior year. This project often serves as a powerful transition to graduate school or to a profession.

The University Honors Program promotes an atmosphere of collegiality among its members through a series of socials, dinners, lectures, and field trips under the auspices of The George Henry Miles (GHM) Honor Society. The University Honors Program also encourages students to offer their talents to the University and local community through service programs sponsored by The GHM Honor Society. Honors students in good standing are members of the GHM Honors Society.
INTERNSHIPS

Mount St. Mary’s encourages students to participate in credit-based and other experiential career opportunities so that they can explore professional interests and apply academic learning to various work environments. Internships give students the opportunity to practice work skills, to reflect on the relationship between work and study in on- and off-campus settings, and to represent the university in meaningful, professional work. Students seeking an internship can begin by meeting with the staff of the Career Center, or by seeking guidance from a potential faculty sponsor.

Any student possessing 45 or more earned credits with a cumulative grade point average of 2.5 or higher and not on disciplinary or academic probation may apply for an internship. Students who have declared their major, received permission from respective academic officials, and meet the above standards can apply for credit-based internships.

A student must read the Internship/Experiential Education Policies and Guidelines and then complete a Learning Agreement form in order to apply for credit-based internships. The Learning Agreement must be approved by the student’s faculty sponsor, department chair, site supervisor, and internship coordinator in the Career Center. Students may apply for one internship outside their major department. Approval for non-major internships must be approved by the faculty sponsor from the department the student has selected, by that department’s chair, and by the dean of their college/school. Students may take up to 12 credits in internships, though departments may limit the number of hours of internship credits that can be applied toward a major. With the exception of Education internships (student-teaching) by the Division of Education, all internships are processed through the Career Center. Students are expected to complete 40 hours of work per credit hour earned. Students can find the guidelines and procedures, important deadlines, and the Learning Agreement form at www.msmary.edu/credit-internships.

Students also have the opportunity to apply for semester-long internships through the Mount Washington Internship Program and International Internships. Please contact the Career Center for more information.

INSTITUTE FOR LEADERSHIP, ETHICS, ACHIEVEMENT AND DEVELOPMENT

iLEAD, a direct report department of the Provost’s office, serves the Mount community by offering leadership training, practicum and service experiences through various credit bearing avenues: LEAD 485, COMM 120, LEAD 100, LP 498; Academic society and certification: National Society of Leadership and Success, Sigma Alpha Pi, and Certificate of completion, Emerging Leaders Series.

It accomplishes these feats by working in supportive coordination with all sectors of the campus: academic, student life and seminary.

LEAD 485 is a practicum for academic credit of various designs that offers leadership training, (a part of which includes Title IX), through academic departments and fitness. Additionally, it can encompass leadership training sessions with academic clubs, organizations, and Learning Services’ top-tier mentors. An iLEAD facilitator works with a departmental or organizational facilitator. One particular practicum within 485 LEAD is Words While You Wait, a tri-fold student-led publication distributed
throughout medical offices in the Emmitsburg area as bibliotherapy to support patients’ mental wellness, raise the community’s awareness of the Mount’s contribution and act as a good will gesture to improve community relations. One, two or three credits are assigned respectively to 40, 80 or 120 hours training and practicum/mentorship time.

SUMMER SESSIONS

Summer sessions offer current Mount students and visiting students an affordable opportunity to catch up on classes missed, to retake a class to get a better grade, to get ahead in order to graduate a semester or two early, or to lighten their load for Spring or Fall. The University offers two summer sessions of five weeks each as well as one eight to ten week session.

The Mount offers a variety of core courses, and some major and elective courses in a fast-paced, compressed format. Many courses meet in the evening to allow students to hold daytime jobs on campus or in the area. In addition, a growing number of courses are offered online to allow students to take a class anywhere they have a reliable internet connection. In addition to courses, students can take summer internships for credit and enjoy a regular rotation of study abroad programs.

Campus housing and dining are available to summer students at a significant discount from Fall and Spring rates. For more information about summer sessions and the summer schedule, visit www.msmary.edu/classexamschedule, or call the Registrar’s Office at 301-447-5215.

STUDY ABROAD

Students are encouraged to pursue foreign study as a valuable complement to their education on campus. Generally, a minimum cumulative GPA of 2.5 is needed to qualify for study abroad. A wide range of foreign study opportunities is available, especially to students with proficiency in a foreign language. For more information, contact the associate provost.

Mount Foreign Study

The University sponsors foreign study semesters in Dublin, Cuenca (Ecuador), Florence and Prague, as well as short-term sessions (during summer and semester breaks) in Costa Rica, Spain, Mexico, France and Austria. Mount faculty join native professors in providing a wide range of cultural activities and courses directly linked to foreign history and culture.

Other Study Abroad Options

The University also maintains affiliations with the American Institute for Foreign Study. It is formally affiliated with the Center for Cross-Cultural Studies and Instituto Universitario de Sevilla, in Seville, Spain.

Enrollment in foreign study semesters at affiliate programs (the Center for Cross Cultural Studies, the Instituto Universitario de Sevilla) and the Mount St. Mary’s University Foreign Study Program fulfills the senior year-in residence requirement.
Academic and Other Resources

FACULTY ADVISING OF STUDENTS

Advising is a form of teaching. Faculty advising of students involves formal matters such as approving course schedules prior to registration, helping students devise plans for their majors and other academic programs, and prompting students to monitor their own academic progress toward the degree. Faculty advising also includes conversation about students’ developing academic life and aspirations for the future. As students move toward graduation, faculty advisors, together with the Career Center staff, can offer guidance about employment and about graduate and professional school. Students should cultivate this advising relationship and draw on it throughout their time at Mount St. Mary’s.

Assignment of Faculty Advisors to Students

During freshman year, Freshman Symposium instructors advise first-year students. This ensures that students will see their advisors regularly and that the advisor will know the academic progress of his or her symposium students. Beginning in the sophomore year, students who have chosen a major are assigned a faculty advisor from their major department(s).

LEARNING SERVICES

The Department of Learning Services provides academic support to students, focusing on study skills development and peer tutoring services designed to build academic success. Students learn about such topics as time management, organization, note-taking, test-taking, and learning and memory strategies as they meet individually with staff members who assess individual strengths and needs.

College Reading and Learning Association (CRLA) Certified Peer Tutoring

As a supplement to regular class work, students may elect to work with trained, faculty- recommended peer tutors. Peer Tutors help students master course content, prepare for exams, and develop more efficient study strategies. Peer Tutors are requested and assigned to students on an individual basis, and this service is offered at no additional cost to the tutees. Please direct all questions regarding the Peer Tutoring Program to the Assistant Director of Learning Services.

Disability Services

Mount St. Mary’s University recognizes that students with documented disabilities are entitled to reasonable accommodations and appropriate academic adjustments as stated in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Current and valid documentation of disability, including functional limitations and the impact of disability on academic performance, is required. Students with disabilities should contact the Director of Learning Services at 301-447-5006.

Mount St. Mary’s is committed to providing equal educational opportunities and full participation to all qualified students. No qualified student with a disability shall be excluded from participation in any
University program or activity, denied the benefits of any University program or activity, or otherwise subjected to discrimination with regard to any University program or activity.

Student-Athlete Academic Support

In compliance with NCAA regulations, the Student-Athlete Academic Coordinator assists student-athletes in balancing their academic and athletic demands. The SAAC provides comprehensive academic support services such as tutoring, studying assistance, study hall, and academic and individual skill development programs.

WRITING CENTER

The University’s award-winning Writing Center, located in Knott Academic Center, assists students in developing their skills in writing analytically and critically. Available to students from all disciplines at all levels of skill, the center offers instruction in a variety of forms: tutorials, short courses, and workshops, to name a few. Through its flexibility, the center can help meet both the immediate and long-term needs of students involved in various writing projects. Appointments are available from 2-5 p.m. weekdays. Call ext. 5367 for an appointment. Tutoring is also offered on a walk-in basis at the Phillips Library several nights each week.

LIBRARY

Our aspirations for Monsignor Hugh J. Phillips Library are:

A library that is perceived by students as a welcoming, convenient and comfortable environment that fosters the development of a community of learners.

A library whose information resources adequately support each of the University’s academic divisions and thereby enhance our students’ discovery of truth.

A library that offers students expert assistance and instruction in the discovery, use and documentation of information resources.

The library’s collection of learning resources includes about 147,503 bound volumes and a carefully developed collection of scholarly information sources that provide access to e-books, journal articles and a variety of data sources. Included in our e-resources collection are approximately 15,000 professional and scholarly journal publications and 150,000 eBooks.

The collection includes all the major databases in each academic discipline including the complete JSTOR back files. Content from Sage, EBSCO, ProQuest, ATLA and many others is available from the library’s website.

Phillips Library is a member of OCLC, the world’s largest library non-profit cooperative. OCLC’s WorldCat Discovery service provides access to our books and article databases; it is also a union catalog that lists the collections of 72,000 libraries in 170 countries from which we can borrow through
our ILLiad system. Our librarians also create subject guides that help students develop effective research strategies.

Our library staff includes two faculty librarians who provide research assistance and information literacy instruction to individuals and groups. Our main desk services, acquisitions, cataloging and interlibrary loans are provided by five highly competent, student-focused employees, with the help of several dedicated student assistants.

Phillips Library is a member of the Catholic Research Resources Alliance, whose purpose is “to provide enduring global access to Catholic research resources in the Americas”. Phillips Library’s Catholic Studies Collection brings together about 4,000 of our most prized theological volumes in a scholarly yet very visible study area. The library also includes the University archives that contain many historic documents and rare books relating to Catholic history in the United States. Many of these resources are available through our digital archives collection.

The Phillips Library is a member of the Maryland Independent College and University Association. Our students and faculty have direct access to the collections of each MICUA member library.

Phillips Library offers students a variety of comfortable spaces in which to study in isolation or together with peers. Each floor of the building offers many seating options that accommodate students’ needs.

These services are also available to our students at the Mount Frederick campus.

INFORMATION TECHNOLOGY

Today’s campus communications rely on technology that is continually changing. We are very proud to offer some of the finest systems, allowing students and faculty to interact and be part of a sophisticated online community. We enjoy the advantages of wireless access, high-speed connections to the Internet and innovative technology like our tele-classroom.

Services

Free access to electronic mail and the Internet is provided campus-wide via high-speed wired and wireless access.

The Mount’s website (www.msmary.edu) provides access to the University’s campus-wide information system. Our portal provides an interactive environment for teaching and learning for students and faculty. Many services, such as registration, billing account review and payment, official and unofficial transcripts, are available online.

Standard software used on campus includes Windows and the Microsoft Office Suite (Word, Excel and PowerPoint). The Center for Instructional Technology offers assistance with software and hardware-related issues and is located on the ground floor of the Knott Academic Center. If you have questions or need audio visual support, please contact them by e-mail at cit@msmary.edu or by phone at 301-447-5805. A local computer firm is available for more complex hardware or software issues should the student wish to engage their services.
The Mount highly recommends Windows-based laptops for all on-campus students. Please check with your school for any specific requirements.

CAREER SERVICES

Career Services and Graduate/Professional School Preparation

The University offers various programs of study in the liberal arts and sciences leading to the degree of Bachelor of Arts or Bachelor of Science. These courses have been designed to offer an excellent liberal education, to prepare students for careers in the professional or business worlds, and to enable them to gain admission to professional or graduate schools.

Pre-Law Program

A liberal arts education that develops strong analytical, reasoning and verbal skills is the best preparation for law school. Although law schools do not specify any particular undergraduate major, they recommend that students take upper-level courses emphasizing analytical thinking and verbal proficiency. Students contemplating careers in law should realize that admission to law school is selective and that a strong academic and extracurricular record is necessary.

The Mount’s Pre-Law Program is designed to help students discover if the law is their calling and, if it is, to prepare them for success in that pursuit. As part of the discernment process, the Pre-Law Program provides students the chance to meet with law school admission officials, current law students, practicing attorneys, judges, and legislators. Our students visit law schools, sit in on trials and attend talks by nationally known speakers. They attend dinners and other programs sponsored by various law related groups that provide exceptional networking opportunities.

The Pre-Law Program offers a free LSAT prep course every semester and full-length practice tests several times a year. Our approach to Pre-Law also involves a strong dose of hands-on advising, from help in selecting schools and navigating the law school admission process to review of law school scholarship offers.

The Mount also offers a legal studies minor, which is open to students in any major and whether or not they are considering law school. Legal studies minors complete courses in philosophy, history, psychology, logic and argumentative writing, as well as such courses as business law, criminal law, the Constitution and the Supreme Court, international law and organization, or American government.

Students interested in a career in law should contact the director of the Pre-Law Program, Professor Edward T. Egan, J.D. at egan@msmary.edu.

Health Professions Advising

A special health professions advisor is available to all students interested in careers in medicine, dentistry, nursing and related fields. A member of the science department, serves as a valuable
resource regarding graduate programs and professional opportunities. Further information can be found on p.XX.

Post-Graduate Fellowships

The University’s top-ranking students apply for a range of graduate fellowships including the Rhodes, Fulbright, and Truman scholarships. Students interested in applying for these scholarships should contact the Mount Office for National Fellowships.

Post-Graduate Social Service

The University provides information about and encourages students to participate in various social service programs including the Peace Corps and the Jesuit Volunteer Program. Students interested in service programs should contact the Career Center and the Office of Social Justice.

Outside the Classroom

The Mount is dedicated to providing an environment outside of the classroom that fosters learning and personal growth in preparing women and men for a role of leadership and responsible citizenship in society. The Mount offers comprehensive services and programs designed to provide an exceptional and diverse student experience at the University.

Athletics plays an important part of the University’s culture of healthy lifestyles and competitive excellence. A member of the Northeast Conference (NEC) and a Division I member of the NCAA, the Mount fields seventeen teams with approximately 350 participating athletes.

The Bookstore’s mission is to serve the University community by supplying textbooks and related educational materials, while providing a premier retail environment to ensure quality and contribute to the good health of auxiliary enterprises of the University. Web address: http://msmc.bncollege.com

The Office of Campus Activities encourages healthy lifestyles, student involvement, and an engaged campus community by offering weekend programs on and off campus that enhance students’ social, cultural, and developmental needs.

The Office of Campus Ministry contributes to the mission of the University to enable students to cultivate a mature spiritual life through liturgical, faith formation and community service ministry.

The Career Center works to inspire, educate and motivate students and alumni to take an active role in their career development and in discerning their vocation by providing them with necessary guidance, support, programs and services.

The Conference and Special Programs Office is designed to utilize the campus facilities and resources in order to contribute to the financial good health of the University’s auxiliary services.

The Office of Counseling Services provides short-term, time-limited counseling and crisis intervention. Students meet with a licensed mental health professional in a confidential setting. Services are available to full-time undergraduates during the academic calendar year.
The Office of the Dean of Students advances the educational purposes of Mount St. Mary’s University by providing a student-centered, co-curricular environment that enhances the academic mission of the University.

The Department of Dining Services provides satisfying meals to a diverse University community. The department supplies essential services of dining, vending, catering and concessions to the entire community.

The Outdoor Adventures Office at the Mount is an adventure-based experiential education program.

The Office of Social Justice, grounded in Catholic social teaching and utilizing a service-learning approach, strives to compassionately engage and educate students in the needs of the marginalized, the underlying issues of social justice, and responsibility within our global society.

The Office for Student Health Services provides health education, prevention and treatment services to students as they learn to manage the healthcare needs and challenges associated with the demands of college life and the transition from adolescence to adulthood. The Catholic mission and values of the University serve as a guiding principle for educational and treatment services available to students of the University and seminary.

The Center for Student Diversity fosters inclusion, collaboration, and relationship building. The center provides academic, social and transition support in addition to programming, leadership training and inclusive workshops for underserved students; and it promotes exchange and dialogue between individuals of diverse backgrounds.

The Post Office is a full-service mailroom serving as the central distribution center for all interoffice and U.S. Postal Service mail and is responsible for the management of all student mailboxes and other student mail services.

The Department of Public Safety at Mount St. Mary’s University is a service-oriented, law enforcement, problem-solving and crisis response organization. Its primary purpose is to provide a safe, secure and orderly environment in which teaching, learning and administration operations of the University have an opportunity to excel.

Campus Recreation fosters individual and community growth by enhancing and encouraging the participant’s physical, intellectual and social development through diverse programming in aquatics, club sports, fitness and health, and intramural sports. The department provides operational support and coordination for the Knott Athletic Recreation and Convocation Complex and its programs.

The Office of Residence Life fosters the holistic development of students by providing a living-learning environment consistent with the Catholic mission of the University. Mount students are supported by Residence Assistants living within their community and a team of committed professional staff members.
Academic Policies and Regulations

REGISTRATION

Every student at Mount St. Mary’s who wishes to enroll for the upcoming semester must register for classes following the procedures designated by the Office of the Registrar. Current students receive first consideration in enrollment.

Registration information is distributed via campus e-mail. Course schedules are available online. It is the student’s responsibility to obtain these materials.

The following regulations apply:

Registration dates are published in the Office of the Registrar and emailed to students prior to the event.

No student will receive credit for any subject taken in a class or section for which he or she has not been duly registered.

ADDING AND DROPPING COURSES

Students may add and drop courses without penalty during the first week of Fall and Spring Terms. Add/Drop deadlines for these and other special sessions are published by the Registrar’s Office.

COURSEWORK DEADLINE

The deadline for all graded course assignments is the last scheduled day of the term or the last day of class (often the final exam date), whichever comes first. Professors are not permitted to extend assignment deadlines beyond the last day of the term.

INCOMPLETE GRADE

Given the demands of full time study at Mount St. Mary’s, students are strongly encouraged to complete their courses on time and to not withdraw. In certain limited cases, a professor may grant the student a grade of Incomplete (“I”), allowing the student additional time to complete the course work.

A faculty member may grant an Incomplete grade only when all the following conditions are met: 1. The student has a serious reason to make the request, such as a medical or family emergency; 2. The student requests the Incomplete; and 3. The student has completed at least 75% of the work, and is able to finish the course with minimal assistance from the professor.

The professor must submit an Incomplete Form detailing the terms for finishing the course requirements to the Registrar’s Office, and enter a grade of “I” by the grading deadline. Once required work is complete, the professor submits a grade change form. If the Incomplete is not resolved by the end of the fall or spring term following the one in which the incomplete grade was received, an
Incomplete revert to the grade specified on the form or to an F, and is entered as such on the official transcript. Grades of incomplete may not remain on a student’s transcript for more than one semester.

WITHDRAWING FROM A COURSE

Once the add/drop deadline has passed, a student wishing to discontinue a course must withdraw. Withdraw forms are available in the Registrar’s Office. A student who seeks to withdraw from a class must submit to the dean of their college/school—by the deadline established in the academic calendar—a withdrawal form signed by his or her advisor and by the instructor of the course in question. No adjustment in tuition (full- or part-time) is made as a result of withdrawal from classes. Note that students must maintain at least a minimum full-time load (12 credits) in order to live in University housing, unless they receive special permission from the associate provost and the dean of students.

When a student withdraws from a course, a grade of “W” remains on the student’s transcript, but does not calculate into the student’s GPA.

FINAL EXAMS

The semester examination schedule is published on the Office of the Registrar’s web page: www.mary.edu/class-exam-schedule

Students who must travel are encouraged to consult this schedule in making their travel arrangements. Students who are scheduled to take three exams on a single day have the right to move one of these exams to another day, with permission from the requisite instructor. Students should discuss moving an exam with their instructors well before exam time.

COURSE LOAD

Student full-time status is defined as earning a minimum of 12 credit hours per semester.

The following regulations concerning course load apply:

Full-time students ordinarily register for 15 or 16 credit hours per semester. Those enrolling in science labs, ensemble music performance courses or military science courses may register for 17-18 credits without special permission. In all other cases, students desiring to enroll in more than 16 credits, up to the 21-hour-per-semester maximum, must receive the approval of the dean of their college/school. The cost for full-time students who enroll for credits above 16 in a given semester is $620 per credit hour. Students in the Honors Program who have a 3.75 GPA or higher for the previous semester may enroll in a 6th course for no extra charge.

Students who are employed full time may be permitted to take a maximum of nine credit hours during a semester and have this count as resident study during the senior year upon written request to the associate provost.
A student may audit a course, i.e., attend and participate without receiving credit, provided that space is available in the course and written permission of the instructor is obtained. After the course has started, the student’s status cannot be changed from audit to regular grade or vice versa. Audited courses may not be counted as part of the credit requirement for senior year in residence. To receive the audit grade (AU) on the transcript the student must satisfy the attendance and other course requirements set by the instructor for an official audit.

UNIT OF INSTRUCTION

The University operates on the semester system. The unit for counting credit is the semester hour. Mount St. Mary’s University follows the U.S. Department of Education definition of a semester credit hour as found in 34 CFR 600.2.

Credit hour: Except as provided in 34 CFR 668.8(k) and (l), a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than—

One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

INDEPENDENT STUDIES AND TUTORIALS

An independent study is an advanced-level study undertaken with a faculty mentor, generally though not always within a student’s major. In most cases, only juniors and seniors will have the requisite knowledge and experience to undertake such a study, though exceptions may be approved. Satisfactory completion of independent study must involve a substantial scholarly or creative project that the student designs in concert with the mentor. Presentation of the results of independent study to the faculty and students within the appropriate program is encouraged but not required. Independent studies must be approved in advance by the faculty mentor, the mentor’s department chair, the dean of the student’s college/school, and the associate provost.

A tutorial is a specially offered version of a regular course. Students take tutorials when they need such a course but because of unavoidable schedule conflicts cannot take it in the ordinary way. On rare occasions, students who have completed an advanced course may continue their study on a tutorial basis. All tutorials must be approved in advance by the instructor, the instructor’s department chair, the dean of the student’s college/school, and the associate provost.

PROGRESS IN THE CORE AND MAJOR
Students must maintain satisfactory progress toward completing the core program and the requirements in their chosen major(s). Each student is responsible for developing and carrying through his or her own plan to complete graduation requirements. Students should work carefully with their advisors to ensure that major and core requirements are met in a timely way. Assistance is also provided by the Center for Student Engagement and Success.

CLASS ATTENDANCE

All instructors are responsible for the attendance regulations that govern the courses they teach. Attendance regulations will be included in the syllabus and explained by the instructor in each class at the beginning of each semester. Any absence or tardiness will be handled by the instructor and the student involved. The associate provost’s office and Learning Services provide assistance to students who are absent due to emergency events, medical issues, and other personal circumstances.

GRADING SYSTEM

Each faculty member at Mount St. Mary’s is free to devise any system of student evaluation that is based on reason and results in professional judgments of student academic performance and achievement.

Ordinarily, this means faculty members base grades on the following criteria:

Understanding of material

Articulation and communication of course material

Application and integration of material

Fulfillment of basic course requirements

Faculty and students share an understanding that

A=Excellent  B=Good  C=Satisfactory  D=Poor  F=Failure

Grading policies for each course must be published in the syllabus distributed at the beginning of the term.

Letter grades and corresponding quality point values per credit hour are as follows:

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<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>4.00</td>
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<tr>
<td>A-</td>
<td>3.67</td>
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<tr>
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<td>B</td>
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<td>C</td>
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<td>C-</td>
<td>1.67</td>
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<td>D+</td>
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</tbody>
</table>
B-  2.67 points  D-  0.67 points
C+  2.33 points  F  0.00 points

Other Grade Classifications:

P/F  Pass/Fail
W  Withdraw
FA  Failure due to excessive absences (0 points)
I  Incomplete (0 points)
AU  Audit (0 points)

See explanations on following.

PASS/FAIL

Pass/Fail means a grade of either P (pass, credit earned) or F (failure, no credit) will be entered on the transcript, with no point values calculated in the grade point average. Sophomores, juniors and seniors have the option of taking one course each semester on a pass/fail basis in accordance with the following stipulations and with the permission of the chair of the department in which the course is taken:

the total number of credit hours taken under the pass/fail option does not exceed 12
the course be in a subject outside the major field, minor field, and the core curriculum
in the computation of scholastic averages for determining honors or any other computation of rank, a pass grade will not be counted while a fail grade will be counted a value of zero
students choose the pass/fail option at the time of registration with the permission of the department chair and are not allowed to revert to regular grading status; nor can they revert from regular grading status to pass/fail
the professor is advised that the student is taking the course under the pass/fail option, and the student satisfies the same requirements for the course expected of the regularly enrolled students
the professor has the right to deny the student’s registration under the pass/fail option in a specific course, but the denial must be clearly indicated at the time of registration
a student may take no more than one pass/fail course in any one semester
a student declares his or her intention to take the pass/fail option by completing and submitting the Pass/Fail Authorization form prior to the deadline for adding courses at the beginning of the semester.

GRADE OPTIONS FOR COURSES NOT COMPLETED

W (Withdraw)

This grade is posted for students who withdraw from a class after the end of the official add/drop period. Students who seek to withdraw from a class must submit to the dean of their college/school—by the deadline established in the academic calendar—a withdrawal form signed by his or her advisor and by the instructor of the course in question. No adjustment in tuition (full- or part-time) is made as a result of withdrawal from classes. Note that students must maintain at least a minimum full-time load (12 credits) in order to live in University housing, unless they receive special permission from the associate provost and the dean of students.

FA (Failure because of excessive absences)

This grade is posted for students who miss an excessive number of class periods, assignments or exams as determined by the instructor or who do not take a final exam.

I (Incomplete)

The grade of I is given in exceptional cases to a student who, because of illness or other reasons beyond his or her control, is unable to complete the requirements of a course for which the student has completed at least 75% of the work, and is able to complete the remaining coursework with minimal assistance from the professor. See INCOMPLETE GRADE, p. XX.

SEMESTER EXAMINATIONS

Semester examinations or the appropriate equivalent assignment are required for all courses at the end of each term. Absence from semester examinations is permitted in the case of serious illness or some other emergency; in those cases, the final examination will be rescheduled as soon as possible after semester’s end.

GRADE POINT AVERAGE

The grade point average is computed by dividing the total number of quality points achieved by the total number of course credit hours attempted. The University transcript records both the cumulative grade point average and the average for each semester at Mount St. Mary’s. Transfer credits for courses taken at other institutions are not computed in the grade point average, nor are any Mount St. Mary’s courses carrying the grade of Pass (P). Courses carrying a grade of F or FA are entered as zero points.

RETKATING A COURSE
Students may retake courses with the following two exceptions: students may not repeat a prerequisite course if a subsequent dependent course has been passed, and students may not repeat the First Year Symposium. If a student retakes a course, the original grade will continue to appear on the transcript, but in the computation of the cumulative grade point average, the new grade will replace the original. This policy applies regardless of whether the new grade is higher or lower than the first. If a student repeats a course that was originally passed (with a grade of D- or better), no additional credits will be earned.

GRADE REPORTS

Grades are available on the portal (portal.msmary.edu) at the close of the semester provided that a student has met all University obligations. Midterm progress reports, which list all courses in which the student is doing unsatisfactory work (C- to D-) or is failing (F) also are issued.

No report of grades is made at the end of the school year for a student whose financial account with the University has not been settled.

If an error has been made in the final semester grade, it is the responsibility of the student to see that the correction has been made within one month after the beginning of the following semester. No correction will be made beyond this date.

ACADEMIC STANDING

Academic standing is based on the cumulative grade point average (GPA) and the total number of credits earned.

End of first semester: 1.5 and 11 credit hours
End of second semester: 1.7 GPA and 24 credit hours
End of third semester: 1.8 and 36
End of fourth semester: 1.9 and 48
End of fifth semester: 2.0 and 60

After the sixth semester, students must be enrolled full time in order to complete the senior residency requirement and must maintain at least a 2.0 cumulative GPA.

Determination of Rank

Freshman, sophomore, junior, or senior rank is determined at the time of matriculation. Students advance in rank upon completion of each semester at the Mount. When a student submits an Intent to Graduate form, the Office of the Registrar reevaluates his/her rank based upon credits earned.

Rank is based on credits achieved as follows:
Freshman: 0-23 credits
Sophomore: 24-53 credits
Junior: 54-83 credits
Senior: 84 or more credits

Academic Probation

Any student who falls below the minimum grade point average standards above will be placed on academic probation at the close of the appropriate semester. Academic probation is an official alert for students that their academic performance must improve if they are to progress toward graduation.

All students on academic probation must make satisfactory progress during the following fall or spring semester or risk being dismissed for academic reasons. Satisfactory progress is attained by maintaining full-time status and achieving no less than the minimum GPA and credit levels specified above under the Academic Standing section.

Academic Dismissal

A student's academic record is reviewed at the conclusion of each semester by the Academic Review Board, chaired by the associate provost. Students who do not meet the minimum grade point standards noted above are subject to dismissal. Students with below 1.0 in a single semester and students failing to maintain full-time status and make satisfactory progress in total credits earned are also subject to dismissal.

The University reserves the right to dismiss at any time any students who fail to meet minimal standards of academic responsibility or who are deemed to be a detriment to themselves or to others, as determined by the Provost or Vice President for Student Affairs. Such grounds for dismissal could include but are not limited to ceasing to attend classes and disrupting the life and work of the University community. Any student who is on academic and disciplinary probation at the end of a given semester is subject to dismissal from the University. In such instances, the associate provost will evaluate the academic status and disciplinary status to determine whether in combination they are serious enough to warrant dismissal.

Students dismissed for academic deficiencies are eligible for readmission after one semester of the regular academic year has elapsed (summer sessions are not included). To be eligible for readmission, students must demonstrate their ability and motivation to do acceptable academic work by completing at least three courses (9 credits) at another institution with a grade of C or higher in each course and maintaining an overall GPA of 2.0. Students intending to seek readmission to the University should receive prior approval for courses from the associate provost.
All students are eligible to reapply to the University following their first academic dismissal; however, a student’s second academic dismissal is permanent. Students reapplying for readmission are cautioned that readmission is never automatic. The student’s overall undergraduate record (academic and disciplinary) is considered, as is his or her performance in all courses taken during academic suspension from the University.

Leave of Absence and Medical Leave

Students may apply for a leave of absence, typically for a period of one or two semesters. Students with a serious medical problem that prevents their continuing study during a given semester or prior to a new semester may apply for a medical leave. In both cases, such application (together with appropriate documentation from a healthcare professional, if necessary) should be made to the associate provost. Return to study after a leave is contingent on the student’s meeting the conditions established by the associate provost at the time the leave is granted. No extensions are granted for a leave. If a student does not return at the end of the prescribed period for the leave, the leave automatically becomes an administrative withdrawal from the University.

The same refund policy that applies to students who withdraw during the semester will apply to students granted a leave.

Students granted a medical leave prior to the 5th week of the semester are subject to the refund policy identified on p.16. Students granted a medical leave after the fifth week of the semester for an unforeseen medical emergency may apply to the provost requesting special consideration of the institutional refund policy. Any refund granted after the fifth week may only be credited to a subsequent semester’s tuition balance.

All financial aid refund policies remain intact. See p.17.

Students who fail to register for classes during the fall or spring term and have not requested a leave of absence will be administratively withdrawn from the University.

MOUNT ST. MARY’S UNIVERSITY STANDARDS OF ACADEMIC INTEGRITY

An academic community must operate with complete openness, honesty and integrity. Responsibility for maintaining this atmosphere lies with the students, faculty and administration. Therefore, the achievement of personal and academic goals through dishonest means will not be tolerated.

Academic misconduct includes but is not limited to:

A. Cheating: the unauthorized use or exchange of information before or during a quiz, test, or semester examination. Unauthorized collaboration on a class assignment, submitting the same work in two courses without the professor’s permission, and buying or selling work for a course are also forms of cheating.

B. Plagiarism: the representation of someone else’s words or ideas as one’s own. The various forms of plagiarism include but are not limited to copying homework, falsifying lab reports, submitting papers
containing material written by another person, and failing to document correctly in one’s written assignment words, arguments or ideas secured from other sources.

C. Providing or receiving assistance in a manner not authorized by the professor in the creation of work to be submitted for academic evaluation including papers, projects and examinations; presenting as one’s own the ideas or words of another for academic evaluation without proper acknowledgement.

D. Doing unauthorized academic work for which another person will receive credit or be evaluated.

E. Attempting to influence one’s academic evaluation by means other than academic achievement or merit.

F. Misconduct assistance: cooperation with another in an act of academic misconduct. A student who writes a paper or does an assignment for another student is an accomplice and will be held accountable just as severely as the other. Any student who permits another to copy from his or her own paper, examination, or project shall be held as accountable as the student who submits the copied material. Students are expected to safeguard their work and should not share papers, projects, homework, or exam answers with other students unless specifically directed to by their professors.

Penalties for Academic Misconduct

Penalties for any infraction are cumulative in that they are imposed in light of a student’s record at Mount St. Mary’s. The minimum penalty for the first offense will be a grade of zero for the assignment or examination; an instructor may impose a more severe penalty if circumstances warrant it. A second offense in that course or in any other course will result in a semester grade of failure (F) for the course in which this second incident occurs. No student charged with a second offense may withdraw from the course in which this offense occurs. The penalty for the third offense may be expulsion from the University.

Procedural Guidelines for Academic Misconduct

If a professor has reason to suspect that academic misconduct has occurred, the professor will speak with his/her department chair and dean in order to determine the appropriate actions. The associate provost may be included.

If a formal charge is warranted:

The professor will notify the student of the infraction in writing. Ordinarily, notification of the student should come no more than three weeks after the due date of the assignment in question. The professor is responsible for keeping the evidence of academic misconduct in its original form and need not return the original version of the materials to the student. Copies of the student’s work and information about other evidence will be provided to the student upon request.

The professor will notify the dean in writing (with a copy of the notification to the department chair) and forward copies of all information and materials. The dean will consult with the associate provost about prior offenses and then will officially notify the student in writing of the charge and the student’s right to appeal. The dean will maintain all records of the charge. The associate provost will be
Procedures for Appeals of Academic Misconduct Charges

A student may appeal a charge of academic misconduct. He or she may register an appeal with the associate provost, who will determine whether or not to convene an academic appeals board. Written appeals must be registered with the associate provost within four weeks of formal notice of the charge to the student by the divisional dean.

GRADE APPEALS

A student may appeal the final grade in a course only on the grounds that a grading policy is unclear or has been unfairly applied. Recourse should be made first to the professor concerned, then to the chair of the department in which the course is taken, and then to the appropriate dean. A student wishing to pursue the matter further must register a written appeal with the associate provost no later than the fourth week of the semester following the posting of the grade. Upon receiving the appeal, the associate provost will determine whether or not to convene an academic appeals board.

ACADEMIC APPEALS BOARD

An academic appeals board addresses student appeals in cases of cheating and plagiarism and in grade protests taken beyond the department level. The board is convened by the associate provost. The board will include two members of the student government association Academic Committee and three faculty members appointed by the Undergraduate Academic Committee, one of whom shall be from the department affected in the dispute. The associate provost will name one of the faculty members to serve as chair of the appeals board. On the basis of written information provided by the instructor, the student and any other relevant party, the board will then determine by majority vote whether an appeal is warranted. If the board decides to hear an appeal, it will invite spoken testimony from the student and professor involved in the case and may, at its discretion, solicit other pertinent information. Decisions in appeals hearings will be made by majority vote. The board’s decision may be appealed to the associate provost by the student(s) or by the professor involved. The associate provost has final jurisdiction in such matters.

CONFIDENTIALLITY OF STUDENT RECORDS

Family Educational Rights and Privacy Act (FERPA)

Mount St. Mary’s University complies with the provisions of the Family Educational Rights and Privacy Act of 1974, as amended, and any regulation promulgated thereunder. A copy of the Mount St. Mary’s University institutional compliance statement is located in the Office of the Registrar and will be made available upon request.

Notification of Student Rights under FERPA
The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their educational records. They are:

The right to inspect and review the student’s education records within 45 days of the day the University receives a request for access. Students should contact the registrar to schedule an appointment to review the education records and receive an explanation or interpretation of the records requested.

The right to request amendment of the student’s education records that the student believes are inaccurate or misleading.

The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

The right to file a complaint with the U.S. Department of Education concerning alleged failures to comply with the requirements of FERPA. Anyone who believes his or her rights have been violated may file a complaint with the Family Policy Compliance Office, U.S. Department of Education, 600 Independence Avenue, SW, Washington, D.C. 20202-4605.

Students and others who wish to have specific information regarding their rights of access to institutional education records maintained in their name should contact the Office of the Registrar at 301-447-5215.

Confidentiality of Student Records

Mount St. Mary’s University accords all rights under the Family Educational Rights and Privacy Act (FERPA).

The University does not release personally identifiable information or education record information by any means without written consent of the student, except in those cases exempted by FERPA. Mount St. Mary’s releases directory information unless a student requests in writing that this information be withheld. Students who wish to withhold directory information may do so by filling out the Request to Prevent Disclosure of Directory Information form found in the Registrar’s office and online at: www.msmary.edu/registrar. Directory information includes: name, address, telephone number, dates of attendance, previous institutions attended, major fields of study, enrollment status, awards, honors, degree(s) conferred (including dates), and date and place of birth.

A complete text of the University’s institutional compliance statement is available in the Office of the Registrar. Inquiries regarding compliance should be directed to the Registrar.

TRANSCRIPTS

Official transcripts will be provided to schools, employers or to the individual at no cost to the student. Transcripts can be issued in either paper or electronic format.
Written request must be made for each transcript. The request will be made online through this link: www.msmary.edu/transcript.

No request can be honored until the financial account has been cleared by the Finance Office. Requests will be processed as expeditiously as possible; however, a minimum of five working days should be allowed for processing. During examination periods, registration and the two-week period immediately before and after the end of semesters, there may be an additional delay.

**GRADUATION PROCEDURE**

Students are required to fill out an Intent to Graduate form by the end of the summer preceding the academic year of anticipated graduation (i.e., summer 2017 for May 2018 graduation). This includes students who anticipate completing all degree requirements by the end of fall semester of that academic year.

Collection of these forms provides the Office of the Registrar with accurate student information and allows for a timely review of student academic records to determine eligibility to graduate. Such review will also provide students with an opportunity to complete during the spring semester any degree requirements that may have been overlooked during their time at Mount St. Mary’s. Students who have unmet requirements will be notified by the Registrar.

Information regarding how to petition to graduate will be emailed to students when the intent form is opened. The form is available online at portal.msmary.edu. Please note that the form must be submitted to the Office of the Registrar by the due date indicated on the website. Failure to complete and return this form by the designated deadline will indicate to the University that you do not intend to graduate. Consequently, a diploma will not be printed and the student will not be able to participate in the commencement ceremony in May.

**Participation in Graduation**

Degrees are conferred three times a year in December, May and September. There is only one ceremony held in May. All students who complete graduation requirements by the end of the spring semester are expected to participate in baccalaureate and commencement unless they receive approval, in writing, to miss one or more of the events. Such approval must come from the associate provost (301-447-5333).

In order to take part in Commencement ceremonies in May, students must have obtained no fewer than 120 credits by the end of the Spring semester. This means that students need to have obtained a minimum of 104 credits by end of the Fall semester prior to graduation, and have registered for their remaining requirements in the Spring term. Any exceptions must be approved by the Provost.

If a student does not complete these requirements by May 31 of their senior year, the student will not be considered a Mount St. Mary’s graduate for that May, and the student’s degree (diploma) will be awarded at the end of the term following the completion of all requisite requirements. Note that students who complete requirements in the summer term(s) will receive their degree in September.
DEGREES WITH HONORS

Degrees conferred by the University are awarded with honors for exceptional quality as follows:

Cum laude: minimum grade point average of 3.400

Magna cum laude: minimum grade point average of 3.650

Summa cum laude: minimum grade point average of 3.850

Grade point averages are not rounded.

Grades earned prior to matriculation at Mount St. Mary’s will not be included in the grade point average. A minimum of 45 hours is required at Mount St. Mary’s for honors eligibility. Qualification for honors will be determined by the final cumulative grade point average, which includes the grades of the final semester in which the student completes degree requirements.

Dean’s List

The Dean’s List is published at the end of the fall and spring terms and lists those students who have a 3.4 grade point average for the term and a minimum of 6 graded credits with no incompletes (only degree seeking students are eligible). Students will be notified by letter, and transcripts will indicate each semester in which the honor has been achieved.

COURSES AT OTHER INSTITUTIONS

Ordinarily students are not permitted to take courses at another institution during the fall or spring semesters. Any exceptions must be approved in advance in writing by the dean of their college/school and the associate provost. Students are permitted to enroll in limited courses at other institutions during the summer and, if possible, winter inter-sessions with the written approval of the Office of the Registrar.

Ordinarily core courses must be taken at Mount St. Mary’s. Any exceptions must be approved in advance by the Office of the Registrar. With the prior approval of a student’s major department chair, he or she may be permitted to take a limited number of major courses at another institution.

Students who wish to take courses at another institution in an effort to be readmitted to Mount St. Mary’s following a first academic dismissal should contact the associate provost immediately following their dismissal to secure written, advance approval for such courses to ensure that the course credits will transfer back to Mount St. Mary’s.

The following policies and procedures apply in all cases:
A maximum cumulative total of 12 credits may be transferred following initial enrollment at Mount St. Mary’s. Ordinarily, students who have transferred 60 or more credits to Mount St. Mary’s may not exercise this option.

Students who have earned 60 or more total credits, including transfer credits, may take courses elsewhere only at four-year institutions.

All courses must be approved in advance by the Assistant Registrar or the Registrar; written authorization is then issued to the student and the other institution by the Office of the Registrar. (A written description of the requested course is required prior to approval.) Authorization forms are available in the Office of the Registrar, as well as through the university’s website.

Students must attain a grade of C (2.0) or better in the course(s) in order to transfer credits. All transferred credits are recorded as Pass (P).

Credits are formally transferred only upon receipt of an official transcript from the University where the credits were earned. Students are responsible for ensuring such transcripts are forwarded to the Office of the Registrar.

TRANSFER AND ARTICULATION AGREEMENT POLICIES & PROCEDURES

Mount St. Mary’s University has developed an articulation agreement with Catholic Distance University (Hamilton, VA). The Division of Education also has an agreement with all community colleges in the state of Maryland. Under the terms of these agreements, students who complete the programs outlined in the other institutions’ catalogs and maintain the standards prescribed by the Transfer Coordinator and the Dean of the appropriate College/School at Mount St. Mary’s will be admitted to the university. Under ordinary circumstances, these students will be able to complete the requirements for a bachelor’s degree in two years.

The School of Natural Science and Mathematics has articulation agreements with Shenandoah University School of Nursing (Winchester, VA), University of Maryland School of Nursing (College Park, MD), and Lake Erie College of Osteopathic Medicine (Erie, PA). For further details on these agreements, please see p. 101 of this catalog. Students interested in these programs should seek guidance from the Dean of the School of Natural Science and Mathematics at Mount St. Mary’s University.

Mount St. Mary’s University has also developed an articulation agreement with Catholic University of America Columbus School of Law (Washington, DC). Third-year students (juniors) or fourth-year students (seniors) are offered direct admission to Catholic University of America Columbus School of Law, provided they meet specific requirements set forth by both Mount St. Mary’s University and Catholic University of America Columbus School of Law. Students interested in these programs should seek guidance from the Director of the Pre-Law Program.

Richard J. Bolte, Sr. School of Business

Dean: Vacant
Associate Dean of Undergraduate Business Studies: Mary Beth Graham

Professor: Patrice Flynn

Associate Professors: Michael P. Barry, Donald Butt, Alejandro A. Cañasadas, John Larrivee, Raymond Speciale, Timothy Stanton

Assistant Professors: Emil B. Berendt, Josey Chacko, Corinne M. Farneti, Lawrence Hoffman, Solomon Tesfu, Bruce Yelovich, Jen Zdroik

Lecturers: Mary Beth Graham, David Karn, Nancy Kimble, Kevin Robinson, John V. Sherwin, Christina Yoder

The Bolte School of Business offers students major and minor programs in business, accounting, economics, sports management and information systems. Its statement of purpose is to graduate responsible, competent, methodologically sound and ethical business professionals.

The School also offers Master of Business Administration, Master of Sport Management, and Master of Health Care Administration degrees, an adult accelerated baccalaureate degree completion program, and post-baccalaureate certificate programs in Government Contracting, Logistics and Supply Chain Management, Organizational Development, Forensic Accounting, and Project Management. Doctoral-level and professionally experienced faculty teach in both the undergraduate and graduate programs.

Bolte School of Business Mission Statement

The Richard J. Bolte, Sr. School of Business, proudly integrated in a Catholic University, fosters the divine calling of business professionals who consider the dignity of the human person, who apply the highest standards of personal integrity, and who serve the common good.

In this context, the Bolte School builds innovative education programs, advances knowledge through quality scholarship, promotes responsible business practices, and develops future leaders who are ethical decision-makers and effective problem-solvers.

Ultimately, the Bolte School seeks to positively influence global communities by considering people as well as profits, morality as well as market-share, and service as well as self.

The Business Program

Mount St. Mary’s University has earned specialized accreditation for its Bachelor of Science in accounting, business, and sport management and Master of Business Administration degree programs through the International Assembly for Collegiate Business Education (IACBE), Olathe, Kansas.

The business major provides students the opportunity to broaden their understanding of the contemporary business world and principles of effective management. Required courses encompass management, marketing, finance, accounting, law, information systems and quantitative decision
making. Capstone courses in corporate social responsibility and business policy build leadership and decision-making skills as well as develop concerns for ethics, justice and social responsibility.

Business majors have opportunities to complete internships and pursue advanced study by earning a concentration in management, marketing, finance or international business. Students also have the opportunity to complete the business major and earn a minor.

Student Learning Outcomes:

Knowledge and Technical Skills: Students will demonstrate proficiency in requisite technical skills and knowledge in the field of study in order to enter and succeed in the workforce.

Communication Skills: Students will demonstrate proficiency in communicating effectively, both orally and in writing, through contemporary technologies.

Global Awareness: Students will demonstrate an understanding of the complexities of operating in a global setting.

Analytical Skills: Students will demonstrate proficiency in evaluating complex problems and processes, including the coordination of the organization, research and analysis of qualitative and quantitative data, the application of problem-solving methodologies, and generation of recommendations for decision-making.

The Role of Business in Society: Students will articulate an understanding of the multiple roles of business in society using the perspectives of stakeholder analysis, ethics, corporate social responsibility, and Catholic Social teaching.

The Personal Calling of Professionals: Students will demonstrate knowledge of the personal calling of business, accounting, economics, information systems, and/or sport management professionals to lives of purpose and service and to meeting the highest standards of personal integrity in their work and relations with others.

Graduate Courses

An undergraduate student must have completed the 120 required credits for graduation before taking any graduate business courses. The graduate business credits may not be applied toward the undergraduate degree.

The Accounting Program

The accounting curriculum focuses on the current theories and practices of the accounting profession. The content is designed to prepare accounting majors to work effectively in a broad range of organizational positions requiring specialization in accounting. All of the courses that are required to permit interested accounting majors to sit for the CPA examination are offered.

The Economics Program
The economics major addresses the economic complexities of modern societies to help students develop an understanding and appreciation of approaches to solving economic problems.

The Sport Management Program

The sport management curriculum builds upon a foundation of business principles and examines the complex nature of the sports industry. The program focuses on the business and management aspects of sport and includes study in sport management, sport marketing, sport law, ethical issues in sport management, the finance and economics of sport, and sport management policy.

ACCOUNTING MAJOR

A minimum of 30 credit hours is required for an accounting major: ACCT 101, 102, 201, 202, 301, 303, 310, 401, and 405 plus BUS 360, or 361. Completion of this program of study results in a Bachelor of Science degree with a major in accounting and prepares the graduate for a career in a broad range of organizational positions requiring accounting skills. Students with an accounting major will be eligible to sit for the Maryland CPA exam.

ACCOUNTING MINOR

For majors in the department: ACCT 101, 102, 201, and 202, plus six additional credit hours of accounting electives approved by the program head in accounting.

For students majoring in other departments: All of the above plus ECON 101, which fulfills the requirement for a foundational social science in the core curriculum.

FORENSIC ACCOUNTING MAJOR

A minimum of 48 credit hours is required for a forensic accounting major: ACCT 101, 102, 201, 202, 301, 303, 310, 311, 312, 401, 405, 413, 414, plus BUS 360, plus 6 credit hours of electives from our criminal justice (CJUST), information systems (IFSY), sociology (SOC), business (BUS), accounting (ACCT) curricula and one additional accounting course in special topics. Completion of this program of study results in a Bachelor of Science degree with a major in forensic accounting and prepares the graduate for a career in a broad range of organizational positions requiring accounting and forensic accounting skills.

Because the requirements for the Accounting major are a subset of the requirements for the Forensic Accounting Major, students may double major in Accounting and Forensic Accounting by completing the Forensic Accounting major and also ACCT 415: Special Topics in Forensic Accounting. Students with a Forensic Accounting major will be eligible to sit for the CPA exam, and the CFF and CFE exams.

FOREnsic ACCOUNTING MINOR

For Accounting and Business majors: ACCT 311, 312, 413, 414, and two Forensic Accounting electives.

For Sport Management majors: ACCT 102, 311, 312, 413, 414, and one Forensic Accounting elective.
For students majoring in other departments: ACCT 101, 102, 311, 312, 413, and 414.

**BUSINESS MAJOR**

A minimum of 49 credit hours is required for a major in business: BUS 225, 250, 301, 311, 313, 320, 344, 360, 400, and 404; BUSLP 307; ACCT 101-102; ECON 101-102 and 360; and one business cases class (BUS 453, 454, 455, or 460) or an elective from another department with advisor’s approval.

Optional Concentrations

Students may elect to pursue concentrations in Finance, International Business and Economics, Management, and/or Marketing. Specific requirements for each concentration are listed below. Students must maintain an overall GPA of 3.0 in the concentration courses.

Finance – in addition to the course listed above for the Business major, students take two finance electives and complete a credit-based internship (3 credits or higher); students will take BUS 453 as their cases course for the Business major.

International Business and Economics – in addition to the course listed above for the Business major, students take ECON 310, an international business and economics elective, and complete either a foreign study experience or a credit-based internship (3 credits or higher); students will take BUS 460 as their cases course for the Business major.

Management – in addition to the course listed above for the Business major, students take two management electives and complete a credit-based internship (3 credits or higher); students will take BUS 454 as their cases course for the Business major.

Marketing – in addition to the course listed above for the Business major, students take two marketing electives and complete a credit-based internship (3 credits or higher); students will take BUS 455 as their cases course for the Business major.

Double majors in business and information systems: The following courses may count towards both majors: ECON 101-102, ACCT 101, BUS 307, BUS 311, BUS 360, and any course cross listed as BUS and IFSY.

**ACCELERATED B.S. IN BUSINESS**

This degree-completion program is described on p.197. (Available only to students in the Division of Continuing Studies)

**BUSINESS MINOR**

For accounting majors: BUS 250, then four courses from choice of BUS 301, 307, 311, 313, 320, 345, and 360, plus three additional credit hours of business electives approved by the student’s advisor.
For economics majors: ACCT 101, 102; BUS 250 then two courses from choice of BUS 301, 307, 311, 313, 320, 345, 360, plus three additional credit hours of business electives approved by the student’s advisor.

For students in all other majors: 18 credit hours of coursework are required: ACCT 101; ECON 101-102; BUS 250 then two courses from choice of BUS 301, 307, 311, 313, 320, 345, and 360. Students planning to earn an MBA are advised to also take ACCT 102 since many MBA programs require a full year of accounting.

BUSINESS ANALYTICS MINOR

In addition to the course listed above for the Business major, students take IFSY 355, two (2) analytics electives: choose from BUS 344 (Operations Management); ECON 403 (Econometrics); BUS 390 (E-Commerce); ACCT 310 (Accounting Information Systems); and other approved courses in Data Science, Cyber Security, Forensic Accounting, Marketing Analytics, etc.; Internship in the area of Business Analytics.

ECONOMICS MAJOR

Economics majors are required to earn 36 credit hours in economics or related subjects, including ECON 101 - 102, ECON 205, ECON 211, ECON 212, ECON 402 – 403, and BUS 320. The remaining four courses are typically satisfied by courses with an ECON prefix; however, students may substitute up to two courses with a prefix other than ECON with prior permission from the Dean of the School of Business. Substitutions are permitted to allow students to pursue different emphases within the major. Students who double major in economics and business must take the eight courses required for the economics major and the required courses for the business major. Such students will need to take one additional elective.

ECONOMICS MINOR

For business majors: ECON 101-102, 211, 212, and 360, plus three additional credit hours of economics electives approved by the Dean of the School of Business.

For all other majors: ECON 101-102, 211, 212, plus six economics elective credit hours as approved by the Dean of the School of Business.

INFORMATION SYSTEMS MAJOR

The Information Systems program has been temporarily suspended pending institutional review.

The major in information systems requires a total of 48 credit hours that include CMSCI 101, 120, or 125 (choose two); ECON 101, ECON 102, ACCT 101, BUS 250, BUS/IFSY 311, BUS 320, BUS 340 or 345, BUS 360, IFSY 340, IFSY 355, IFSY 395, IFSY 475 and six other credits in information systems. (BUS 320: Business Statistics satisfies a Veritas curriculum requirement as it can be one of the two courses students must take in the Natural World Domain.)
INFORMATION SYSTEMS MINOR

The Information Systems program has been temporarily suspended pending institutional review.

The minor in information systems requires 18 credit hours that include CMSCI 101 or 120, BUS/IFSY 311, IFSY 340, IFSY 355, IFSY 395, and one information systems elective as approved by the student’s advisor. Students majoring in computer science may count CMSCI 125 as the elective for the minor.

SPORT MANAGEMENT MAJOR

A minimum of 46 credit hours is required for a major in sport management: BUS 225, 250, 260, 307, 313, 327, 329, 335, 360, 440, and 441; ACCT 101; ECON 101-102; one sport management elective; and a sport industry internship (BUS 480). Students should take BUS 225 within their first three semesters at the Mount.

Students may choose from the following electives: HIST 265, SOC 211, PSYCH 320, BUS 328, 333, 336, 395, 399, 424, and 450.

SPORT MANAGEMENT MINOR

The minor in sport management requires 18 hours: BUS 327, 329, 335 and three sport management electives. (Business majors who have taken BUS 301 may choose another sport management elective in lieu of BUS 335)

Students may choose from the following electives: HIST 265, SOC 211, PSYCH 320, BUS 328, 333, 336, 395, 399, 424, and 450.

ACCOUNTING COURSE DESCRIPTIONS

ACCT 101 Accounting Principles I (3)

A study of fundamental accounting principles, accumulation of financial data, preparation of financial statements and the use and interpretation of financial statements. (Fall and Spring)

ACCT 102 Accounting Principles II (3)

This course continues a review of financial accounting principles. Fundamentals of managerial accounting are addressed in the second part of the semester. Prerequisite: ACCT 101. (Fall and Spring)

ACCT 201-202 Intermediate Accounting I and II (3,3)

The study of generally accepted accounting principles with emphasis on the theoretical aspects of modern public accounting. Prerequisite: ACCT 101 and 102. (201 Fall; 202 Spring)

ACCT 301 Cost Accounting (3)
The essentials of cost accounting for the accounting professional. A study of cost behavior, standard costs for product costing and control, job order and process costing, activity based costing, variance analysis, cost-volume-profit analysis and the master budget. Prerequisite: ACCT 201. (Fall)

ACCT 303 Advanced Accounting I (3)

A study of governmental and non-profit accounting procedures used in the preparation of governmental and non-profit financial statements as well as a study of partnership and business combination accounting procedures used in the preparation of partnership and consolidated financial statements. The role of the Securities and Exchange Commission in today’s modern public accounting is also examined. Prerequisites: ACCT 201-202. (Spring)

ACCT 310 Accounting Information Systems (3)

A systems approach to accounting information with emphasis on computer-based accounting information systems (AIS). Includes technical aspects of AIS, transaction cycles, system development and implementation, internal control, and auditing in a computer environment. Prerequisites: ACCT 101. (Fall and Spring)

ACCT 311 Forensic Accounting and Fraud Examination (3)

This course is an introduction to the practice of forensic accounting and will examine the role of the forensic accountant in investigating fraudulent financial reporting and misappropriation of assets including the various schemes involved in financial statement fraud, theft, embezzlement, procurement and disbursements fraud, and money laundering. The course will emphasize the tools and techniques used by forensic accountants to detect and investigate these various frauds including digital analysis and other computer-based applications. Students will also read and study actual case studies and apply the principles learned in this course to the fraud schemes perpetrated. Prerequisites: ACCT 101 and 102. (Fall and Spring)

ACCT 312 Forensic Accounting and Litigation Advisory Services (3)

This course explores the litigation advisory services discipline of forensic accounting, including the various litigation support services and expert testimony provided by forensic accountants. The course will focus on the U.S. civil court system; commercial claims, torts, and intellectual property damages; and how forensic accountants compute economic losses and damages. In addition, the course will examine the forensic accountant’s role in conducting business valuations and analysis. The course also explores proper evidence management, including a brief introduction to investigating electronic evidence, performing digital forensic analysis, and the role of the digital forensic specialist. Students will study actual case studies and apply the principles learned related with these forensic disciplines. Students will study actual case studies and apply the principles learned related with these forensic disciplines. Prerequisites: ACCT 101 and 102. (Fall and Spring)

ACCT 398 Independent Study (1-3)
Permission of the instructor, the department chair, dean of the school/college and the associate provost is required. (As needed)

**ACCT 399**  
Special Topics in Accounting (3)

Study of special topics in Accounting. Prerequisite: permission of instructor. (As needed)

**ACCT 401**  
Federal Income Tax (3)

A study of federal income tax laws with particular emphasis on their application to individuals. Tax research, planning and ethics will be integrated into and emphasized throughout the course. Prerequisite: ACCT 201. (Spring)

**ACCT 405**  
Auditing (3)

An introductory course in auditing. Includes the study of auditing concepts and methods including reporting requirements, professional ethics and legal liability issues, audit objectives and evidence, planning and documentation, and the analysis and study of materiality and risks, as well as internal control systems. Prerequisites: ACCT 201-202. (Fall)

**ACCT 413**  
Introduction to Forensic Data Analytics and Electronic Evidence (3)

This course examines the use of the computer and technology by both the perpetrators of fraud and other crimes along with how forensic accountants use the computer and technology as a means to detect and prosecute fraud and abuse. Students will learn and utilize modern forensic tools, techniques and computer-based applications used by forensic accountants in fraud investigations and other forensic work. Students will work with case studies and related data sets using certain forensic applications to uncover potential fraudulent transactions and information to aid in forensic investigations. A general working knowledge of Microsoft Excel and computers is required. Prerequisites: ACCT 311-312

**ACCT 414**  
Communication Skills for Forensic Accountants (3)

This course will focus on building verbal and written skills applicable to forensic accountants and used in forensic accounting engagements. Topics will include proper interviewing techniques, report writing, providing expert witness services at deposition and trial, supervising a team of forensic accountants, and communications and interactions of the forensic accountant with the legal and law enforcement community. The course will also examine the various laws and legal issues associated with conducting fraud investigations and other forensic accounting services. Students will perform mock interviews, deposition and trial testimony, and submit a written forensic report based on a contemporary case study. Prerequisites: ACCT 311-312 (Spring)

**ACCT 415**  
Special Topics in Forensic Accounting (3)

This course integrates the skills, knowledge, principles, and theories learned in the forensic program and applies them to more advanced topic areas such as, forensic and fraud investigative techniques, digital forensic analysis, fraudulent financial reporting, white-collar criminal behavior, litigation support
and commercial damages, expert testimony and report writing, and business valuations. Students will focus on an area of special interest to them and develop an independent study program for the course with the professor. Independent study activities may involve internships, completing self-study courses sponsored by relevant organizations, study and completion of requirements for the CFE exam, among others. Students will also select a relevant topic or case study in their area of choice, and write and present a comprehensive analytical paper. The study of forensic accounting provides an excellent opportunity to develop capstone experiences and integrate skills developed in the fraud and forensic accounting specialty areas that the student wishes to pursue in their career. Prerequisites: Successful completion of ACCT 311, 312, 413, and 414, and permission of program director. (Spring)

**ACCT 424** Advanced Auditing II (3)

A study of auditing concepts and methods, emphasizing those issues most frequently encountered by the firm and external auditors. Prerequisite: ACCT 405 (Spring)

**ACCT 426** Accounting Theory and Practice (3)

This course is an elective for accounting majors. It is specifically designed for those students who intend to take the CPA exam. The course is delivered online (on a pass/fail basis) and covers all subject matter addressed on the CPA exam. (Spring)

**ACCT 480** Internship (1-12)

Opportunities for students to engage in practical application of accounting theory. Permission of the department chair. (As needed)

**BUSINESS COURSE DESCRIPTIONS**

**BUS 225** Technology Skills for Business (1)

BUS 225 is a one-credit course that will focus primarily on the use of MS Excel in the Business environment. Elementary, Intermediate and Advanced topics will be covered, including creation of single, multiple and linked worksheets; formulas; statistical and financial functions; import and export of data to and from Word, PowerPoint, Access and XML; formatting; charts and pivot tables; scenario manager; and, other special topics relating to the use of MS Excel. Brief use of MS Word and MS Access will also be covered as time permits. Students should take this course within the first three semesters of enrollment. (Fall and Spring)

**BUS 250** Introduction to Business and Decision Making (3)

An exploration into the modern world of business from innovation and entrepreneurship, to small business development, financing, accounting, management, marketing, operations, and more. Students discover the essential roles of - problem solving, critical thinking, and decision making. The course is a valuable foundation for 300-level business courses and overall academic development at the Mount. Business and non-business students are welcome. Majors should take by the end of the sophomore year. (Fall and Spring)
BUS 260  Business Communication (3)

Communication skills are often among the highest-ranked of employer-requested competencies, and in today’s world of flatter organizations, increased technology, and global relations, excellent communication skills are essential. This course is designed to aid the student in developing the following professional business skills: written communication, oral presentation, interpersonal skills, and team effectiveness. Preference will be given to students in their sophomore year majoring in Sport Management and students in their senior year majoring in Business with Management concentration. (Spring)

BUS 261  Business Communication: Written and Oral (3)

Communication skills are often among the highest-ranked of employer-requested competencies. In today’s world of flatter organizations, increased technology, and global relations, excellent communication skills are essential. This course is a continuation of the Business Communications course with a focused study of business communications within the Federal Acquisition Field, including documents, reports, and communication formats utilized within this field. (Spring)

BUS 270  Cyberethics (3)

In BUS 270 students will explore the ethical ramifications of the computer age, including the Internet, the Web, privacy, computer monitoring, intellectual property, personal information, freedom of speech, computer crime, computers in the workplace and profession ethics and responsibilities. Ethical foundations will include those of importance to the Western Christian tradition, such as Holy Scripture, Catholic Social Teaching, current documents from the Vatican and the Evangelical Ethic; professional statements such as the ACM Code of Ethics and the Software Engineering Code will also be examined. There will be heavy emphasis on specific cases and in the assessment of actions in light of the foundational ethical principles presented. Students will write a variety of formal and informal essays and a research paper. (As needed)

BUS 301-302  Business Law I-II (3, 3)

Introduction to legal rights and remedies. An analysis and study of the law of contracts, agency, employment, negotiable instruments, personal property, sales and insurance. (BUS 301 Fall and Spring; BUS 302 Spring)

BUS 306  Advertising and Promotion (3)

A study of advertising as a management tool to further organizational objectives including the social, economic and managerial aspects of advertising; the impact of advertising practices on the consumer; and the full promotional mix of public relations and sales promotion. Prerequisite: BUS 313 or permission of instructor. (As needed)

BUS 307  Business Management and Organization (3)

This course builds understanding and knowledge by examining management principles, theory and practice in the functional areas of planning, organizing, leading and evaluation. The global
environment, ethical behavior, and corporate social responsibility provide the framework from which to analyze managerial challenges and decision-making. Practical application includes case analysis and current events. Prerequisite: BUS 250 or permission of instructor; junior level standing or permission of instructor. (Fall and Spring)

BUS 309 Money and Banking (3)

History, structure and functions of commercial banking and the Federal Reserve System; an analysis of money, financial intermediaries, money and capital markets, financial innovation and recent banking legislation. An evaluation of both Keynesian and monetarist views of monetary theory and policy. Prerequisites: ECON 101-102. (Spring)

BUS 310 International Trade, Investments and Economics (3)

An introduction to the economic principles underlying international trade structures, international monetary arrangements, and international business and investment. Prerequisite: ECON 101-102. (Fall)

BUS 311 Information Systems (3)

An introduction to the essential role of information and its management in the modern corporation. Emphasis is on computer-based information systems. Surveys several topics including systems development, database, hardware and software concepts, the Internet and e-commerce, and ethical implications of information systems development. (Fall and Spring)

BUS 313 Principles of Marketing (3)

An examination of the problems faced by the marketing manager in making decisions concerning markets, products, prices, channels, promotion and basic marketing strategy. Findings from the behavioral sciences will be applied to practical marketing problems. Prerequisite: BUS 250 or permission of instructor; junior level standing or permission of instructor. (Fall and Spring)

BUS 319 International Marketing (3)

An examination of the strategic approach and tactical application in marketing effectively in an international environment. Emphasis on developing effective and efficient marketing channels, product approaches, promotion and pricing strategies. Discussions also directed towards market penetration, market research, uncontrollable variables, consumer perceptions and segmentation approaches in global markets. Prerequisite: BUS 313. (As needed)

BUS 320 Statistics (3)

A detailed study of the principles and methods underlying the organization, analysis and interpretation of data. Topics include descriptive statistics, probability models, probability distributions, interval estimation, hypothesis testing, nonparametric methods and regression analysis. Prerequisite: MATH 211 (Fall and Spring)

BUS 322 Thinking Strategically: An Introduction to Game Theory (3)
An examination of game theory applications in business, economics and political science. A study of strategy in elections, legislative voting, bargaining, auctions, cooperative business ventures and economic decisions. Only high school-level math required. (As needed)

BUS 325  Personal Finance (3)

This course is designed to enlighten students on the areas of personal finance. Some of the major topics to be covered are: time, value of money, career planning, money management, tax planning, consumer credit, costs of credit, housing decisions and various insurances. (As needed)

BUS 327  Introduction to Sport Management (3)

An examination of the diverse and expanding field of sports and recreation. Designed to provide a comprehensive look at the basic organizational structures found in the sport industry. Students examine applications of managerial concepts and processes and the ways in which organizations interact with each other and with the government. (Fall and Spring)

BUS 328  Facility and Event Management (3)

An in-depth look at the practices, procedures and operations of major event and facility management, including planning, funding and managing these events. The main focus of these principles will be on sporting events and facilities, but the principles can be applied to many different areas, including corporate and social events. Prerequisite: BUS 327 or permission of instructor. (Spring)

BUS 329  Business and Economics of Sports (3)

Students examine the economic relationships surrounding professional and intercollegiate sports in the United States. Students develop a business plan for a professional sports franchise and manage the franchise through a number of economic environments, including salary caps, revenue sharing, insurance contracts, expansion and stadium/arena financing. They obtain a greater understanding of the market forces that shape professional leagues, the factors that determine player compensation and the relationship between economic forces and competitive balance in professional sports. Prerequisites: ECON 101 and 102. (Fall)

BUS 333  Sport Marketing and Communications (3)

An in-depth examination of the marketing practices, procedures and operations of professional, collegiate and recreational sport organizations and enterprises. The course also examines the relationships that exist between the media and sport organizations as well as the technology they use. Students refine their marketing skills by examining the ways in which sport marketing organizations exercise promotions, market research, sponsorship and fundraising in the sports industry. Prerequisite: BUS 313. (Spring)

BUS 334  Introduction to Non-Profit Management (3)
A survey course designed to introduce students to the nonprofit sector. During this course, we will explore the history and trends of nonprofit organizations in the United States; their relationship to government, business and society; and also discuss the internationalization of the nonprofit community. This course will discuss the unique management issues related to nonprofits, including volunteerism, financial management and the key motivating factor of mission in place of profit. Throughout, the student will learn that nonprofits are held to a higher standard of ethics and in turn can influence society. (As needed)

BUS 335  Sport Law (3)

A presentation of the basic legal system, its terminology, and principles as applied to professional and amateur sport. Emphasis is on identifying and analyzing legal issues, the ramifications of those issues, and the means of limiting the liability of sport organizations. Prerequisite: BUS 327 or permission of instructor. (Fall)

BUS 336  International Sport Management (3)

An examination of several transformational forces in the world today: the end of communism, the global economy, the electronic village, and their impact on management within the sport industry. This course investigates the positive and negative effects that globalization has had on sport and, in turn, the positive and negative effects that the sport industry has had on the global community and how sport management professionals address these issues. Prerequisite: BUS 327 or permission of instructor. (Spring)

BUS 340  Management Science (3)

An introduction to some of the contemporary quantitative methods used in management science and economics. Topics include probability concepts, forecasting, decision theory, linear programming, queuing theory, network models, MONTE CARLO simulation and Markov analysis. Prerequisite: MATH 105 or BUS 320; BUS 311 and BUS 250 are recommended. (Fall and Spring)

BUS 342  Government Contracting I (3)

Government Contracting I is a DAU Level I equivalent contracting course for contracting personnel, active military personnel and contractors who seek a basic understanding of the government contracting field. This course provides foundational knowledge of the Federal Acquisition Regulation (FAR) System. Specifically, the course provides immersion training into the FAR; Defense Federal Acquisition Regulation Supplement (DFARS); the DFARS Procedures, Guidance, and Information (PGI); and Department of Defense (DoD) class deviations from the FAR and DFARS. (As needed)

BUS 343  Government Contracting II (3)

BUS 343 will describe the principles of contract formation that apply to all methods of contracting. Students will compare and contrast the solicitation and evaluation of offers when using sealed bidding and competitive negotiation and explore some of the procedural requirements in making a contract award. Policies and procedures pertaining to both bid protests and size status protests will be evaluated. In contract administration, students will ensure compliance with contract terms and
conditions during contract performance. Effective contract administration involves tailoring the requirements to the complexity of the acquisition. After a contract is awarded, the Government and contractor respectively plan and initiate performance of the work. For the Government, this involves planning for contract administration and orienting the contractor. Prerequisite: BUS 342. (As needed)

BUS 344  Operations and Supply Chain Management (3)

An examination of the transformation process that converts inputs into outputs, and how it adds value to the outputs. Also investigates the concepts, insights, practical tools and decision support systems that are important for the effective managements of supply chains. Long-term strategic design issues, shorter-term tactical and operational issues are closely examined. State-of-the-art concepts of globally optimal decision making, often across traditional organizational boundaries are emphasized. Prerequisite: BUS 320; BUS 311 and BUS 250 are recommended. (Fall and Spring)

BUS 347  Data Mining I (3)

Data mining explores and analyzes large datasets with the goal of discovering meaningful patterns and rules. This course focuses on the basics of data mining, visualization, performance evaluation, and prediction and classification techniques. Students will use modern data mining software to analyze datasets. Prerequisite: BUS320 or permission of instructor (Spring)

BUS 348  Data Mining II (3)

Continues the approach of Data Mining I in exploring and analyzing large datasets with the goal of discovering meaningful patterns and rules. This course investigates additional supervised learning techniques and introduces unsupervised techniques. Additional topics, including time-series forecasting, social network analytics, and text mining, will be investigated, time permitting. Students will use modern data mining software to analyze datasets. Prerequisite: BUS 347

BUS 350  Marketing Research (3)

A study of research methods, procedures and techniques, and their effective use by marketing managers in decision-making. Attention afforded to the gathering, analysis and flow of marketing information and the use of qualitative and quantitative tools. Prerequisite: BUS 313. (As needed)

BUS 360  Corporate Finance I (3)

First of a two course sequence introducing the field of corporate financial management. Major topics to be covered include time value of money, financial statement analysis, risk and expected return, security valuation, cost of capital and capital budgeting. Prerequisite: ACCT 101, BUS 250, or permission of instructor; junior level standing or permission of instructor. (Fall and Spring)

BUS 370  International Finance (3)

A study of corporate finance and investment theory as it applies to the international arena. Special topics include international financial management, sources of international funds, the management of
foreign exchange risk and foreign investment analysis. Also a study of the efficiency conditions of international markets and the international banking system. Prerequisite: BUS 360. (As needed)

BUS 375 Project Management (3)

Project management is a strategically integrative business approach to defining, developing, executing, and managing organizational projects for private and public sectors. The study and application of project management skills and techniques is from both a socio-cultural and technical perspective to enhance the efficiency and effectiveness of organizational resource allocation and risk management. The evolution of strategic-thinking and leadership skills emerge from an understanding of how project management is integrated within the strategy of an organization to provide a competitive advantage. Prerequisite: BUS 307 (As needed)

BUS 385 Consumer Behavior (3)

Consumer behavior lies at the crossroads of the marketing, psychology, economics and anthropology. In order to create and sustain competitive advantage, marketers need to understand how consumers shop, buy, and consume products and services. The focus of this course is to learn and apply knowledge in consumer behavior. Prerequisite: BUS 313. (As needed)

BUS 390 E-Commerce (3)

This course investigates the use of computer networks such as the Internet to perform various business activities. Working in groups, students will create an e business plan that uses the concepts from the course. Prerequisite: BUS/IFSY 311. (As needed)

BUS 395 Program Development and Implementation: Special Olympics (3)

An in-depth study of program planning and implementation as applied to a non-profit sport organization: Special Olympics. Students learn the processes of sport event program planning on a community-wide basis. The course discusses practical applications of event and program planning, promotion, evaluation, equipment and facility use, program budgeting, and staffing considerations, including volunteer recruitment and retention, and much more. Special Olympics serves as a real-world, practical illustration of how these program planning and event management principles are put into practice. Students gain valuable hands-on experience throughout this course and have a unique opportunity to apply concepts while earning course credit through various opportunities associated with the Special Olympics Fall Festival on the Mount campus and through a student driven capstone event. (Preference is given to Sport Management majors) (Fall)

BUS 398 Independent Study (1-13)

Permission of the instructor, the department chair, dean of the school/college and the associate provost is required. (As needed)

BUS 399 Special Topics in Business and/or Sport Management (3)
Study of special topics in Business and/or Sport Management. Prerequisite: permission of instructor. (As needed)

BUS 400  Business in Society: Leadership, Ethics and Social Responsibility (3)

A required capstone course for senior business majors. Examines the critical role of values, character, ethics and social responsibility in creating a moral leader for all sectors of society. Explores the responsibilities of business to different stakeholder groups, based on society’s changing expectations and new social issues. Introduces key concepts of servant-leadership, stewardship, corporate social responsibility and community. Demonstrates the necessity of moral leadership at the personal, interpersonal, organizational, societal and global levels. Prerequisites: ACCT 101, 102; BUS 301, 307, 313, 320 and 344; senior status. (Fall and Spring)

BUS 403  Investments (3)

An analysis of types of investments, valuation methods, portfolio management, global investment opportunities, and policies of institutional investors. Prerequisite: BUS 360 (As needed)

BUS 404  Business Policy (3)

A study of the design and execution of a firm’s competitive strategy. Analytic, decision-making and communication skills are developed through guiding a firm in an Internet-based strategic management simulation. Prerequisites: ACCT 101, 102, BUS 301, 307, 311, 313, 320, 345, 360; ECON 360 and senior status. (Fall and Spring)

BUS 410  Entrepreneurship (3)

A course in planning and development of new business ventures from the standpoint of the entrepreneur as innovator. Topics include idea development, venture planning, market analysis, initial financing, startup and related aspects of accounting, finance and management; also includes acquisition of a going business. Prerequisite: Senior status or permission of the instructor. (As needed)

BUS 412  Leadership in Organizations: Concepts and Practice (3)

Grounded in leadership theory the course explores fundamental principles of leadership in organizations and discusses how these principles can be applied in real leadership situations. To illustrate the leadership concepts, multimedia examples and case studies are presented. A central thread of the course is an interactive component, which provides students with opportunities to understand various aspects of their own leadership styles and preferences through self-assessment questionnaires and to apply concepts and skills to their leadership development through structured applied exercises. (As needed)

BUS 418  Financial Statement Analysis (3)

Financial Statements are considered to be the principal document illustrating the financial condition of any entity. Understanding their content, as well as gaining an appreciation for what they do not tell the reader, is essential for the proper evaluation of the state of any business. Business managers and
individual investors must attain a level of comfort for the understanding of financial statements in order to make informed decisions. This course is intended to provide the student the proper tools to assess an entity’s financial condition, as well as broaden their perspectives to enable them to see beyond the content of financial statements. The course material will include profitability and risk analysis, forecasting, and valuations approaches. Prerequisites: BUS 360. (As needed)

BUS 424 Management and Leadership in Sport Organizations (3)

An in-depth look at management and leadership theories and practices as they relate to sports organizations. Provides students with a solid foundation in research and application of human resource management and leadership principles for success in the sports industry. Prerequisite: BUS 307 or permission of instructor. (Fall)

BUS 426 Event Analysis (3)

An interdisciplinary study of selected current domestic and global events affecting commercial and personal business and commerce. Prerequisite - Open to all majors registering for their senior year, a GPA of 3.33 or higher, and one math/quantitative skills class above MATH 111. (As needed)

BUS 440 Ethics in Sport Management (3)

Our complex and rapidly changing environment imposes new demands on managers of sport organizations. Increased pressure to address ethical issues is one of the new demands. While there is no simple prescription describing how ethical issues should be dealt with, the purpose of this course is to indicate how managers can more effectively address them. Current issues, ethical dilemmas in the sport environment, organizational responsibility and professional ethics will be discussed. The course provides some essential components of the student’s management tool kit—theories, concepts, models and techniques to use in managing ethical dilemmas. Prerequisite: BUS 327 and BUS 335 or permission of instructor. (Fall)

BUS 441 Sport Management Policy (3)

This capstone course in the sport management major addresses the strategic direction of sport organizations, and how such strategic directions can be most effectively implemented. To make these decisions, managers must accurately assess threats and opportunities in the organization’s environment and the organization’s strengths and weaknesses. The models and perspectives to be reviewed are particularly relevant to the environment in which sport organizations currently find themselves; this is an environment that is changing at an unprecedented pace and in which accepted approaches for managing are changing quickly and dramatically. Prerequisites: BUS 327, 329, 335, 440. (Spring)

BUS 444 China and India: Business, Globalization and Poverty (3)

This course is designed to explore the rich and complex cultures of China and India, two countries that are destined to play an increasingly important role in global politics and economics in the 21st century. The history, religions, politics, and social structures of the two countries will be studied, especially as they influence the conduct of business activity. Finally, the course looks at how each country is
responding to the rapid growth of globalization in business activity throughout the world, and whether, looking through a moral lens, that globalization can help reduce the extreme poverty still so common in the two countries. (Spring)

BUSGE 445 Global Business and Culture (3)

This course introduces students to another country (such as India, China, Russia, etc.) with a focus on aspects of the history, culture, economy, political system, trade and investment climate, human rights record, and the nation’s relationship with the United States. The course also includes an examination of aspects of the country’s literature, popular culture, and current events. The goal is to provide a broad-based knowledge of the country and its significance to the United States and the globe.

The course includes two parts: (1) a semester-long course on campus, and (2) a study tour in the country over Spring Break. Each part is designed to complement the other part. During the travel portion of the course, we will spend part of the trip touring sites of significance within the country, and the second half of the trip in joint classwork with students and faculty at a higher education institution within the country. (As needed)

This course fulfills the Global Encounters requirement in the core.

BUS 450 Coaching Effectiveness (3)

This is a course designed to introduce students to effective coaching behaviors and practices to improve coaching effectiveness. Emphasis will be placed on the learning and development of management, leadership, team building, and communication, goal-setting and motivational skills. Students will also learn skills necessary to successfully manage athletes’ challenges and confidence levels. (As needed)

BUS 453 Corporate Finance II: Cases (3)

Second in a two course sequence offered in corporate financial management. Topics include capital structure analysis, common and preferred stock, dividend policy, working capital management, international finance, cash management and investment banking. Use of case studies and financial modeling. Prerequisite: BUS 360. Accounting students: ACCT 101 and 102. (Spring)

BUS 454 Human Resources Management: Cases (3)

Study of the basic functions of a human resource operation, including employee recruitment and selection, compensation, performance appraisal, training and development, and labor relations. Practical application includes extensive case analysis and a real-world group research project. Prerequisite: BUS 307 or permission of instructor. (Spring)

BUS 455 Marketing Strategy: Cases (3)

A capstone, case-based seminar designed especially for business majors pursuing a marketing concentration. Offers an opportunity to integrate all the ideas and concepts from the various
marketing courses studied previously and emphasizes the strategic dimension of marketing decisions. Prerequisites: BUS 313 and at least one other marketing course. (Spring)

BUS 460  International Management: Cases (3)

A study of management practices in terms of international settings and the cultural impacts on global management and leadership. Through the use of contemporary readings and applied exercises students develop a clear picture of how managers and leaders operate successfully in international settings. Practical application includes analysis of comprehensive real world cases and an integrated term group research project on a selected country. Prerequisite: BUS 307 or permission of program director or department chair.

BUS 480  Internship (1-12)

Opportunities for students to engage in practical application of business theory. Requires permission of the department chair. (As needed)

ECONOMICS COURSE DESCRIPTIONS

ECON 101  Foundations of Economics: Macroeconomics (3)

This course introduces students to the field of economics via macroeconomics. Topics include basic concepts such as: efficiency; trade; supply, demand, and how markets function; taxes and price controls; national income accounting, inflation, and unemployment. It also explores how market/capitalist systems work and how countries can foster economic growth. It touches upon economic ideas in the development of the West with the rise of market systems from the Industrial Revolution, the battle between economic systems of capitalism and communism in the twentieth century, to questions of the economic system’s connection to society and culture today. It also covers the recent shift in macroeconomic emphasis from ad hoc attempts to steer the economy with fiscal (tax and spending) and/or monetary policies, to setting the right policy conditions for long run stability and growth. (Fall and Spring)

ECON 102  Foundations of Economics: Microeconomics (3)

This course introduces students to microeconomics: examination of economic behavior of individuals, firms, or markets. It begins with consumer theory, examining why people like goods and services and how they behave. It progresses to firm theory, e.g. production and costs, exploring such concepts as diminishing marginal productivity and economies of scale, as well as examining particular market types such as price takers, monopolies, and oligopolies. The course closes with capital and resource markets (e.g. wages, benefits, income, as well as natural resources). It often includes special applications such as market failures (e.g. externalities, public goods, information problems which are at the heart of many business/government and environmental issues), poverty, health care, education, social security, etc. Prerequisite: ECON 101. (Fall and Spring)

ECON 205  History of Economic Thought (3)
A capstone course study of the development of economic thought with emphasis on the relations between economic ideas and the historical, philosophical, theological, and political circumstances of the times. Begins with the early economic concepts in the writings of the Greeks philosophers as well as scholastic theologians such as Saint Thomas Aquinas, then examines the rise of mercantilism and its relation to the development of nation states. Covers the rise of classical economics, and classical liberalism generally, with Adam Smith and The Wealth of Nations, as well the ideas of Ricardo, Malthus, and Mill. Examines the works, and errors, of Karl Marx, their correction by the marginalist economists, and the rise of neoclassical economics, e.g. Marshall, in the late 1800s. Then traces the growth in the subfields within macroeconomics and microeconomics (e.g. labor, public, environmental, public choice, etc.) since then, all within a largely neoclassical framework, and generally through the economists who developed them (e.g. Keynes). Also includes examples of applications of economics to historical circumstances. Closes with an examination of markets and cultural/moral conditions. This course is intended for all majors with a foundation in Economics. Prerequisites: Econ 101-102. Cross-listed with HIST 357.

ECON 211 Intermediate Macroeconomic Theory (3)

Genesis of national income, consumption function, multiplier and the effect of money and credit conditions on output, prices and employment. Attention to public and stabilization policy, international trade, federal budgetary problems and the supply side of the economic model. Students are required to track the performance of the U.S. macroeconomy for one semester. Prerequisites: ECON 101-102. (Spring)

ECWI 212 Intermediate Microeconomics (3)

A study of the foundations of microeconomic theory and its application in the real world. Topics include the analysis of demand and supply, production, costs, value and distribution, general equilibrium and welfare. Prerequisites: ECON 101-102. (Fall)

ECON 290 Mathematics for Economic Analysis (3)

A study of the mathematical tools necessary to be an economist and a business analyst in the contemporary world. Topics include differentiation, limits, continuity, optimization, comparative statistics, linear algebra and integration. (As needed)

ECON 309 Money and Banking (3)

History, structure and functions of commercial banking and the Federal Reserve System; an analysis of money, financial intermediaries, money and capital markets, financial innovation and recent banking legislation. An evaluation of both Keynesian and monetarist views of monetary theory and policy. Prerequisites: ECON 101-102. (Spring)

ECON 310 International Trade, Investments and Economics (3)

An introduction to the economic principles underlying international trade structures, international monetary arrangements, and international business and investment. Prerequisites: ECON 101-102. (Fall)
ECON 322  Thinking Strategically: An Introduction to Game Theory (3)

An examination of game theory applications in business, economics and political science. A study of strategy in elections, legislative voting, bargaining, auctions, cooperative business ventures and economic decisions. Only high school-level math is required. (As needed)

ECON 329  Business and Economics of Sports (3)

Students examine the economic relationships surrounding professional and intercollegiate sports in the United States. Students develop a business plan for a professional sports franchise and manage the franchise through a number of economic environments, including salary caps, revenue sharing, insurance contracts, expansion and stadium/arena financing. They obtain a greater understanding of the market forces that shape professional leagues, the factors that determine player compensation, and the relationship between economic forces and competitive balance in professional sports. Prerequisites: ECON 101 and 102. (Fall)

ECON 340  Management Science (3)

An introduction to some of the contemporary quantitative methods used in management science and economics. Topics include probability concepts, forecasting, decision theory, linear programming, queuing theory, network models, MONTE CARLO simulation and Markov analysis. Prerequisite: MATH 105 or BUS 320; BUS 311 and BUS 250 are recommended. (Fall and Spring)

ECON 360  Global Business and Economics (3)

This course examines the challenges of globalization from the perspective of a business manager. Topics include an analysis of global and national business environments, international trade and investment, the international financial system, and international trade and investment. This includes the International Monetary Fund, the World Bank, the US Export-Import Bank, the US International Trade Commission, and other agencies. Discussions in class also include the cultural, ethical, and moral implications of these issues in international law and economics. Prerequisite: ECON 101-102; BUS 250 is recommended. (Fall and Spring)

ECON 398  Independent Study (1-3)

Permission of the instructor, the department chair, dean of the school/college and the associate provost is required. (As needed)

ECON 399  Special Topics in Economics (3)

Study of special topics in Economics. Prerequisite: Permission of instructor. (As needed)

ECON 402  Applied Economic Analysis (3)

The objective of this course is to introduce students to a practical economic analysis. Applied analysis in economics is on the cutting edge of economic research and it is necessary for making decisions. The
knowledge of theoretical models, the application of those and the use of relevant information are critical to understanding how a project or policy initiative might impact a business, an industry, public policy or the public at large. This course has three main goals: learning basic theoretical models; applying economic analysis in the areas of Micro Theory, Economic Growth, Development, Poverty and Inequality, Spatial Econometrics, Experimental Economics, Behavioral Economics, Neuroeconomics and Public Policy. Prerequisite: ECON 211-212 (Offered in Spring of even-numbered years)

ECON 403  
Econometrics (3)

An introduction to basic quantitative and statistical techniques commonly used in economics, particularly regression analysis. Emphasis is on good methodology and correct usage of elementary econometric techniques. Prerequisites: ECON 320 or MATH 105 or equivalent. (Fall)

ECON 409  
Seminar (3)

An in-depth study of selected special topics in economics. Prerequisites: ECON 101-102. (As needed)

ECON 417  
The Federal Reserve Challenge (3)

The Federal Reserve Challenge is a student competition organized by The Federal Reserve Bank. In this competition against other colleges, a team of students develops an analysis of the current economy and makes policy recommendations before a panel of Federal Reserve economists. This requires that students spend the semester learning how macroeconomic analysis is done, what pieces are assembled, and how they are weighted and considered. Students are required to write a substantial term paper reviewing the conditions, a summarized version of which will be part of their presentation in the competition. These pieces include the financial markets, regional markets, international trade conditions, inflation, unemployment, fiscal policy, etc. Given how economic circumstances change from year to year, this course may be taken up to three times (with designations A,B,C). (Fall)

ECON 480  
Internship (3)

Opportunities for the student to engage in practical application of economic theory. Permission of the department chair. (As needed)

INFORMATION SYSTEMS COURSE DESCRIPTIONS

CMSCI 101 Computer Technology (3)

This is a hands-on introduction to the uses of computer technology. Topics include word processors, spreadsheets, databases, graphics applications, electronic mail, the Internet and World Wide Web, programming concepts and computer ethics. The exact applications covered will vary based on current software. (As needed)

IFSY 311  
Information Systems (3)
An introduction to the essential role of information and its management in the modern corporation. Emphasis is on computer-based information systems. Surveys several topics including systems development, database, hardware and software concepts, the Internet and e-commerce, and ethical implications of information systems development. (Fall and Spring)

**IFSY 333  Web Design (3)**

Students will learn HTML coding and will be introduced to other Web technologies such as CSS, XML, and Javascript. Emphasis will be on learning a sound method for designing and creating web sites. Prerequisite: BUS/IFSY 311 or permission of instructor. (Offered in Fall of odd-numbered years)

**IFSY 340  Operating Environments (3)**

Studies the technical foundations of computer systems including hardware architecture, system software, networking designs, data communications and applications software. The course explores the implications of technical choices for system development. Prerequisites: BUS/IFSY 311. (Spring of odd numbered years)

**IFSY 347  Data Mining**

Data mining explores and analyzes large datasets with the goal of discovering meaningful patterns and rules. This course focuses on data mining techniques, including both supervised learning and unsupervised learning methods. Students will use modern data mining software to analyze datasets. Prerequisite: BUS320 or permission of instructor (As needed)

**IFSY 355  Database (3)**

Presents a study of the design, organization and implementation of database systems. Topics include file organization and processing; data modeling; CASE tools; relational and object oriented databases; SQL; and, dynamic web design. Prerequisite: BUS/IFSY 311 (Fall of even numbered years)

**IFSY 390  E-Commerce (3)**

This course investigates the use of computer networks such as the Internet to perform various business activities. Working in groups, students will create an e-business plan that uses the concepts from the course. Prerequisite: BUS/IFSY 311. (Offered in spring of even-numbered years)

**IFSY 395  Systems Analysis and Design (3)**

Studies structured systems development. Emphasis is on documenting and analyzing current systems as well as designing new systems using logical methodologies. Students are encouraged to use this course to formulate a topic for their senior project. Prerequisites: BUS/IFSY 311. (Fall of even numbered year)

**IFSY 398  Independent Study (3)**
Permission of a supervising instructor, the department head, dean of the school/college and associate provost. (As needed)

IFSY 399  Special Topics in Information Systems (3)

Study of special topics in Information Systems. Prerequisite: Permission of instructor. (As needed)

IFSY 410  Accounting Information Systems (3)

A systems approach to accounting information with emphasis on computer-based accounting information systems (AIS). Includes technical aspects of AIS, transaction cycles, system development and implementation, internal control, and auditing in a computer environment. Prerequisites: ACCT 101. (Same as IFSY 410.) (Fall)

IFSY 498  Senior Seminar (3)

Students organize into teams to design an information system. Teams submit a detailed proposal to the instructor the first week of class. Students are encouraged to use IFSY 395 to identify a topic. The final deliverable for the project consists of a methodological approach that analyzes the information needs of an organization and designs a new or improved information system. Prerequisite: IFSY 395. (Spring)

SPORT MANAGEMENT COURSE DESCRIPTIONS

BUS 327  Introduction to Sport Management (3)

Offers students a look at the diverse, expanding field of sport and recreation. Designed to provide a comprehensive look at the basic organizational structures found in the sport industry. Students examine applications of managerial concepts and processes, and the ways in which organizations interact with each other and with the government. (Fall and Spring)

BUS 328  Facility and Event Management (3)

An in-depth look at the practices, procedures and operations of major event and facility management, including planning, funding, and managing these events. The main focus of these principles is on sporting events and facilities, but these principles can be applied to many different areas, including corporate and social events. Prerequisite: BUS 327 or permission of instructor. (Spring)

BUS 329  Business and Economics of Sports (3)

Students examine the economic relationships surrounding professional and intercollegiate sport in the United States. Students develop a business plan for a professional sport franchise and manage the franchise through a number of economic environments, including salary caps, revenue sharing, insurance contracts, expansion and stadium/arena financing. They obtain a greater understanding of the market forces that shape professional leagues, the factors that determine player compensation
and the relationship between economic forces and competitive balance in professional sports. Prerequisites: ECON 101 and 102. (Fall)

BUS 333 Sport Marketing and Communications (3)

An in-depth look at the marketing practices, procedures and operations of professional, college and recreational sport organizations and enterprises. The course also examines the relationships that exist between the media and sport organizations as well as the technology they use. Students refine their marketing skills by examining the ways in which sport marketing organizations exercise promotions, marketing research, sponsorships and fund raising in the sport industry. Prerequisite: BUS 313. (Spring)

BUS 335 Sport Law (3)

A presentation of the basic legal system, its terminology, and principles as applied to professional and amateur sport. Emphasis is on identifying and analyzing legal issues, the ramifications of those issues, and the means of limiting the liability of sport organizations. (Fall)

BUS 336 International Sport Management (3)

An examination of several transformational forces in the world today: the end of communism, the global economy, the electronic village, and their impact on management within the sport industry. This course investigates the positive and negative effects that globalization has had on sport and, in turn, the positive and negative effects that the sport industry has had on the global community and how sport management professionals address these issues. Prerequisite: BUS 327 or permission of instructor. (Spring)

BUS 395 Program Development and Implementation: Special Olympics (3)

An in-depth study of program planning and implementation as applied to a non-profit sport organization: Special Olympics. Students will learn the processes of sport event program planning on a community-wide basis. The course discusses practical applications of event and program planning, promotion, evaluation, equipment and facility use, program budgeting, and staffing considerations, including volunteer recruitment and retention, and much more. Special Olympics serves as a real-world, practical illustration of how these program planning and event management principles are put into practice. Students will gain valuable hands-on experience throughout this course and have a unique opportunity to apply concepts while earning course credit through various practica and internships associated with the Special Olympics Fall Festival on the Mount campus. (Preference is given to Sport Management majors (Fall)

BUS 424 Management and Leadership in Sport Organizations (3)

An in-depth look at management and leadership theories and practices as they relate to sport organizations. Provides students with a solid foundation in research and application of human resource management and leadership principles for success in the sport industry. Prerequisite: BUS 307 or permission of instructor. (Fall)

BUS 440 Ethics in Sport Management (3)
Our complex and rapidly changing environment imposes new demands on managers of sport organizations. Increased pressure to address ethical issues is one of the new demands. While there is no simple prescription describing how ethical issues should be dealt with, the purpose of this course is to indicate how managers can more effectively address them. Current issues, ethical dilemmas in the sport environment, organizational responsibility and professional ethics will be discussed. The course provides some essential components of the student’s management tool kit—theories, concepts, models and techniques to use in managing ethical dilemmas. Prerequisite: BUS 327 and BUS 335 or permission of instructor. (Fall)

BUS 441  Sport Management Policy (3)

This capstone course in the sport management major addresses the strategic direction of sport organizations, and how such strategic directions can be most effectively implemented. To make these decisions, managers must accurately assess threats and opportunities in the organization’s environment and the organization’s strengths and weaknesses. The models and perspectives to be reviewed are particularly relevant to the environment in which sport organizations currently find themselves; this is an environment that is changing at an unprecedented pace and in which accepted approaches for managing are changing quickly and dramatically. Prerequisites: BUS 327, 329, 335, 440. (Spring)

BUS 450  Coaching Effectiveness (3)

This is a course designed to introduce students to effective coaching behaviors and practices to improve coaching effectiveness. Emphasis will be placed on the learning and development of management, leadership, team building, and communication, goal-setting and motivational skills. Students will also learn skills necessary to successfully manage athletes’ challenges and confidence levels. (As needed)

Division of Education

Director: Barbara Marinak

Professor: Barbara A. Marinak, Barbara Martin Palmer

Associate Professors: Carolyn L. Cook, Laura Corbin Frazier, Patrick A. Ryan

Assistant Professors: Michelle Ohanian, Ernest L. Solar

Lecturers: Elizabeth C. Monahan

The Division of Education is committed to the preparation of teachers for today and for tomorrow. A broad and integrated liberal arts core is a foundation for teachers at all levels. Through the core
curriculum, prospective teachers (a) acquire the essential skills of analytical thought and self-expression, (b) gain and integrate knowledge in various disciplines, (c) acquire an understanding of other cultures and other times, (d) develop an awareness of the various facets of moral and ethical problems, and (e) achieve a high degree of personal fulfillment. To complement the core curriculum, a sequence of professional courses allows prospective teachers to (a) gain general and specialized knowledge in one or more content areas, (b) gain knowledge about past and current theories of education, (c) develop a thorough knowledge of child growth and development, and (d) develop the appropriate skills for effective classroom teaching.

Statement of Purpose

Complemented by a liberal arts education in a Catholic setting, the teacher education unit of Mount St. Mary’s University develops educators who are proficient in content and pedagogy, reflective, and ethical professionals dedicated to leadership in an increasingly diverse technological and global society.

Programs culminate in the earning of a Mount St. Mary’s degree. As all Mount education programs are approved by the Maryland State Department of Education (MSDE), successful completion of all program requirements leads to certification to teach in Maryland and states with reciprocity agreements with the MSDE. Students are advised, however, to consult certification requirements in states of interest early in their study. Teacher education programs are accredited through the Council for the Accreditation of Educator Preparation (CAEP), formerly National Council for the Accreditation of Teacher Education (NCATE).

Review of programs is the responsibility of the education department in concert with the CAEP, the MSDE, the Content Area Advisory Committee and the Professional Development School Advisory Council.

Note: Admission to Mount St. Mary’s does not automatically guarantee admittance to and retention in the programs in teacher education.

REQUIREMENTS FOR ENTERING TEACHER EDUCATION PROGRAMS

Submit an “Application for Admission” to the chair upon completion of the 200-level courses in education. For transfer students this may coincide with admission to the University. The Education Advisory Committee determines the admission status.

Achieve a cumulative GPA of 2.75 or higher. All courses prefixed EDUC or SPED must be passed with a minimum grade of C. MATH 108, MATH 109, MATH 211, and GNSCI courses taken as a part of a required program of study must also be passed with a minimum grade of C.

Demonstrate your communicative competence and professionalism during the admission interview, earning a rubric score of 2.0 or higher from the evaluation panel (3-point rubric).

Achieve a passing score on the admission portfolio (10 out of 15 possible points).
Meet or surpass Maryland qualifying scores for tests of basic skills [Praxis CORE (pre-professional tests in mathematics, reading and writing), SAT (mathematics and reading), ACT or GRE]. Students are encouraged to meet this requirement in their freshman year. For those taking Praxis CORE, Mount St Mary’s University and MSDE must be identified as score recipients. For those who are exempt from Praxis CORE due to qualifying scores on the SAT/GRE/ACT, a photocopy of the SAT/GRE/ACT official report must be given to the administrative assistant in the Education Department. Second Floor, Archbishop Borders Hall. Please note, students (upon completion of program requirements) will be required to send a photocopy of the SAT/GRE/ACT to MSDE when applying for certification.

Upon successful completion of the application process, submit the Declaration of Major form to the Education Department.

REQUIREMENTS FOR TEACHER INTERNSHIP

Maintain a minimum cumulative GPA of 2.75.

Recommendation of the chair.

There is a fee of $240 for the Internship I program, payable upon registration for the first course in Internship I. There is a fee of $300 for Internship II, payable upon registration for the first course in Internship II.

Students must arrange their own transportation to internship placements and assignments.

PROGRAM COMPLETION AND CERTIFICATION

In order to apply for certification through the Maryland State Department of Education (MSDE), a teacher must be a program completer. To be a program completer, the teacher candidate must have completed all program requirements, including the submission of official qualifying Praxis II scores for the state of Maryland. It is imperative that students designate Mount St. Mary’s University and the MSDE as score recipients. For specific details about seeking Maryland certification, consult the Maryland State Department of Education Certification Branch (www.marylandpublicschools.org/MSDE/divisions/certification).

PROFESSIONAL DEVELOPMENT SCHOOL (PDS)

A Professional Development School (PDS) is a collaboratively planned and implemented partnership for the academic and clinical preparation of teacher candidates and the continuous professional development of both school system and institution of higher education faculty. The focus of a PDS partnership is improved student performance through research-based teaching and learning.

The University enjoys a long-standing PDS partnership with elementary, middle and high schools in Frederick County, MD. In 2007, the University established a Catholic PDS with St. John Regional Catholic School in Frederick, MD. It is possible that early field experiences take place in one of the PDS sites. However, the standards for Maryland PDSs hold that all teacher candidates are provided equitable access to an extensive internship (at least 100 consecutive days) in a PDS. The Mount’s field
placement coordinator, working in concert with the PDS liaison and school principals, arranges internship placements in PDSs. A mentor teacher and professor in residence or University supervisor support candidates’ professional development toward meeting the Mount’s benchmarks. Upon graduation, students are expected to demonstrate standards-based teaching that is measured through evaluation of teaching performance and portfolio assessment. The Education Department unit uses benchmarks aligned to the standards of the Interstate Teacher Assessment and Support Consortium (InTASC) for evaluating student performance. Teacher candidates are also expected to demonstrate the personal dispositions that relate to successful teaching.

CENTER FOR CATHOLIC SCHOOL EXCELLENCE

It is fitting that America’s second oldest Catholic University devote its resources to fostering Catholic education for future generations. St. Elizabeth Ann Seton’s first home in Emmitsburg was on our campus. From here, supported by our founder Fr. John DuBois, St. Elizabeth Ann Seton dedicated herself to the Catholic education of children. The Center for Catholic School Excellence is a living commitment to the Church’s ministry of education in the Catholic community.

The Center, housed within the Division of Education, is a resource for the professional development of preservice teachers, inservice and administrators in pre K-12 Catholic education. It provides a range of programs and courses designed to promote excellence in teaching and learning in Catholic schools.

TECHNOLOGY

Mount St. Mary’s University emphasizes the integration of technology into teaching as outlined by Maryland Teacher Technology Standards (MTTS). Coursework models best practice in uses of technology as tools to enhance student learning.

SUPPORT SERVICES FOR EDUCATION STUDENTS

The Curriculum Resource Center, located in the Phillips Library, offers all education students a compendium of print materials to be used in elementary and secondary field experiences and teacher internship.

The Center for Instructional Technology, located in the Knott Academic Center, is a teacher resource support system (including lamination, technical support, etc.) utilized by all education students in conjunction with their field experiences and teacher internship.

The Education Computer Lab, located in the Knott Academic Center, is designated primarily for education majors. Students use the lab to incorporate computer technology in all phases of teaching and learning.

The SMART™ Classroom, also located in Knott Academic Center, provides SMART™ technologies including whiteboard, student response systems, slate, document camera and audio for teaching and learning.
ELEMENTARY EDUCATION MAJOR

Student Learning Outcomes

Mount St. Mary’s develops educators who are able to:

demonstrate the content and pedagogical knowledge, skills and dispositions to effect student learning (proficient)

examine learning to shape their practice (reflective)

demonstrate commitment to the diversity, dignity, equality and rights of the individual (ethical)

demonstrate leadership as active participants in the education community (leading)

respond to the demands of an increasingly diverse technological and global society (adaptive)

The program in elementary education is designed to prepare students to teach language arts, social studies, mathematics and science in grades 1-6. The program holds a Certificate of Distinction from the International Literacy Association for the quality preparation in reading instruction. This Maryland Approved Program meets certification requirements in other states. Students are advised, however, to consult certification requirements in states of interest early in their study.

Because of the specific sequence of course offerings in the program, it is necessary for students to start education courses in the freshman year, or at the latest, at the beginning of the sophomore year. Students starting education courses after that time may not be able to graduate with their class as an elementary education major.

In addition to the University’s core curriculum, the elementary education major must complete the professional course sequence: EDUC 100, 202, 208, 313, 343, 350, 351, 445, 480, 495, SPED 415, SPED 339, and EDGE 343. Also required are MATH 108, 109, and MATH 211 and three courses in general science, as approved by the Department of Education (must include both a physical and biological science).

ELEMENTARY EDUC. MAJOR WITH DUAL CERT. (ELEM/SPECIAL EDUCATION)

Student Learning Outcomes

Mount St. Mary’s develops educators who are able to:

demonstrate the content and pedagogical knowledge, skills and dispositions to effect student learning (proficient)

examine learning to shape their practice (reflective)

demonstrate commitment to the diversity, dignity, equality and rights of the individual (ethical)
demonstrate leadership as active participants in the education community (leading)

respond to the demands of an increasingly diverse technological and global society (adaptive)

The elementary/special education program leads to certification in elementary grades 1-6 and generic special education grades 1-8. This Maryland Approved Program meets certification requirements in other states. Students are advised, however, to consult certification requirements in states of interest early in their study. Courses include: EDUC 100, 202, 208, 313, 350, 351, 445, 495; SPED 339, 415, 433, 434, 470, 480; and EDGE 343; MATH 108, 109 and MATH 211; and three courses in general science, as approved by the Department of Education (must include both a physical and biological science).

SECONDARY EDUCATION SOCIAL STUDIES MAJOR

Student Learning Outcomes

Mount St. Mary’s develops educators who are able to:

demonstrate the content and pedagogical knowledge, skills and dispositions to effect student learning (proficient)

examine learning to shape their practice (reflective)

demonstrate commitment to the diversity, dignity, equality and rights of the individual (ethical)

demonstrate leadership as active participants in the education community (leading)

respond to the demands of an increasingly diverse technological and global society (adaptive)

The secondary education social studies major leads to certification in grades 7-12 and requires the following course sequence: EDUC 100, 208, 325, 427, 433, 445, 485, 495, SPED 415, and EDGE 343; PSCI 100, 212 and one elective in political science; 12 credit hours in history in addition to the core requirements; ECON 101; PSYCH 100; SOC 100; and GEOG 200. This Maryland Approved Program meets certification requirements in other states. Students are advised, however, to consult certification requirements in states of interest early in their study.

ENGLISH AND MATHEMATICS SECONDARY EDUCATION CERTIFICATIONS

Student Learning Outcomes

Mount St. Mary’s develops educators who are able to:

demonstrate the content and pedagogical knowledge, skills and dispositions to effect student learning (proficient)

examine learning to shape their practice (reflective)
demonstrate commitment to the diversity, dignity, equality and rights of the individual (ethical)

demonstrate leadership as active participants in the education community (leading)

respond to the demands of an increasingly diverse technological and global society (adaptive)

Secondary education programs in English and Mathematics lead to certification in grades 7-12. The following professional course sequence is required: EDUC 100, 208, 325, 427, 434, 445, 485, 495, SPED 415, and EDGE 343. An advisor in the education department will be assigned upon the student’s admission to a teacher education program, though the primary advisor resides in the major department. The student is responsible for knowing and meeting the requirements and deadlines for internship, program completion and certification, as well as all graduation requirements of the major department and of the University. The Maryland-Approved Programs in secondary teacher education meet requirements for certification in other states. Students are advised, however, to consult certification requirements in states of interest early in their study.

WORLD LANGUAGES CERTIFICATION

Student Learning Outcomes

Mount St. Mary’s develops educators who are able to:

demonstrate the content and pedagogical knowledge, skills and dispositions to effect student learning (proficient)

examine learning to shape their practice (reflective)

demonstrate commitment to the diversity, dignity, equality and rights of the individual (ethical)

demonstrate leadership as active participants in the education community (leading)

respond to the demands of an increasingly diverse technological and global society (adaptive)

Education courses for foreign language majors lead to certification in grades P-12. The following professional course sequence is required: EDUC 100, 208, 325, 427, FLED 400, EDUC 445, 490, 495, SPED 415, and EDGE 343. An advisor in the education department will be assigned upon the student’s admission to a teacher education program, though the primary advisor resides in the major department. The student is responsible for knowing and meeting the requirements and deadlines for internship, program completion and certification, as well as all graduation requirements of the major department and of the University. The Maryland-Approved Programs in world languages meet requirements for certification in other states. Students are advised, however, to consult certification requirements in states of interest early in their study.

ART CERTIFICATION
Student Learning Outcomes

Mount St. Mary’s develops educators who are able to:

- demonstrate the content and pedagogical knowledge, skills and dispositions to effect student learning (proficient)
- examine learning to shape their practice (reflective)
- demonstrate commitment to the diversity, dignity, equality and rights of the individual (ethical)
- demonstrate leadership as active participants in the education community (leading)
- respond to the demands of an increasingly diverse technological and global society (adaptive)

Students who seek certification in art (P-12) major in fine arts with a concentration in art. They also take specific core and education courses with field experiences at the elementary and secondary levels. Students take EDUC 100, 208, 325, 427, 432, 445, 485, 495, SPED 415, and EDGE 343. An advisor in the education department will be assigned upon the student’s admission to a teacher education program, though the primary advisor resides in the major department. The student is responsible for knowing and meeting the requirements and deadlines for internship, program completion and certification, as well as all graduation requirements of the major department and of the University. This Maryland Approved Program meets certification requirements in other states. Students are advised, however, to consult certification requirements in states of interest early in their study.

EDUCATION MINOR

Any student in good standing at the University may minor in education. The minor consists of 18 credits, which are fulfilled by taking EDUC 100, 208, EDGE 343, SPED 415 and one additional course, either EDUC 202 or 325.

EDUCATION COURSE DESCRIPTIONS

EDUC 100 Foundations of American Education (4)

Examines some of the historical, philosophical, sociological, and cultural foundations of American education. Educational policies, curriculum content, school organization, and basic teaching competencies are introduced and discussed in their relation to the changing mission of schools. Also examined are the legal, ethical, and human issues of technology and its incorporation into the classroom. Field experience is required for prospective education majors. Field experience is not required and is optional for students who do not intend to continue studies in the department of education. Students who do not register for field experience lab are required to produce an educational policy research paper instead of the field-based portfolio. Fulfills Human and Behavioral Sciences domain requirement. (Fall and Spring)
EDUC 120  Special Topics (3)

A course designed to supplement regular course offerings by permitting the pursuit of a variety of educational topics. (As needed)

EDUC 202  Materials for Teaching Reading (4)

Assists teacher candidates in selecting and evaluating materials for teaching reading and related skills that are consistent with the findings of scientifically based reading research including applications of new media literacy. Teacher candidates should leave this course with an understanding of research-supported programs, reading acquisition, approaches and methods so that they can address different levels of reading proficiency within the classroom and enable students to become strategic, fluent and independent readers. Participants will utilize technology to evaluate and gather information on the web as well as use various software programs to communicate information. Participants will be prepared to involve parents and members of the school and surrounding community to promote daily reading both inside and outside of school. Field experience lab is required. Prerequisite: EDUC 100. (Fall and Spring)

EDUC 208  Learning Theory and Human Development (4)

Examines how individuals learn and the psychological, social, emotional and biological development of individuals from early childhood through the young adult years. Teacher candidates will examine the interaction between aspects of human development, learning theory, and the educative process. Field experience lab is required. Prerequisite: EDUC 100. (Spring)

EDUC 313  Instruction of Reading (4)

This course assists teacher candidates in understanding the reading acquisition process through observation and analysis of reading and written language development, and the study of current issues in reading research. It provides an introduction to language structures including spoken syllables, phonemes, graphemes, and morphemes. This course also assists teacher candidates in understanding the reading acquisition process relative to the first and second language acquisition process, and how to employ a representative array of research-based instructional techniques and strategies in the area of reading. Instructional routines and strategies in the five major components of reading instruction (phonological and phonemic awareness; phonics, spelling and word study; fluency development; vocabulary; and comprehension) suitable for various age and ability groups are emphasized. Throughout the course, teacher candidates will demonstrate their skill with the instructional routines and strategies by role-play, live demonstrations, technology integration, critiquing good and inadequate models, and reviewing the research support available for those approaches. Field experience lab is required. Prerequisite: EDUC 202. Lab fee applies. (Spring during Internship I)

EDUC 325  Reading in the Secondary Content Areas I (3)

Provides teacher candidates with an understanding of the essentials of reading processes necessary for secondary students to become proficient readers in the content areas. Participants gain an understanding of the following five areas: purposes and types of reading, methods of assessing reading, strategies and skills in reading, student-centered reading instruction and affective dimensions
of reading. Teacher candidates also gain an understanding of digital literacy skills and new media literacy. Prerequisite: EDUC 208. Field experience lab is required. (Fall)

SPED 339    Reading Assessment and Intervention (4)

Assists teacher candidates in becoming proficient consumers and users of classroom-based assessments and assessment data. Participants will understand the relationship between language, reading and writing proficiencies and the role they play in assessment and instruction. Instruction will focus on building knowledge of the purposes of assessment, types of assessment tools, how to administer and use several reliable, well researched formal and informal assessments of reading and related skills, how to effectively interpret the results of assessment, an how to communicate assessment results in a variety of contexts. An emphasis on the role of technology in assessment is included. Candidates will show that they can use assessment data to guide instructional decision. Candidates will demonstrate their abilities by screening, progress monitoring, diagnosing, and assessing performance. Participants will demonstrate the ability to utilize technology for assessment purposes. Prerequisites: EDUC 202. (Spring)

EDGE 343    Globalization and Education (3)

Examines post-colonial developments in educational policies in the Sub-Saharan Cameroon, and compares these to developments in the U.S. since Brown v. Board of Education. Through this comparative approach students will be invited to reflect anew, from international perspectives, on the effects of globalization on U.S. educational policies, and on teacher-student relations in U.S. classrooms. This course satisfies the Global Encounters requirement in the core. (Fall and Spring)

EDUC 350    Teaching Mathematics and Science in the Elementary School (4)

Presents methods, techniques, strategies and materials for teaching mathematics and science that will enable the teacher candidate to stimulate children to wonder, to be good observers and problem solvers, to make predictions and to offer explanations, as well as to help young students construct their own knowledge of scientific principles and concepts. An emphasis on the role of technology in learning is included. Prerequisite: GNSCI courses, MATH 108, 109, MATH 211 and EDUC 208. (Spring)

EDUC 351    Teaching and Assessing Social Studies in the Elementary School (4)

Acquaints teacher candidates with the themes and content in social studies instruction, and presents instructional techniques, materials, and methods effective in the elementary social studies classroom. Candidates will explore, develop, and interpret assessments used at the elementary level. An emphasis on the role of technology in learning is included. Candidates will be expected to make connections between university classroom experiences and field experiences. Prerequisite: EDUC 208. (Spring)

EDUC 398    Independent Study (1-4)

Permission of the instructor, department chair, and associate provost is required. (As needed)

EDUC 399    Special Topics (1-4)
Supplements program offerings by permitting the pursuit of special subjects of thematic or interdisciplinary interest. Prerequisite: Permission of department chair. (As needed)

**FLED 400 Methods and Assessment of Learning in World Languages (4)**

This course addresses the needs of teacher candidates who are preparing to teach a world language in P – 12 settings. The content of the course examines: past and current theories of second-language acquisition; the national and state standards for language learning; techniques for designing unit and daily lessons; the use of technology in the delivery of instruction; and, theories and practices for the design of performance based assessment in the language classroom. Throughout the course students will receive practice in applying the theories examined both in simulation and in the field experience. Prerequisite: EDUC 208.

**SPED 415 Management in Inclusive Settings (4)**

Introduces teacher candidates to the academic, behavioral and psycho-developmental characteristics of children with exceptionalities, the processes of their identification and remediation, and pertinent laws and regulations. Teacher candidates will learn how to develop appropriate educational and behavioral management strategies for children with exceptionalities who are included in the regular classroom setting and for children from diverse cultural backgrounds and for children requiring assistive or adaptive technological supports. Field experience lab is required. Prerequisite: EDUC 208. (Fall)

**EDUC 427 Reading in the Secondary Content Areas II (4)**

Expands on EDUC 325, enabling teacher candidates to consider literacy competencies in light of the multi-dimensionality of youth identities and cultures. The cognitive, textual, personal, and social dimensions of developing text comprehension in content areas will be examined. Prerequisite: EDUC 325. (Spring)

**EDUC 432 Methods and Assessment of Learning in Art (4)**

Introduces teacher candidates to various media, techniques and principles of art. Designed to provide a basis for understanding, evaluating and developing students’ artistic abilities from preschool through grade 12. Prerequisite: EDUC 208. Field experience lab is required. Lab fee applies. (Spring)

**EDUC 433 Methods and Assessment of Learning in Secondary Social Studies (4)**

Presents current curriculum trends, research, materials, methods, and activities in the teaching of social studies. Teacher candidates examine the role of social studies in the formation of democratic citizens in an increasingly diverse nation. They will gain practical experience in creating classroom assessment devices that integrate social studies content and technology. Teacher candidates will apply to lesson development the standards form the National Council of Social Studies (NCSS), the Common Core State Curriculum (CCSC), the Interstate New Teacher Assessment and Support Consortium (InTASC), the Maryland Teacher Technology Standards (MTTS), and departmental benchmarks. Prerequisite: EDUC 208. Field experience lab is required. Lab fee applies. (Spring)
SPED 433  Assessment in Special Education (3)

Provides for the study, interpretation and use of a variety of assessment techniques and tools used in the field of special education. Teacher candidates will score norm and criterion reference tests and analyze data using mock case studies. The data will be used to construct developmentally appropriate classroom activities. An emphasis on the role of technology in assessment is included. A field component is required. Prerequisite: SPED 415. (As needed)

SPED 434 Special Education Curriculum Design and Adaptation (3)

Explores ways to modify school curricula to accommodate differences in students’ learning styles. Theoretical bases for curriculum adaptation as well as practical application will be discussed. Teacher candidates will develop an awareness of assistive and adaptive technologies and their role in meeting the needs of all learners. A field component is required. Prerequisite: SPED 415 (As Needed)

EDUC 434 Methods & Assessments for Learning in Secondary Schools (4)

Explores current curriculum trends, research, materials, methods, and assessment in the teaching of English and mathematics in secondary schools. Emphasizes lesson and unit planning, communication strategies across the curriculum, and the use of instructional resources and assessment practices including technology. Field experiences are discipline-specific and extend candidate knowledge of teaching and learning. Prerequisite: EDUC 208. Field experience lab is required. Lab fee applies. (Spring)

EDUC 445 Foundations of Educational Research (2)

Examines the basic procedures constituting the action research process. The focus will include the relationship between theory and methodology, question generation, research design, and the principles and problems of data collection and interpretation of findings. Results in a Reflective Inquiry Project tied to classroom experiences. Taken concurrently with EDUC 480, SPED 480, EDUC 485, or EDUC 490. (Fall)

SPED 470 Trends and Issues in Special Education (2)

Explores the current trends and issues occurring within the field of special education. Emphasis will be on discussing and examining the implications of these trends and issues (i.e., overrepresentation, response to intervention, evidence-based practices) for students with disabilities. Taken concurrently with EDUC 445, SPED 480, and EDUC 495. (Fall)

EDUC 480 Teacher Internship/Elementary (8)

Provides the teacher candidate the opportunity to participate in observation and supervised teaching in the professional development school setting, in accordance with MSDE policy. Internship fee applies. Prerequisite: All other program requirements. Lab fee applies. (Fall)

SPED 480 Teacher Internship/Special Education (8)
Provides the teacher candidate the opportunity to participate in observation and supervised teaching in the professional development school setting, in accordance with MSDE policy. Internship fee applies. Prerequisite: All other program requirements must be completed prior to enrolling in this course. Lab fee applies. (Fall)

EDUC 485  Teacher Internship/Secondary (8)

Provides the teacher candidate the opportunity to participate in observation and supervised teaching in the professional development school setting, in accordance with MSDE policy. Internship fee applies. Prerequisite: All other program requirements must be completed prior to enrolling in this course. Lab fee applies. (Fall)

EDUC 490  Teacher Internship/ P-12 Art and World Languages (8)

Provides the teacher candidate the opportunity to participate in observation and supervised student teaching in nearby schools. Open only to teacher candidates enrolled in the Art or World Languages Program. Prerequisite: successful completion of all professional and content courses. Lab fee applies. (Fall)

EDUC 495  Professional Seminar (2)

Provides opportunities to share, examine and reflect upon internship experiences and to revisit the theories and practices of teaching as they apply in the real world of the candidates’ specific classroom placements. Interns also will focus on career planning and development, resulting in the preparation of a resume, a philosophy of education, and a program completer portfolio. Taken concurrently with EDUC 480, SPED 480, EDUC 485, or EDUC 490. (Fall)

School of Natural Science and Mathematics

Department of Mathematics and Computer Science

Interim Dean: Dr. Jennifer Staiger

Professor: Frederick Portier

Associate Professors: Melanie B. Butler (Chair), Brian E. Heinold, Jonelle Hook, Luca Petrelli

Assistant Professors: Rebecca Portier, Scott Weiss

The courses and programs offered by the Department of Mathematics and Computer Science are designed to give students an exposure to a wide variety of topics in computer science, cybersecurity, data science, and mathematics. Participation in the program will provide students with firm foundations in theory and application and will give them an appreciation of both the utility and the intellectual attractiveness of the disciplines. Students will acquire the ability to rationally analyze
problems of a quantitative nature and apply appropriate methods of solution. Ultimately, the programs seek to develop, in the students, the ability to reason logically, to express ideas with precision, and to apply appropriate problem-solving techniques.

The mathematics curriculum fills the needs of those students who wish to pursue a professional career in mathematics in academia or industry. As an integral part of a liberal arts education, the department seeks to give students a feeling for the spirit and enjoyable nature of mathematics as well as the applications of mathematics in their areas of study.

The computer science curriculum provides a broad overview of computer science as a discipline and gives the student essential technical and analytical skills. Students become proficient in several programming languages and gain experience on multiple computing platforms. Technical issues related to hardware and software are examined. The mathematical foundation is stressed early and practical experience is gained throughout. Graduates of the program will have the skills necessary to work as computer professionals or pursue graduate education.

The BS in Cybersecurity, in concert with the core curriculum, helps fulfill the undergraduate mission of the university by preparing students for challenging and meaningful careers that aid in cyber defense. In particular, the cybersecurity program will develop strong skills in quantitative reasoning, logic, problem-solving, and design along with versatile communication skills and the ability to apply an ethical lens to a broad spectrum of information technology issues. The Cybersecurity degree prepares students for entry level professional practice in cybersecurity in a variety of areas including securing networks and devices, programming, information security, software design, and network operations. The program also provides solid preparation for graduate-level study in these same areas and for certification exams. Graduates of the program will find that they are well-prepared for challenging and meaningful careers in the cybersecurity field.

Student Learning Outcomes:

Mount St. Mary’s develops mathematics majors who:

are proficient in important areas of undergraduate mathematics such as analysis, algebra, and discrete mathematics

have the ability to investigate, clarify, and solve quantitative problems

have the ability to communicate in mathematics with precision and clarity

have the ability to prove mathematical statements using logical reasoning

are prepared for success in graduate study and professional careers in business, industry, government, and teaching

Mount St. Mary’s develops computer science majors who:

are proficient in several sub-disciplines of computer science such as software development, computer architecture, algorithm analysis, and artificial intelligence
have the ability to apply the tools and techniques of computer science to effectively investigate and solve quantitative problems

have the ability to communicate technical ideas from computer science with precision and clarity

are prepared for success in graduate study and professional careers in business, industry, government, and teaching

Mount St. Mary’s develops cybersecurity majors who:

demonstrate an understanding of the basic concepts of computer science, criminal justice, and cybersecurity

have the ability to apply the tools and techniques of cybersecurity to effectively investigate and solve technical problems

have the ability to communicate technical ideas from cybersecurity with precision and clarity

understand the legal context and the ethical issues that constitute the cybersecurity profession so that they are prepared for success in a career or graduate study.

**COMPUTER SCIENCE MAJOR**

The Bachelor of Science degree in computer science requires a minimum of 43 credit hours. The required courses are CMSCI 120, 125, 228, 254, 256, 277, 474, and 475. In addition to the required courses, students must take six additional computer science elective courses at the 300 level or above. These must include two of CMSCI 442, CMSCI 453, or CMSCI 485. DATA 220 may be taken as one of the six major elective courses. One mathematics or data science course at the 200 level or above is required, but MATH 211 does not count. At most three credits of Practicum (492, 493) may be applied towards the B.S. in computer science. MATH 364 (Linear Algebra) may be counted as a computer science elective with departmental approval.

**COMPUTER SCIENCE MINOR**

The minor in computer science is available to all students, regardless of major. It is particularly attractive when combined with a major in business, mathematics, or science. The computer science minor requires 18 credit hours as follows: CMSCI 120, 125, 254, and nine additional credit hours in computer science at the 200 level or above, at least three credits of which must be at the 300 level or above. Practicum (492, 493) may not be applied towards the minor in computer science.

Mathematics majors who decide to minor in computer science may double count CMSCI 120 and MATH 228 (cross-listed as CMSCI 228) for the minor in computer science.

**MATHEMATICS MAJOR**
The Bachelor of Science degree in mathematics requires a minimum of 38 credit hours in mathematics plus 3 credits in computer science. Required courses are MATH 228, 247, 248, 249, 364, 384, 468, 495 and 496 and DATA 200. In addition to the required courses, students must take three elective mathematics courses at the 300 level or above. At most three credits of Practicum (492, 493) may be applied toward the B.S. in mathematics. Students planning to attend graduate school in mathematics are encouraged to take MATH 447. There is one required computer science course: CMSCI 120.

**STATE CERTIFICATION IN TEACHING MATHEMATICS**

Mathematics majors can meet the requirements of Maryland and many other states for certification in teaching secondary-level mathematics. Majors who elect this program fulfill the same requirements as other mathematics majors. For required education courses, please refer to the education department’s section of this catalog.

**MATHEMATICS and COMPUTER SCIENCE DOUBLE MAJOR**

Students who wish to double major in both mathematics and computer science are required to meet the requirements of both majors. The following courses may double count for dual mathematics and computer science majors: CMSCI 120, MATH 228/CMSCI 228, MATH 200+ level course or DATA 200, MATH 364 and MATH 389/CMSCI 389. The double major in mathematics and computer science requires a minimum of 69 credits.

**MATHEMATICS MINOR**

A minor in mathematics is available to any undergraduate in the University. It is particularly attractive when combined with a major in business, computer science, or science. A minimum of 20 credit hours is necessary for the minor in mathematics. Three of these credits are satisfied by MATH 211. To complete the minor, MATH 247, MATH 248 and three additional mathematics courses at the 200 or above level are required. DATA 200 may count as one of the mathematics courses at the 200 level. Practicum (492, 493) may not be applied toward the minor in mathematics.

Computer science majors who decide to minor in mathematics may double count CMSCI 228 (cross-listed as MATH 228) for the minor in mathematics.

**DATA SCIENCE MINOR**

A minor in data science is available to any undergraduate in the University. It is particularly attractive when combined with a major in business, any of the social sciences, mathematics, computer science, or science. A minimum of 18 credit hours are required for the minor. DATA 200, 210, and 220 are required courses. Students may choose three courses from the following list of electives: CMSCI 120, 125, and 359, MATH 364, 387, and 388, and MATH/CMSCI 489. Alternately, students may choose two courses from the elective list and a statistical methods course from the following list: BIOL 205, ECON 403, BUS 344, PSCI 355, PSYCH 200, and SOC 404.

Mathematics majors who minor in data science may not apply MATH 387, MATH 388, MATH/CMSCI 489 as both mathematics electives and data science electives. They must decide on one or the other.
Similarly, Computer Science majors who minor in data science may not apply CMSCI 359 and MATH/CMSCI 489 as both computer science electives and data science electives.

**CYBERSECURITY MAJOR**

The Bachelor of Science degree in cybersecurity requires 48 credits, with 36 credits of required courses and 12 credits of major elective courses. The following courses are required for the major: CYBER 160, CYBER 161, CYBER 201, CYBER 210, CYBER 357, CYBER 400, CMSCI 120, CMSCI 125, CMSCI 277, CMSCI 355, CMSCI 356, and CMSCI 358.

Students choose four elective courses from the following list, with one elective course required to be MATH or DATA: CJUST 120, CJUST 314, CJUST 319, BUS 270, ACCT 311, ACCT 312, DATA 200, MATH 228, CMSCI 359, CMSCI 459, or CYBER 492.

**CYBERSECURITY and COMPUTER SCIENCE DOUBLE MAJOR**

Students who wish to double major in both cybersecurity and computer science are required to meet the requirements of both majors. The following courses may double count for dual cybersecurity and computer science majors: CMSCI 120, CMSCI 125, CMSCI 228, CMSCI 277, CMSCI 355, CMSCI 356, CMSCI 358, CMSCI 359, CMSCI 459, DATA 200. The double major in cybersecurity and computer science requires a minimum of 65 credits.

**COMPUTER SCIENCE COURSE DESCRIPTIONS**

**CMSCI 115** Computer Games and Gaming (3)

This course is an overview of issues related to games, focusing on computer games. Topics may include: history of games, social and ethical aspects of gaming, storytelling in games, game taxonomy, and game development. Students will use application software to develop different types of games (including 2D shooters and adventure games). (As needed)

**CMSCI 120** Introduction to Computer Science I (3)

This is an entry-level course in computer science that covers problem-solving methods and the development of algorithms. Students are taught how to design, write, edit, test, debug and document simple computer programs. Principles of modularity and information hiding, good programming style and elementary data representation are covered. (Fall and Spring)

**CMSCI 125** Introduction to Computer Science II (3)

A continuation of programming techniques from CMSCI 120, this course emphasizes the object-oriented paradigm. Students learn about class design, inheritance, input and output to files, and arrays. Prerequisite: CMSCI 120 or permission of the instructor. (Fall and Spring)

**CMSCI 228** Discrete Mathematics (3)
This course introduces the basic techniques and methods of reasoning for discrete problem solving. Topics include induction, set theory, elementary combinatorics, and graph theory. Applications to computer science are emphasized. Same as MATH 228. (Fall and Spring)

**CMSCI 254  Data Structures and Algorithms (3)**

The study and implementation of computer algorithms that utilize data structures are examined in detail. Such structures include linked lists, stacks, queues, trees, heaps and graphs. Searching and sorting algorithms are discussed. Students learn about recursion and running-time analysis. Prerequisite: CMSCI 125 or permission of the instructor. Recommended: CMSCI 228. (Fall)

**CMSCI 256  Principles of Software Development (3)**

This course covers important programming concepts that are necessary for modern software. These include: design patterns, testing, GUIs, threading, client-server networking, security, and mobile app development. Students will design and implement one or more moderately-sized programming projects. Prerequisite: CMSCI 125 or permission of the instructor. (Spring)

**CMSCI 277  Computer Architecture (3)**

This is an introduction to the architecture and organization of modern computer systems. Topics are selected from processor and multiprocessor design, instruction set architectures, addressing, number system representation and computer arithmetic, control structures, microprogramming, memory management, memory hierarchies, input/output structures, and assembly-level programming. Prerequisite: CMSCI 120 or permission of the instructor. (Fall, even years)

**CMSCI 349  Software Engineering (3)**

This is an introductory course in software engineering. Techniques in software design and development are studied. Topics include structured design, structured programming, top-down design and development, segmentation and modularization techniques, iterative enhancement, design and code inspection techniques and correctness. Principles of object-oriented design and the Unified Process are stressed. Includes experience in applying the techniques through the team development of a large software project. Prerequisite: CMSCI 254 or permission of the instructor. (Spring, even years)

**CMSCI 355  Network Systems and Design (3)**

The fundamental communications concepts leading to a study of the topology and communication protocols for computer networks are examined. The class focuses on protocols for Internet communication. Topics include application-layer protocols, TCP/IP, DNS servers and e-mail protocols. Prerequisites: CMSCI 125 or permission of the instructor. (Fall, odd years)

**CMSCI 356  Operating Systems (3)**

This course is an examination of modern operating systems. Topics include dynamic procedure activation, system structure, evaluation, memory management, process management, recovery
procedures, and systems software. Unix and MS Windows are the primary examples. Prerequisites: CMSCI 125 and 277 or permission of the instructor. (Spring, odd years)

CMSCI 358    Computer Security I (3)

This course covers cryptography as well as some network and application security topics. Cryptography topics include public key and symmetric key cryptography; public key infrastructure; hashing; digital signatures; SSL/TLS; steganography; and attacks on cryptography. Network and application security topics include botnets; denial of service attacks; buffer and numerical overflows; cross-site scripting; SQL injection; session hijacking; malware such as viruses, trojans, backdoors, and rootkits. (On a rotating basis)

CMSCI 359    Database Management Systems (3)

The design, organization, and implementation of database systems are studied. Topics include the relational model, entity-relationship modeling, normalization, SQL, and database programming. Prerequisite: CMSCI 125 or permission of the instructor. Strongly Recommended: CMSCI 254. (Fall, odd years)

CMSCI 389    Numerical Methods (3)

This course examines a variety of numerical methods for applications of mathematics. Topics include the numerical solution to nonlinear equations, interpolation, numerical differentiation and integration, and the numerical solution to differential equations. Prerequisites: CMSCI 120 and MATH 247 or permission of the instructor. Same as MATH 389. (Fall, odd years)

CMSCI 394    Computer Graphics (3)

Principles of computer graphics including representation, manipulation and display of two- and three-dimensional objects are examined. Topics include display devices, lines, curves, surfaces, composite objects, transformations, hidden line and surface removal, shading, coloring and interactive graphics. Prerequisites: CMSCI 125 or permission of the instructor. MATH 364 is recommended. (On a rotating basis)

CMSCI 398    Independent Study (1-3)

This course allows for the independent study in an area of computer science. Topics are selected to meet a student’s interest or need. Permission of the instructor, department chair, dean and associate provost is required. (As needed)

CMSCI 442    Principles of Programming Languages (3)

This course is a study of the syntax, semantics and pragmatics of computer languages. Topics include language definition structure, data types and structures, control structures and data flow, run-time considerations, functional languages, lexical analysis, parsing. The languages studied will vary. Prerequisites: CMSCI 254 or permission of the instructor. (On a rotating basis)
CMSCI 449  Introduction to Artificial Intelligence (3)

The concepts and applications of artificial intelligence are examined. Topics may include knowledge representation, searching state space, heuristic search, expert systems, natural language processing, propositional logic, learning and cognitive models, and computer vision. Prerequisite: CMSCI 254 or permission of the instructor. (On a rotating basis)

CMSCI 453  Algorithms (3)

This course is an in-depth study of algorithmic design with an emphasis on applications. Topics may include algorithm analysis, design patterns, advanced tree structures, graph algorithms, computational geometry, text processing, and network algorithms. Prerequisites: CMSCI 228 and CMSCI 254 or permission of instructor. (On a rotating basis).

CMSCI 459 Computer Security II (3)

Primary topics include secure programming techniques, low-level programming, reverse engineering, and penetration testing. In particular, topics include database security; mobile device security; processes for developing secure software; avoiding common security flaws; C and assembly language programming; disassemblers and debuggers; techniques used by malware; penetration-testing tools and techniques. Prerequisites: CMSCI 356 and CMSCI 358. (On a rotating basis)

CMSCI 474  Senior Project Proposal (1)

Students begin work on a major computer science project by locating a client or topic; projects may come from on- or off-campus sources. Students will define the problem, perform research to determine options, decide on a general approach, and identify the major technology components. Students will be prepared to start detailed design in CMSCI 475. Students grades are entered as Pass/Fail until after completion of CMSCI 475, when the grade for both courses will be the grade assigned in CMSCI 475. Prerequisites: CMSCI 254 or permission of the instructor. Recommended: CMSCI 349. (Fall)

CMSCI 475  Senior Project (3)

Students complete their major computer science projects as proposed in CMSCI 474. Students also present material from areas of interest in computer science and engage in discussion and reflection on issues of computer ethics. Prerequisite: CMSCI 474 or permission of the instructor. (Spring)

CMSCI 485  Theory of Computation (3)

This is an investigation into the theoretical basis of computation. Topics include a study of finite state automata, regular expressions, context-free grammars, pushdown automata, the pumping lemma, Turing machines, undecidability and intractable problems. Prerequisites: CMSCI 254 and 228 or permission of the instructor. (On a rotating basis)

CMSCI 489  Modeling and Simulation (3)
This course develops mathematical models and techniques for constructing mathematical models. Topics may include population growth, epidemics, scheduling problems, predator-prey interaction, transportation, economics and stochastic models. Prerequisites: MATH 248 or permission of the instructor. Same as MATH 489. (As needed)

CMSCI 492-493   Practicum (1-3 each)

Practicum presents an opportunity to gain practical experience through a one semester internship. The nature of the work experience and the number of credits must be approved in advance by the department chair. (As needed)

CMSCI 499   Special Topics in Computer Science (3)

Students work on advanced projects in software design or development, hardware design or construction, or hardware/software integration. Examples include advanced topics such as compiler construction or image processing. This course is offered at the discretion of the department with regard to the needs and aptitudes of the students. (As needed)

CYBERSECURITY COURSE DESCRIPTIONS

CYBER 160 Networking Administration (3)
This hands-on course focuses on building and maintaining computer networks. Topics include network architecture and topologies; network hardware such as cabling, switches, and routers; basics of IP addressing and subnets; network address translation; network configuration; and basic network security. (Fall)

CYBER 161 UNIX and Windows Operating Systems (3)
In this course, students will study Windows and UNIX operating systems in depth and in a hands-on way. Topics include OS installation; configuration; working at the command line; managing users and groups; authentication; updates; logging; auditing; managing system services; backups; virtualization; and host-based security. (Spring)

CYBER 201 Secure Systems Design and Risk Management (3)
Students will be introduced to the study of risk assessment and compliance. Topics include security models, architecture, and design principles; threat and vulnerability analysis; risk assessment; risk remediation; incident handling and disaster recovery; laws affecting cybersecurity; compliance including PCI, HIPAA, and FERPA; privacy; protecting data; physical security; measuring reliability and availability; capacity planning; adversaries and targets. (Fall)

CYBER 210 Systems Operations Management (3)
In this course, students will study managing systems in an enterprise environment. Topics include systems administration; database administration; RAID management; virtualization in enterprise; cloud security; enterprise systems programming; disaster recovery; backup recovery; redundant systems; change and configuration management practices; deploying systems and applications in an enterprise; and managing data. (Spring)
CYBER 357 Network Security (3)
Students will study both the theory and practice of network security. Topics include firewalls; intrusion detection/prevention systems; proxies; VPNs; packet analysis; honeypots; network and vulnerability scanning; secure network configuration; and wireless network security. (Spring, even years)

CYBER 398 Independent Study (1-3)
This course allows for the independent study in an area of cybersecurity. Topics are selected to meet a student’s interest or need. Permission of the instructor, department chair, dean and associate provost is required. (As needed)

CYBER 400 Cybersecurity Capstone (3)
This capstone to the Cybersecurity major focuses on the ethics of cybersecurity at enterprise, national, and international levels by examining relevant stories and case studies from the news. This course follows and will reference the junior level ethics course in the core. Applications in accounting, criminal justice, business, and education are discussed. Students will complete a major project reflecting integration, application, and communication of key elements of cybersecurity. Oral and written communication skills will be emphasized throughout the course and, in particular, in the presentation of the final project. (Spring)

CYBER 492-493 Practicum (1-3)
Practicum presents an opportunity to gain practical experience through a one-semester internship. The nature of the work experience and the number of credits must be approved in advance by the department chair. (As needed)

CYBER 499 Special Topics in Cybersecurity (3)
Students work on advanced projects in cybersecurity. This course is offered at the discretion of the department with regard to the needs and aptitudes of the students. (As needed)

DATA SCIENCE COURSE DESCRIPTIONS

DATA 200 Introduction to Data Science in a Big Data World (3)
This course presents an overview of the discipline of data science: its goals, methods, tools, and scope. The R statistical computing environment is used for data manipulation, statistical analysis, and visualization. Ethical issues surrounding data collection and use will be discussed. Prerequisite: None. (Fall)

DATA 210 Exploratory Data Analysis (3)
Issues discussed in this course are the acquisition, cleaning, manipulation, transformation, and analysis of data obtained from a variety of sources. Topics include R programming, summarizing data numerically and graphically, categorical data, higher dimensional data, making and testing conjectures about data, and presenting results. Prerequisite: DATA 200 or permission of the instructor. (Spring)

DATA 220 Analytic Models (3)
The course is an overview of data science models and their application. These include statistical inference, regression, classification, machine learning, and neural networks. The course seeks to examine the assumptions, capabilities, limitations, and advantages of these models within the context of application areas. Prerequisite: DATA 210 or permission of the instructor. (Fall)

MATHEMATICS COURSE DESCRIPTIONS

MATH 105  
Elementary Statistics (3)

This is an introduction to the fundamental concepts of statistics. Topics include data collecting, displaying, summarizing, drawing inferences, probability, expectation, normal distribution, sampling distributions, point and interval estimation, significance testing and simple linear regression. Appropriate application software is utilized. (As needed)

MATH 108, 109  
Concepts of Mathematics for Teachers I/II (3, 3)

This two-part sequence is designed for the elementary education major as an introduction to selected topics in mathematics. Topics include sets and set operations, number and numeration systems and their operations, algorithms, measurement, reasoning and problem solving, patterns and relations, geometry, probability and statistics. Open only to and required for students preparing to teach at the elementary school level. (108 Fall, 109 Spring)

MATH 114  
Precalculus Mathematics (3)

This course prepares students for the calculus sequence. Topics include polynomial and rational functions and their graphs, exponents and logarithms, trigonometric functions and identities, and applications. (Fall)

MATH 211  
Mathematical Thinking (3)

This course provides students with a mathematical approach to solving problems as well as an introduction to the nature of mathematics. The course seeks to improve facility with computations, mathematical notation, logical reasoning, and verbal expression of mathematical concepts. Content is selected from classical and modern areas of mathematics such as geometry, number theory, algebra, graph theory, fractals, and probability. The delivery of the content takes on a variety of forms including in-class activities, projects, discovery learning, and lecture. (Fall and Spring)

MATH 228  
Discrete Mathematics (3)

This course introduces the basic techniques and methods of reasoning for discrete problem solving. Topics include induction, set theory, elementary combinatorics, and graph theory. Applications to computer science are emphasized. Same as CMSCI 228. (Fall and Spring)

MATH 247  
Calculus I (4)
This is an introduction to the fundamental concepts of differential and integral calculus with an emphasis on limits, continuity, derivatives and integrals of elementary functions. Applications to curve sketching, max-min values, related rates and areas will be given. Derivatives and integrals of elementary transcendental functions are developed. Prerequisite: MATH 114 or its equivalent or permission of the instructor. (Fall and Spring)

MATH 248 Calculus II (4)

Techniques and applications of integration are studied. Topics include improper integrals, polar coordinates, parametric equations, plane analytic geometry, sequences, series and Taylor’s theorem. Prerequisite: MATH 247 or permission of the instructor. (Spring)

MATH 249 Calculus III (4)

This course presents the calculus of vector-valued functions and functions of several variables. Topics include directional derivatives, Lagrange multipliers, multiple integration and line and surface integrals. Prerequisite: MATH 248 or permission of the instructor. (Fall)

MATH 332 Graph Theory (3)

The theory and practical applications of graph theory are studied. Topics include paths and cycles, bipartite graphs, digraphs, spanning trees, connectivity, matchings, coloring, planarity, Hamiltonian cycles, and graph classes. Prerequisite: MATH 228 or permission of the instructor. (Spring, even years)

MATH 336 Elementary Number Theory (3)

Elementary number theory with a focus on both history and theory is studied. Topics include the Euclidean Algorithm, Diophantine equations, the Fundamental Theorem of Arithmetic, congruences, number-theoretic functions, primitive roots, continued fractions, and the theorems of Fermat, Wilson, and Euler. Prerequisites: MATH 228 or MATH 247 or permission of the instructor. (On a rotating basis)

MATH 364 Linear Algebra (3)

This course examines the mathematics of matrices and determinants with applications to systems of linear equations, vector spaces, linear transformations, eigenvalues and eigenvectors, and canonical forms. Prerequisite: MATH 228 or MATH 247 or permission of the instructor. (Spring, even years)

MATH 377 Foundations of Geometry (3)

This is a survey of geometries, both classical and modern. Topics include finite geometries, fundamental concepts of Euclidean geometry in the plane and higher dimensions, theorems leading to the modern synthetic approach, constructions and transformations, history of the parallel postulate and non-Euclidean geometries. Understanding and writing clear and consistent proofs are major course objectives. Prerequisite: MATH 228 or permission of the instructor. (Fall, odd years)

MATH 384 Differential Equations (3)
This is a study of the solution methods for first order linear, nonlinear, and higher order linear differential equations. Laplace Transforms, power series solutions, Picard’s method and systems of linear differential equations are examined. Prerequisite: MATH 248 or permission of the instructor. (Spring, odd years)

MATH 387 Probability (3)

This is an introduction to the theory of elementary probability. Topics include Kolmogorov’s axioms of probability, conditional probability and independence, finite combinatorics, discrete and continuous distributions, moments, jointly distributed random variables, limit theorems, generating functions, Markov chains and random walks. Prerequisites: MATH 228 and MATH 248 or permission of the instructor. (On a rotating basis)

MATH 388 Operations Research (3)

This is an introductory course in operations research. Topics are selected from linear programming, network models, project scheduling, stochastic processes, game theory, queuing theory, decision analysis, non-linear programming, dynamic programming, simulation, and forecasting. Prerequisite: MATH 228 or MATH 247 or permission of the instructor. (On a rotating basis)

MATH 389 Numerical Methods (3)

This course examines a variety of numerical methods for applications of mathematics. Topics include the numerical solution to nonlinear equations, interpolation, numerical differentiation and integration, and the numerical solution to differential equations. Prerequisites: CMSCI 120 and MATH 247 or permission of the instructor. Same as CMSCI 389. (Fall, odd years)

MATH 390 Mathematical Statistics (3)

The course provides the mathematical foundations of statistics. Topics include functions of random variables, transformations of random variables, order statistics, sampling theory and distributions, introduction to the theory of point estimation and statistical inference, confidence intervals, hypothesis testing, likelihood ratio tests, regression, correlation, analysis of variance and analysis of enumerative data. Prerequisite: MATH 387 or permission of the instructor. (As needed)

MATH 398 Independent Study (1-3)

This course allows for the independent study in an area of mathematics. Topics are selected to meet a student’s interest or need. Permission of the instructor, department chair, dean and associate provost is required. (As needed)

MATH 447 Introduction to Real Analysis (3)

This is a rigorous development of the fundamental concepts of analysis, including the real number system, functions, sequences, limits, continuity, convergence, differentiation, integration and series. Prerequisite: MATH 248 or permission of the instructor. (On a rotating basis)
MATH 457     Introduction to Complex Analysis (3)

This course develops the theory of complex analysis. Topics include the complex number system, limits, sequences, analytic functions, the Laplace equation, contour integrals, Cauchy integral theorems, power series, singularities and conformal mapping. Prerequisite: MATH 249 or permission of the instructor. (On a rotating basis)

MATH 468     Algebraic Structures (3)

This is an introduction to the fundamental concepts of abstract algebra. Topics include Abelian groups, permutation groups, cyclic groups, isomorphisms and Cayley’s Theorem. Additional topics covered (as time permits) are rings, ideals, integral domains, and fields. Prerequisite: MATH 228 and MATH 248 or permission of the instructor. (Spring, even years)

MATH 472     Topology (3)

This is an introduction to point-set topology or algebraic topology. Possible topics include metric spaces, normal and regular spaces, compactness, connectedness, continuity of mappings, homotopy and homology groups, fixed-point theorems and knot theory. Prerequisite: MATH 228 and MATH 248 or permission of the instructor. (On a rotating basis)

MATH 489     Modeling and Simulation (3)

This course develops mathematical models and techniques for constructing mathematical models. Topics may include population growth, epidemics, scheduling problems, predator-prey interaction, transportation, economics and stochastic models. Prerequisite: MATH 248 or permission of the instructor. Same as CMSCI 489. (As needed)

MATH 492, 493     Practicum (1-3)

Practicum presents an opportunity to gain practical experience through a one semester internship. The nature of the work experience and the number of credits must be approved in advance by the department chair. (As needed)

MATH 495, 496     Seminar I, II (1, 1)

Each of these courses is designed to enhance the comprehension of the fundamental concepts of higher mathematics and to develop an understanding of their organization. Each course may involve applying ideas and techniques learned in earlier classes to solve mathematical and applied problems, and they may also involve directed reading and study in contemporary publications. (Spring)

MATH 497     Undergraduate Research in Mathematics (1-3)

Under the supervision of a faculty instructor, students conduct research on mathematical questions posed by the student or the instructor. Work may be done individually or in teams as determined by the instructor. The course prerequisites and enrollment limitation vary with the instructor and topic. Prerequisites: permission of the instructor. (As needed)
MATH 499  Special Topics in Mathematics (3)

Students work on advanced projects or study in some area of mathematics. Examples include partial differential equations, advanced complex number theory, or harmonic analysis. This course is offered at the discretion of the department with regard to the needs and aptitudes of the students. (As needed)

Department of Psychology

Interim Dean: Dr. Jennifer Staiger

Associate Professors: Robert Keefer (Chair), Mindy Korol

Assistant Professors: Caitlin S. Faas, Jonathan Slezak, Angy Kallarackal

The Department of Psychology offers courses designed to introduce students to the science and profession of psychology and to consider the psychological nature of people in the context of liberal education. In addition to preparing students for graduate training in psychology or related professions, psychology courses also educate in many basic skills important to other professional areas, including business, law, public administration and research. The department requires students to develop and conduct individual research projects as a means of developing these basic skills.

PSYCHOLOGY MAJOR

The Bachelor of Science degree in psychology requires the completion of a minimum of 13 psychology courses (41 credit hours) according to the following distribution:

Core/Research Group: PSYCH 100, 200, 390, and 498

Core/Content Group: PSYCH 203, 205, and 208

Experimental Group: PSYCH 209 or 240 and PSYCH 220 or 230

Elective Group (choose four): PSYCH 301, 314, 320, 330, 335, 340, 345, 350, 355, 360, 365, 370, 380, 399, 405, 480, PSYGE 325, or any of the Experimental Group not previously completed.

Up to six credits of each of the following electives count toward the major: PSYCH 350 and 399. Only three credits of PSYCH 480 count toward the major.

Students should choose courses in consultation with an advisor within the department. Courses should reflect the student’s career goals. Additional courses in mathematics or natural science may be recommended for acceptance into select graduate schools.

PSYCHOLOGY MINOR
The requirements for a minor in psychology are at least six psychology courses: PSYCH 100 plus any five courses for which prerequisites are met. The following courses are typically not open to minors: PSYCH 390, 399, 480, and 498.

BIOPSYCHOLOGY MAJOR

The psychology department also administers a custom-designed biopsychology major under the University’s interdisciplinary major program. Students interested in this major should contact the department chair as soon as possible for necessary planning.

PSYCHOLOGY COURSE DESCRIPTIONS

PSYCH 100      Foundations of Psychology (3)

Addresses psychology’s emergence as a social and natural science in the development of Western thought. Emphasizes scientific thinking about perception, development, learning, motivation, social processes, behavioral disorders and psychotherapy. Fulfills the social science requirement of core and is normally the prerequisite for all other psychology courses. (Fall and Spring)

PSYCH 200      Research Methods and Statistics (3)

Introduces design and interpretation of research in psychology, including experimental, quasi-experimental, correlational and single-subject designs. Addresses issues in research ethics and written communication. Includes laboratory experiences. Emphasizes use of elementary statistics in research. Prerequisite or corequisite: PSYCH 100, Sophomore status, or permission of the instructor. (Fall)

PSYCH 203      Abnormal Psychology (3)

Describes clinical disorders, personality disorders and developmental disorders that characterize abnormal behaviors. Prerequisite: PSYCH 100. (Fall)

PSYCH 205      Lifespan Development (3)

Provides a multi-disciplinary introduction to human development across the life course, from conception to older adulthood, with attention to cognitive, emotional, biological, and social changes. Prerequisite: PSYCH 100. (Fall)

PSYCH 208      Social Psychology (3)

Introduces the methods, theories and experimental research on relevant topics, including social perception, attitude formation and change, altruism, aggression, conformity and group interaction. Prerequisite: PSYCH 100. (Spring)

PSYCH 209      Biopsychology (4)
Provides an introduction to the relationship of brain and hormones to psychological functioning. Examines basic neuroanatomy and neurophysiology important to behavior. Presents the biological bases of motor movement, sleep, reproduction, memory, language and psychopathology. Prerequisite: PSYCH 200. Three lecture and one laboratory session per week. (Spring)

PSYCH 220 Experimental Learning (4)

Provides an introduction to the experimental analysis of behavior, with an emphasis on classical and operant conditioning. Investigates recent basic and applied research in lecture and laboratory. Prerequisite: PSYCH 200. Three lecture and one laboratory session per week. (Fall)

PSYCH 230 Experimental Cognition (4)

Introduces the methods and theories of cognitive psychology, including perception, attention, memory, problem solving and language. Prerequisite: PSYCH 200. Three lecture and one laboratory periods per week. (Spring)

PSYCH 240 Sensation and Perception (4)

Studies the anatomy and physiology of sensory systems, including how energy from stimuli in the outside world is conveyed to the brain and how sensory information is interpreted to form perceptions. Prerequisite: PSYCH 200. Three lectures and one laboratory session per week. (Fall)

PSYCH 301 Principles of Psychotherapy (3)

Surveys prominent therapies and underlying theories, basic concepts, treatment strategies and techniques. Prerequisite: PSYCH 203. (Spring, odd years)

PSYCH 309 Advanced Biopsychology (4)

Examines brain function and behavior topics in depth. Includes laboratory work in neuroanatomy, neurophysiology, small animal neurosurgery and human psychophysiology. Prerequisite: PSYCH 209. (As needed)

PSYCH 314 Industrial/Organizational Psychology (3)

Applies psychological principles to work settings in industry and social service organizations. Presents experimental research on interpersonal relations, work motivation, personnel selection and organizational behavior. Prerequisite: PSYCH 100. (Fall, odd years)

PSYCH 320 Sport Psychology (3)

Reviews psychological foundations of physical activity. Includes psychological perspectives on athletes, competition, personality, attention, arousal, anxiety, motivation, stress, aggression, violence, coaching and crowd behavior. Prerequisite: PSYCH 100. (As needed)

PSYGE 325 Cross-Cultural Psychology (3)
Investigates cultural similarities and differences in psychology at an interdisciplinary, advanced level, with a particular emphasis on cultures outside the dominant perspectives of the West and the promotion of human dignity and justice. This course also fulfills the Global Encounters requirement in core. Prerequisite: PSYCH 100. (Fall)

PSYCH 330  Psychological Testing (3)

Develops the skills involved in the administration, scoring and interpretation of psychological tests. Prerequisite: PSYCH 200. (Spring, even years)

PSYCH 335  Health Psychology (3)

Study of behaviors that relate to the enhancement of health, the prevention and treatment of disease, the identification of health risk factors, improvement of the health care system, and shaping of public opinion with regard to health. Information covered will include topics particularly relevant to college students (e.g. stress) in addition to other lifelong health considerations such as tobacco and drug use, obesity, cardiovascular disease, pain, and exercise. Prerequisite: PSYCH 100. (Fall)

PSYCH 340  Personality (3)

Provides a research-based approach to basic issues in personality, considering contemporary definitions, methodology and current research. Includes basic topics such as measurement, biological influences, development and situational variables, as well as recent research on self perception, sex and gender roles, emotions and personal relationships. Prerequisite: PSYCH 100. (Spring, odd years)

PSYCH 345  Human Sexuality (3)

Survey a broad range of information including psychological, physiological and cultural aspects of human sexuality. Assists students in becoming both familiar with and critical of the methods used in the scientific study of sexual behavior. Provides practical knowledge necessary to enhance understanding and experience of everyday life. (Spring)

PSYCH 350  Special Topics (3)

Involves intensive readings and discussion in a specialized area of psychology chosen by the departmental faculty and/or the students. Can be taken more than once. Prerequisites vary; see the instructor for additional requirements. (As needed)

PSYCH 360  Environmental Psychology (3)

Provides an overview of the methods, theories and issues of environmental and ecological psychology. Explores the application of psychologically sound information to architecture, social “climate,” and social planning. Focuses on the structures of everyday life and how they affect behavior. Prerequisite: PSYCH 100. (Fall, odd years)

PSYCH 365  Drugs and Addiction (3)
Examines the major psychotropic drug categories from multiple psychological perspectives ranging from brain function to social psychology. Investigates basics of drug action as well as implications for society and policy. Student presentations on select topics are encouraged. Prerequisite: PSYCH 100. (Spring, even years)

PSYCH 390  Research Preparation (3)

Involves the detailed formulation of an individually chosen research hypothesis for investigation in Senior Methods Seminar, including literature search, ethical analysis and feasibility assessment. Prerequisites: PSYCH 200 and junior status. (Spring)

PSYCH 399  Research (3-6)

Involves individual development of or participation in a psychological research project, usually involving data collection. Can be taken more than once. Prerequisites: PSYCH 200 and permission of instructor. (Fall and Spring)

PSYCH 405  History and Systems (3)

Reviews the historical and philosophical roots of contemporary psychology, starting with the ancient Greeks. Discusses the influence of various systems of psychology on current psychological thinking. Prerequisite: PSYCH 200. (Fall, even years)

PSYCH 480  Internship (3-6)

Provides opportunities to do psychological work in community agencies off campus. Can be taken more than once. Prerequisites: PSYCH 203 and/or PSYCH 200 (depending on placement) and department approval. (Fall and Spring)

PSYCH 498  Senior Methods Seminar (3)

Extends and synthesizes students’ understanding of the empirical science of psychology. Covers advanced topics in philosophy of science, research design and statistical analysis (using SPSS). Students will demonstrate competence through completion of a data-based research project of their choosing. Prerequisites: PSYCH 390 and senior status. (Fall)

Department of Science

Professor:  Patricia Kreke, Christine McCauslin (chair), Danny Miles, Jeffrey Simmons, Jennifer Staiger

Associate Professors: Kathryn Dye, Dana Ward
Assistant Professors: Rosina Bolen, Abigail Kula, Susan Mertins, Patrick Lombardi, Isaac Mills, Garth Patterson, Andrea Solis, Michael Turner

Lecturers: Sarah Brown, Anne Marie Lyons, Annette Weintraub

The Department of Science aims to give students an understanding of fundamental concepts and techniques of study in their major fields. More important, we hope to instill in them a spirit of curiosity and habits of thinking objectively and analytically. We also strive to foster an awareness of the relation of the physical and biological sciences to the major problems facing individuals and society, and the need for an interdisciplinary approach to these problems.

Students are assigned as advisees to faculty members in their major fields for counseling related to their general academic progress. Those students interested in attending medical school, dental school, physician assistant school, pharmacy school or veterinary school or pursuing other health professions after graduating from the Mount are encouraged to consult with the health professions advisor (HPA) as soon as possible following enrollment. Working with their faculty advisors and the HPA, students obtain help with appropriate course selection, professional school entrance exam preparation, application materials and guidance, and support for interviews. In addition, the HPA should be consulted for general advising issues regarding professional school selection. Students interested in pursuing a career in nursing should consult with the pre-nursing advisor. Students interested in pursuing graduate training in the sciences should consult with their faculty advisor regarding experiential learning, preparedness and school selection.

BIOCHEMISTRY MAJOR

Biochemistry majors are required to complete a minimum of 47 credit hours of coursework in biochemistry, biology and chemistry: BIOCH 405, BIOL 110, 111, 221, 420; CHEM 101, 102, 201, 202, 210 and 303. Either BIOL 410 or CHEM 410 fulfill the final required coursework in biology and chemistry. Additionally, MATH 247 and 248 and PHYS 201 and 202 are required.

Students normally take BIOL 410 in their senior year. BIOL/CHEM 450 and BIHP/CHHP 471 may be substituted for BIOL 410 or CHEM 410 with the permission of the department chair.

Students considering medical, graduate or professional work in biochemistry research are advised to select BIOCH 406, CHEM 304 and 420 as elective courses. Pre-medical and pre-dental students should select BIOL 298 and 299 and other elective courses in consultation with the health professions advisor.

No minor in biochemistry is available. Biochemistry majors may not minor in either chemistry or biology.

Exceptional students may double major in biochemistry and either biology or chemistry by taking all the courses required of both majors. To complete the double major in four years, students generally need Advanced Placement, summer school or overload credits.

BIOLOGY MAJOR
Biology majors receive a thorough education in all forms of life, from microbes to plants to animals. Biological research is essential to solving major world problems involving human health, food production, population control and environmental degradation. In addition to the health professions, graduates are qualified for graduate study and employment in areas such as public health, medical technology, agriculture, physical therapy, biotechnology and toxicology and in many government laboratories.

All biology majors must complete a minimum of 33 credit hours in biology. The first twelve credit hours will include BIOL 110, 111, and 221. In addition, Biology majors are also required to complete CHEM 101-102, CHEM 201-202 and mathematics study through MATH 247.

In working towards completion of the 33 required hours of study in biology, students must select at least one course from each of the following categories:

Organismal Biology: BIOL 200, 298, 299, 300, 304, 335, or 400

Molecular and Cellular Biology: BIOL 311, 314, 315, 420, 435, BIOCH 405 or BIOCH 406

Ecology and Evolution: BIOL 225, 250, 312, 325, 406, or 415

In total, students pursuing the biology major must take a minimum of five upper level courses at the 200 level or higher; at least four of the five electives must be 4-credit laboratory courses. At least one of these laboratory electives must be a 400 level course. Finally, all biology majors must take BIOL 410 in their senior year. BIOL 450 and BIHP 471 may be substituted for BIOL 410 with the permission of the department chair.

Students interested in graduate school are advised to complete MATH 248 and PHYS 101 and 102 or 201 and 202.

DUAL DEGREE NURSING PROGRAM

Cooperative programs between Mount St. Mary’s University and partnering nursing institutions are available to students who seek to pursue a career in nursing and who also want a liberal arts education. Pursuing one of the dual-degree programs will allow a student to earn undergraduate degrees both from Mount St. Mary’s University and the partnering institution.

There are two phases to the dual degree programs.

Phase 1 typically takes place at Mount St. Mary’s University and consists of completion of the Mount core curriculum and prerequisite courses for the nursing program. Students must complete BIOL 110, 111, 208, 298, 299, 300; CHEM 101, 150; PSYCH 100, 205; SOC 100 and MATH 105. Students intending to go to the University of Maryland School of Nursing must also take an additional math course (college algebra or higher). Students intending to go to Shenandoah University must also take Medical Terminology (BIOL 209). Students who satisfy these requirements at Mount St. Mary’s with: 1) grades of B or above in BIOL 298, 299, 300; 2) a grade point average of at least 3.0 in all science courses and other nursing prerequisites; and 3) a cumulative grade point average of at least 3.0 overall
(Shenandoah University) or 3.25 overall (University of Maryland), will have priority for admission to the nursing schools.

Phase 2 consists of nursing-specific coursework and is completed at the partnering institution. Upon successful completion of the first year of coursework at the partnering institution, credits are transferred to Mount St. Mary’s to complete the student’s B.S. degree in Health Sciences. Students then continue to complete remaining requirements of the partnering institution resulting in a Bachelor of Science in Nursing degree. Mount St. Mary’s has dual-degree partnerships with the University of Maryland School of Nursing and Shenandoah University School of Nursing.

University of Maryland School of Nursing

The University of Maryland School of Nursing offers a traditional 4 semester nursing curriculum. UMSON has guaranteed 5 seats each year to qualified MSMU students pursuing this track. In addition to the pre-requisite courses above, students choosing to pursue studies at the UMSON must sit for the TEAS (Test of Essential Academic Skills) exam. Upon successful completion of UMSON coursework, the student receives a Bachelor of Science in Nursing degree (B.S.N.) and is qualified to take the National Council Licensure Examination (NCLEX) to obtain licensure as a registered nurse.

Shenandoah University

Shenandoah University offers a traditional 5 semester nursing curriculum. Shenandoah University has guaranteed 10 seats each year to qualified MSMU students pursing this track. In addition to the pre-requisite courses above, students choosing to pursue studies at Shenandoah University must sit for the TEAS (Test of Essential Academic Skills) exam. Upon successful completion of SU coursework, the student receives a Bachelor of Science in Nursing and is qualified to take the National Council Licensure Examination (NCLEX) to obtain licensure as a registered nurse.

OSTEOPATHIC MEDICINE DUAL-DEGREE PROGRAM

A cooperative program between Mount St. Mary’s University and Lake Erie College of Osteopathic Medicine (LECOM) is available to students who seek to pursue a career as doctor of osteopathic medicine and who also want a solid liberal arts education. Through this 4/4 dual-degree program a student earns a B.S. or B.A. from Mount St. Mary’s University and a doctoral degree (D.O.) from LECOM. There are two phases to the dual-degree program.

Phase One is completed at Mount St. Mary’s University and typically takes four years (although a 3-yr option is available). Mount students, as freshman or sophomores, or as prospective students will apply for this program at LECOM and following an interview with LECOM may be accepted into the program.

Dual Degree Program Requirements: Eligible students must be U.S. citizens; may not hold a four-year undergraduate degree; typically have SAT scores greater than or equal to 1170 or ACT greater than or equal to 26; and have high school GPA greater than or equal to 3.5. (Transfer students are eligible if they meet all criteria, including two consecutive years in Phase I).
Provisional Acceptance at the Mount: After proper application materials are in, accepted students receive a letter of provisional (early) acceptance. The student then completes all required courses at the Mount, including all core courses, noting the following requirements: the provisional student may not apply to another medical school; must be a full-time student in all semesters; and there are additional GPA requirements.

Final Acceptance to LECOM: Students take the MCAT no later than December 1 of their senior year and must receive a satisfactory score and complete their application to LECOM by January 1 of their senior year. Up to 5 students each year may be accepted into the LECOM DO program during the spring of senior year upon satisfying all entrance requirements. Accepted students will receive an admission letter from LECOM in spring semester of their senior year.

By the conclusion of Phase One students will complete the following courses at the Mount: all of the core coursework; complete requirements of a major; plus 8 credits in Biology, CHEM 101, 102, 201, 202; 8 credits in physics, 6 credits in behavioral sciences, 6 credits in English (the Freshman Symposium may count for 3 of these credits). All required science courses must include laboratory work.

Phase Two consists of osteopathic-specific coursework and is completed at Lake Erie College of Osteopathic Medicine. Upon successful completion of the coursework, students will receive a doctoral degree in osteopathic medicine. This program typically takes four years.

BIOLOGY MINOR

Students who minor in biology must complete 22 hours of study in biology, including BIOL 110-111, 221 and 10 additional credits at the 200 level or higher and will include at least two 4 credit laboratory courses.

CHEMISTRY MAJOR

Chemistry is the study of the properties and reactions of substances ranging from living cells to subatomic particles. It provides the fundamental knowledge and tools needed to address many of society’s needs and to explore the unknown. In addition to the health professions, graduates are qualified for graduate study and for employment in the chemical, petroleum, plastics, metals and pharmaceutical industries, and in many government laboratories.

Chemistry majors are required to complete CHEM 101-102, 201-202, 210, 303, 304, 410, and either CHEM 404 or 420; MATH 247-248; and PHYS 201-202.

Students contemplating graduate work in either chemistry or one of its related areas or in the chemical industry should select, in consultation with a chemistry advisor, additional mathematics and science courses consistent with those goals. Students interested in the health professions who major in chemistry should consult with the health professions advisor for information about biology courses needed to complete the admissions requirements.

CHEMISTRY MINOR
Students who minor in chemistry must take at least 22 credits in chemistry, including CHEM 101-102, 201-202 and at least 6 additional credits at the 200 level or higher, to be approved by the department chair.

ENVIRONMENTAL SCIENCE MAJOR

The environmental science major reflects the interdisciplinary nature of the field of environmental science. Solutions to the environmental issues facing our society must be scientifically sound, yet they must also be socially, economically and politically informed to be successful in promoting effective and lasting change. The curriculum provides a solid foundation in the natural sciences, with courses in biology, chemistry, and applied environmental science. Students also take environmentally focused courses in the humanities and social sciences. Students gain hands-on experience in the field of environmental science through a required experiential component, which may be completed through an internship, research project or independent study. Environmental science majors are well prepared to pursue an environmental career or graduate education in the field.

Environmental science majors are required to complete a minimum of 43 credit hours of coursework in biology and chemistry. Students must complete BIOL 110, 111, 221, 225, 325, 340; CHEM 101, 102, 201, 202, 210; plus one of the following courses: BIOL 200, 205, 250, 312, 400, 406, 415 or CHEM 404.

Students must select two of the following interdisciplinary electives: CJUST 320, ENGL 388, HIST 203, PHIL 333, PSCI 337, PSCI 348, PSYCH 360, THEOL 341. Alternate environmental-related humanities or social sciences courses may fulfill this requirement upon approval by the department chair. Students must complete an experiential component consisting of 1-3 credits of an internship (BIOL 480), independent study (BIOL 398) or research project (BIOL 450).

Students planning to apply for graduate school are encouraged to take Math 247 and PHYS 101-102 or 201-202.

HEALTH SCIENCES MAJOR

The B.S. in Health Sciences is designed to provide graduates with the necessary knowledge and skills to pursue advanced training in various careers within the health care industry such as physical therapy, occupational therapy, nursing, etc. The Health Sciences major is not intended for students wishing to pursue medical, dental, or physician’s assistant graduate programs. Students begin the curriculum with ten required (foundation) courses that are central to the discipline. Then, depending on the interests of the student, students pursue one of the three tracks within the major: Pre-Nursing, Pre-Physical Therapy, or Pre-Occupational Therapy. Through the curriculum, students will receive a thorough grounding in the natural, social, and behavioral sciences. Students will integrate the components of their curriculum by pursuing a capstone internship experience related to their intended field of study.

A Bachelor of Science degree in Health Sciences requires a minimum of 36 credit hours of major courses and completion of the core program. In addition, all health sciences majors must choose a major track completing an additional 15-17 credits for a total of 51-53 credits. Students must complete the following foundation courses: BIOL 110, 111, 209, 298, 299; CHEM 101, 150; PSYCH 100; SOC 210
(or PSYCH 350 or THEO 390); MATH 105 (or BIOL 205 or PSYCH 200); and BIOL 480 (or PSYCH 480 or SOC 480).

In addition to the foundation courses listed above, all health sciences majors must complete one of the three tracks listed below in order to graduate with a Health Sciences Major.

Pre-Nursing Track: Students take the required foundation courses, plus: BIOL 208, 300; PSYCH 205; and SOC 100; and one additional 4-credit Biology elective (300 level or higher).

Pre-Physical Therapy Track: Students take the required foundation courses, plus: CHEM 102; PHYS 201, 202; and one Psychology elective (200 level).

Pre-Occupational Therapy Track: Students take the required foundation courses, plus: PSYCH 203, 205; COMM 230, one additional 4-credit Biology elective (300 level or higher), and one additional Psychology elective (300 level or higher).

Students pursing a Health Sciences major on the either the Pre-Occupational Therapy or Pre-Physical Therapy track may obtain a minor in biology. Due to course requirements in the major and track, students pursing a Health Science major on the Pre-nursing track may not minor in biology.

BIOLOGY COURSE DESCRIPTIONS

BIOL 110 Introduction to Biology I (4)

Designed to provide a broad background as preparation for further studies in the discipline. Familiarizes the student with the major levels and unifying principles of biological organization. Topics covered include evolution, biodiversity and ecology. Lecture and lab. (Fall)

BIOL 111 Introduction to Biology II (4)

A continuation of Introduction to Biology I. Topics covered include cellular and subcellular structure and function, metabolic processes, and genetics. Lecture and lab. Prerequisite: Grade of C- of better in BIOL 110. (Spring). Prerequisites: BIOL 110 (C- or higher)

BIOL 200 Invertebrate Zoology (4)

A comparative study of invertebrate animals, with a primary focus on the insects and other arthropods. This course provides a detailed study of the invertebrates: anatomy and physiology, behavior, and relationships with plants and other animals, including any medical importance to humans. This course fulfills the Ecology and Evolution area requirement in the Biology major. Integrated lecture and lab. Prerequisites: BIOL 110 -111 (C-grade or higher). (Fall, even years)

BIOL 205 Biostatistics (3)

An introduction to experimental design and statistical analysis in Biology, Chemistry and Environmental Science. Students will also gain familiarity with graphing and statistical software. Topics include
probability distributions, hypothesis testing, one- and two-sample tests, ANOVA, linear correlation, regression, contingency tables and non-parametric tests. Lecture only. Prerequisites: BIOL 110-111 or CHEM 101-102. (As needed)

BIOL 208 Nutrition (3)

This course introduces the basic concepts human nutrition, including basic biochemical principles of food, digestion and absorption. The course then delves into medical and public health concepts such as disease prevention and management in regards to nutrition. This course is offered as a hybrid class with classroom and on-line lectures, discussions, and exercises. Prerequisite: BIOL 110-111 or permission of the Instructor. (Spring)

BIOL 209 Medical Terminology (2) Online

This online course covers medical terms related to all major body systems. Students will learn correct spelling, pronunciation, and building blocks of medical terminology including roots, prefixes, suffixes, and abbreviations. This course will offer students a strong grasp of the technical language of medicine in preparation for careers in medical science. (Spring)

BIOL 221 Genetics (4)

An introduction to the principles and mechanisms of heredity with an emphasis on classical Mendelian genetics. Other topics include molecular genetics and functional genomics. Elementary statistical methods will be employed with the laboratory component of the course focusing on experimental design using yeast as a model organism. Prerequisites: BIOL 110-111 (C-grade or higher). (Fall and Spring)

BIOL 225 Environmental Science (4)

An introductory survey of the interdisciplinary field of environmental science, studying the biological, chemical and physical principles of ecosystem structure and function in order to understand and appreciate human impacts on natural systems. Topics include human population growth, preservation of biodiversity, sustainable agriculture, resource management, climate change, energy use and pollution. The laboratory will emphasize research techniques in environmental science and methods for environmental monitoring. This course fulfills the Ecology and Evolution area requirement in the Biology major. Prerequisites: BIOL 110-111 or permission of instructor. (Spring, even years)

BIOL 245 Epidemiology (4)

This is an introduction to the basic concepts of epidemiology including data collection, data interpretation, experimental design, bias, confounding variables, incidence, and prevalence. This course will build skills universally applicable to numerous fields of scientific research with regards to distilling the research question, experimental design, and data analysis. Students will have real discussions about how epidemiological data are used to: predict outbreaks and track outbreak sources; observe and analyze disease trends on a local, national, and global scale; and make policy with regards to public health. Lecture. Prerequisites: BIOL 110-111. (As needed)
BIOL 250  Animal Behavior (4)

An exploration of the interactions of animals with their environment and with other animals, within the framework of evolution and natural selection. Topics such as foraging behavior, learning and memory, anti-predator behavior, reproductive behavior, social behavior, and communication will be studied in a wide range of animal taxa. Methodological approaches to observational and experimental studies of behavior both in the lab and in the field will be emphasized. This course fulfills the Ecology and Evolution area requirement in the Biology major. Lecture and lab. Prerequisites: BIOL 221 (C-grade or higher) or instructor permission. (Spring, even years)

BIOL 260  Topics in Biotechnology (3)

Introductory course with topics covering many aspects of biotechnology, including those that relate to animals, microbes, human health, agriculture and the environment. Students will learn about the modern process of drug development, from the early stage of target identification and generation of lead compounds to regulatory approval, and the role of biotechnology in this complex process. Finally, the course will explore the various careers in biotechnology such as research and development, quality control and quality assurance, regulatory affairs, and patent development. Lecture only. Prerequisites: BIWI 221, CHEM 201-202. (As needed)

BIOL 298  Anatomy and Physiology I (4)

This course is the first of a two part sequence that examines the structure and function of human tissues, organs, and organ systems. Topics include the integument, skeletal system, muscular system, and nervous system. The accompanying laboratory will explore these topics in a dissection based approach, coupled with physiological lab experiments. This course fulfills the Organismal area requirement in the Biology major. Lecture and lab. Prerequisites: BIOL 110-111, CHEM 101 (CHEM 101 can be taken concurrently). (Fall and Spring)

BIOL 299  Anatomy and Physiology II (4)

This course is the second of a two part sequence that examines the structure and function of human tissues, organs, and organ systems. Topics include the cardiovascular system, digestive system, endocrine system, urinary system, respiratory system, and reproductive system. The accompanying laboratory will explore these topics in a dissection based approach, coupled with physiological lab experiments. This course fulfills the Organismal area requirement in the Biology major. Lecture and lab. Prerequisites: Grade of C- or higher in BIOL 298. (Fall and Spring)

BIOL 300  Microbiology (4)

A fundamental course that examines microorganisms, their role in human disease and application in molecular biology. In this combined lab and lecture course, students will investigate growth, reproductive, metabolic and structural characteristics of bacteria and viruses. They will also study the classification of microbes and develop an understanding of their potential to cause human disease. This course fulfills the Organismal area requirement in the Biology major. Integrated lecture and lab. Prerequisites: BIOL 110-111, CHEM 101-102. (Spring)
BIOL 311  Pharmacology (4)

Introductory course in Pharmacology, a scientific discipline that focuses on how drugs affect biological systems. The pharmacological basis of therapeutics will be discussed in the context of the principles of drug action and the mechanism of action of representative agents, with emphasis on the molecular and cellular aspects. Major concepts to be explored include: pharmacokinetics, drug metabolism, dose-response relationships, and resistance. Other topics will discuss the chemistry, mechanism of action and pharmacologic action of drugs affecting the autonomic and central nervous systems, the cardiovascular, renal, and endocrine systems, pathogenic microbes, and cancer. Integrated lecture and lab. This course fulfills the Molecular and Cellular Biology area requirement in the Biology major. Prerequisites: BIOL 110-111, CHEM 201 or CHEM 150 (C- grade or higher). (Fall, even years)

BIOL 312  Plant Ecology (4)

Plants are dynamic models for exploring basic ecological theory, and plant ecology as a discipline is poised to apply basic ecology to address contemporary environmental problems, such as managing invasive and rare species populations and handling pollinator declines as a threat to biodiversity and agriculture. This course is designed to provide an in-depth exploration of plants and their unique solutions to ecological pressures encountered within their populations, communities and ecosystems. Lecture periods will focus on introducing and defining key plant ecology concepts and terms through traditional lectures in combination with student-led discussions and small group problem-solving activities. During the lab meetings, we will employ plant ecology methods to answer questions and gain experience in the scientific method. Students will complete the course with a toolkit of techniques for effective scientific study from their experiences reading, writing and talking about plant ecology and doing plant ecology in the lab and field. Lecture and Lab. Prerequisites: BIOL 110-111 (Spring, odd years)

BIOL 314  Virology (4)

This course is an introductory study of the major families of plant, bacterial, and animal viruses. Lecture topics include virus structure, replication cycles, use of viruses as research tools, and the role of viruses in disease. Prions, viroids, and virophage are also discussed. Laboratory utilizes 1) bacteriophage to emphasize the organismal aspects of viruses, and 2) animal virus to demonstrate the use of viruses in research and molecular biology. This course fulfills the Molecular and Cellular Biology area requirement in the Biology major. Integrated lecture and lab. Prerequisites: BIWI 221 and CHEM 101-102 . (Fall, odd years)

BIOL 315  Immunology (4)

An overview of specific and nonspecific immunity, structure and function of immunoglobulins, molecular basis of antibody diversity, T cell and B cell differentiation, cell-cell interactions in the immune response, humoral and cell-mediated immunity, lymphokines and mediators, immunogenetics and major histocompatibility complexes, complement, inflammation, hypersensitivity, autoimmune and immunodeficiency diseases, tumor immunology and transplantation immunology are among the topics discussed. This course fulfills the Molecular and Cellular Biology area requirement in the Biology major. Integrated lecture and lab. Prerequisites: BIWI 221 and CHEM 101-102. (Fall, even years)
BIOL 317  Methods in Aquatic Ecology (1)

In this lab-only course students will learn several basic techniques in aquatic biology and ecology. Each week students will study a different aspect of the biota, chemistry or physical aspects of local streams and rivers and summarize their findings in written reports. Prerequisites: BIOL 110-111 and CHEM 101-102 (As needed)

BIOL 325  Ecology (4)

Examines the principles of population and community ecology and explores the interactions affecting the distribution and abundance of organisms. The laboratory component focuses on learning basic ecological methods and applying these methods to design and implement in-depth studies of selected ecological problems. This course fulfills the Ecology and Evolution Biology area requirement in the Biology major. Lecture and lab. Prerequisites: BIWI 221 or permission of the instructor. (Fall, odd years).

BIOL 335  Pathophysiology (4)

An in depth study of the pathological processes that underlie human disease states. Emphasis will be placed on understanding mechanisms through which pathological states disrupt normal body homeostasis. Designed as a capstone course for those interested in health professions. This course fulfills the Organismal area requirement in the Biology major. Integrated lecture and lab. Prerequisites: BIOL 298-299. (Spring, odd years)

BIOL 340  Conservation Biology (3)

Current and historical concepts in the field of conservation biology and wildlife management will be introduced and discussed. Students will learn about dynamics of small populations, the plight of endangered species, causes of extinction, and historical developments in conservation. Methods of conservation and preservation to protect species and habitat will be analyzed. Prerequisites: BIOL 221 or permission of the instructor. (Spring, even years)

BIOL 398  Independent Study (1-3)

Student selects a topic for study and surveys the literature, performs laboratory investigations or other activities and submits a written report. Permission of the instructor, and Department Chair. Overall GPA of 2.5 and GPA of 2.0 in the major are required. (As needed)

BIOL 400  Toxicology (4)

A discussion of drugs and poisons, the chemicals that affect living systems. Students will study how such chemicals produce their effects, as well as the mechanisms of exposure and metabolism of biologically active chemicals, particularly those that result in chronic illness. Topics include pharmacology (study of medicines), physiology of toxicant effects and detoxication, and ecotoxicology (the behavior of toxicants in the environment). This course fulfills the Organismal area requirement in the Biology major. Lecture and lab. Prerequisites: BIOL 221 and CHEM 202 (or concurrent). (As needed)
BIOL 406  Evolution (4)

A study of evolutionary theory and the evolutionary history of life. Topics include the historical development of evolutionary theory, mechanisms of evolutionary change, population genetics, and phylogenetics. Hypothesis testing and research techniques in evolutionary biology will also be explored. This course fulfills the Ecology and Evolution area requirement in the Biology major. Prerequisites: BIOL 221, CHEM 201-202 (or concurrent). Junior or senior standing required. (Spring, odd years)

BIOL 410  Seminar (1)

Students will choose a focused topic in modern biological research, conduct a search for and evaluate primary literature related to the topic, and present a literature review of the topic in an oral presentation. Students will also gain experience receiving and giving feedback on practice presentations. This course provides students an opportunity to develop and practice the critical thinking and communication skills required in science. Lecture only. Required for senior biology majors. Prerequisites: BIOL 110-111. BIOL 450 and BIHP 471 may be substituted for BIOL 410 with the permission of the department chair. (Fall and Spring)

BIOL 415  Watershed Ecology (4)

A holistic and interdisciplinary exploration of aquatic ecosystems (lakes, streams and estuaries) with an emphasis on the linkages between land and water. Students will investigate the ecological relationships, the biological communities, the geochemical dynamics, the environmental pollution and management of local watersheds through readings, lecture and research. In the laboratory students will conduct research to answer novel questions, explore aquatic ecosystems first-hand on field trips, and learn important laboratory techniques for monitoring watersheds. This course fulfills the Ecology and Evolution area requirement in the Biology major. Prerequisites: BIWI 221 and CHEM 101-102. (As needed)

BIOL 420  Molecular and Cellular Biology (4)

Examines the molecular and cellular processes that enable cells to have certain structural and functional roles within an organism. Both microbial and animal cells will be studied with respect to chemical composition, function of organelles, cell division, gene expression and cellular interactions. The lab emphasizes techniques such as tissue culture, cellular transformation, DNA isolation and characterization, protein synthesis and recombinant DNA technology. This course fulfills the Molecular and Cellular area requirement in the Biology major. Integrated lecture and lab. Prerequisites: BIWI 221 and CHEM 201. (Fall, odd years)

BIOL 435  Cancer Biology (4)

Utilizes lecture, experimentation and experimental/clinical scenarios to examine both the clinical and molecular aspects of tumorigenesis. Topics of discussion may include cancer development and progression, oncogenes and tumor suppressor genes, cell cycle control, apoptosis, angiogenesis, cell migration/metastasis, and the immune response to cancer. Integrated lecture and lab. This course
fulfills the Molecular and Cellular area requirement in the Biology major. Prerequisites: BIWI 221 and CHEM 201. (Fall, even years)

BIOL 450 Undergraduate Research Experience (1-4)

An independent research project planned and executed by the student in conjunction with a faculty mentor; generally allied with the faculty mentor’s own research. Overall GPA of 2.5 and a GPA of 2.0 in the major are required. (As needed)

BIOL 460 Special Topics in Biology (1)

A study of specialized areas of modern biology. Lecture and lab. Permission of the department chair required. (As needed)

BIOL 480 Internship (1-4)

Opportunities to gain practical experience in an off-campus program. The nature of the work experience and the number of credits must be approved in advance by the department chair. (As needed)

BIOCHEMISTRY COURSE DESCRIPTIONS

BIOCH 405 Biochemistry I (4)

Introductory course in the fundamentals of biological chemistry including a study of all phases of metabolism; problem solving in acid-base equilibria and buffers; and an introduction to the fundamentals of energetics of biochemical reactions and enzyme kinetics. This course fulfills the Molecular and Cellular Biology area requirement in the Biology major. Lecture and lab. Prerequisites: BIWI 221; CHEM 201-202 (C-grade or higher). (Fall)

BIOCH 406 Biochemistry II (4)

A study of biochemical principles designed to build on the fundamental principles learned in Biochemistry I. The course will take an integrative approach to the study of metabolic pathways including protein degradation and amino acid catabolism, glycogen metabolism, and other biosynthetic pathways. Emphasis will be placed on enzyme mechanisms and regulatory events. Lecture and Lab. Recommended for biochemistry majors. Prerequisite: BIOCH 405 (C-grade or higher) (Spring)

CHEMISTRY COURSE DESCRIPTIONS

CHEM 100 Introduction to Chemistry (1)

This course is intended to prepare students for the general chemistry sequence, General Chemistry I and II, CHEM 101 and 102. The focus is on helping students master the basic chemical concepts and mathematics skills needed for success in general chemistry and higher level chemistry courses. Topics include: SI units and conversions, chemical nomenclature, atomic theory, introduction to the periodic
table, moles and molar mass, stoichiometry, chemical reactivity, and chemical bonding. This course is offered online. (Summer/Spring)

CHEM 101 General Chemistry I (4)

An introductory course aimed at familiarizing the student with many of the topics that form the basis of modern chemistry. Among these are atomic and molecular structure, stoichiometry, gases, and thermochemistry. Lecture and lab. (Fall)

CHEM 102 General Chemistry II (4)

A continuation of General Chemistry I. Topics covered include liquids and solids, solutions, kinetics, equilibrium, thermodynamics, electrochemistry, and the properties of metals and nonmetals. Lecture and lab. Prerequisite: grade of C- or better in CHEM 101. (Spring)

CHEM 150 Bioorganic Chemistry (4)

This course provides a foundation in structural organic chemistry and introductory biochemistry. Subjects include a survey of organic molecules (e.g. alkanes, alkenes, alkynes) Lewis structures, stereochemistry, inter- and intramolecular forces of attraction, functional groups, plus an introduction to the structure and reactivity of biological molecules, particularly those relevant to human health. The basics of biochemical principles and fundamental metabolic pathways will be presented. Lecture and lab. Prerequisite: CHEM 101 (C-grade or higher) (Spring)

CHEM 201/202 Organic Chemistry (4, 4)

An introduction to the chemistry of the compounds of carbon-containing molecules, with emphasis on functional groups. Study of the structure, reactivity and synthesis of organic molecules; the mechanism of specific reactions; introductory instrumental techniques; and introductory biochemistry. Laboratory technique to synthesize, isolate and characterize organic compounds. CHEM 201 also introduces biochemical molecules’ structure and simple reactivity as well. Lecture and lab. Prerequisites for CHEM 201: CHEM 101-102; prerequisite for CHEM 202: a grade of C- or higher in CHEM 201. (Fall and Spring)

CHEM 210 Analytical Chemistry (4)

A treatment of the principles and theory underlying the accurate measurement of chemical species, including an introduction to classical and modern techniques used for the determination of inorganic elements and organic compounds in environmental, forensic and industrial applications. Lecture and lab. Prerequisites: CHEM 101-102. (Fall)

CHEM 303 Physical Chemistry I (5)

This is a foundation course providing a rigorous introduction to the basic principles and concepts of quantum mechanics, statistical mechanics, and thermodynamics. Lecture and lab. Prerequisites: CHEM 101-102, MATH 247-248, PHYS 201-202. Strongly recommended: CHEM 201-202. (Fall)

CHEM 304 Physical Chemistry II (3)
This is an in-depth course building on topics introduced in CHEM 303, and in addition exploring spectroscopy, chemical kinetics, and reaction dynamics. Lecture. Prerequisites: CHEM 101-102, MATH 247-248, PHYS 201-202, CHEM 303. Strongly recommended: CHEM 201-202. (Spring)

CHEM 310 Science of Brewing (4)

This course will examine the science of brewing beer. Although beer is generally made from simple ingredients (water, hops, yeast, malt, etc.), the process of making beer and the scientific principles related to brewing can be quite complex. For example, the study of malting barley includes genetics, protein science, chemical reaction pathways to create simple sugars, etc. Laboratory experiments devoted to water analysis using atomic absorption, gas phase analysis of hops’ aromas, ultraviolet-visible spectrometry analysis of alpha and beta acids in hops, liquid density analysis to confirm alcohol content, and others will be included in this course. The experiments developed for this class will expose students to scientific instrumentation that they might not otherwise have access to as part of their required coursework. No alcohol will be consumed as part of this course. Lecture and Lab. Prerequisites: CHEM 101-102 (Spring, odd years)

CHEM 398 Independent Study (1-3)

Investigation of a chemical problem involving laboratory and literature. Permission of the instructor and department chair. Overall GPA of 2.5 and GPA of 2.0 in the major are required. (As needed)

CHEM 404 Instrumental Analysis (4)

An introduction to the theory and application of instrumental methods of analysis, including UV-visible, infrared, Raman, fluorescence, atomic, NMR and electron spectroscopy; mass spectrometry; potentiometry, coulometry and voltammetry; and gas and high-performance liquid chromatography. Lecture and lab. Prerequisites: CHEM 210, PHYS 201-202. (Spring, even years)

CHEM 410 Seminar (1)

Study in depth of a topic of current interest. Each student makes a seminar presentation and participates in the evaluation of others’ presentations. Required of all senior chemistry majors. CHEM 450 and CHHP 471 may be substituted for CHEM 410 with the permission of the department chair. (Spring)

CHEM 420 Advanced Inorganic Chemistry (4)

A study of the properties, reactions and structures of inorganic compounds. Topics include: group theory, molecular orbital theory, ligand field theory, organometallic chemistry, and an introduction to bioinorganic chemistry. Lecture and lab. Prerequisite or concurrent: CHEM 202. (Fall, even years)

CHEM 427 Macromolecules (4)
An introduction to the synthetic and physical aspects of polymers. Topics include the nomenclature, history and general importance of polymers as well as biopolymers, polymeric properties and the polymerization processes. Lecture only. Prerequisite: CHEM 202. (As needed)

CHEM 450  Undergraduate Research Experience (1-4)

The student, in conjunction with a faculty mentor, plans and executes an independent research project. Generally this project is allied with the faculty mentor’s own research. Overall GPA of 2.5 and GPA of 2.0 in the major are required. (As needed)

CHEM 460  Special Topics in Chemistry (4)

A study of specialized areas of modern chemistry. Lecture and lab. Permission of the department chair required. (As needed)

CHEM 480  Internship (1-4)

Opportunities to gain practical experience in an off-campus program. The nature of the work experience and the number of credits must be approved in advance by the department chair. (As needed)

PHYSICS COURSE DESCRIPTIONS

PHYS 101-102  College Physics I and II (4, 4)

(Recommended for Health Sciences Majors)

A two-semester algebra-based introduction to classical physics with emphasis on concepts and problem solving. Topics include mechanics, Newton’s laws, conservation laws, waves and oscillations, fluid mechanics, electricity and magnetism, circuits and optics. (Fall and Spring)

PHYS 201-202  General Physics I and II (4, 4)

A two-semester calculus-based introduction to classical physics with emphasis on concepts and problem solving. Topics include mechanics, Newton’s laws, conservation laws, waves and oscillations, fluid mechanics, electricity and magnetism, circuits and optics. Lecture and lab. Prerequisite for PHYS 201 and 202: MATH 247. (Fall and Spring)

GENERAL SCIENCE COURSE DESCRIPTIONS

GNSCI 106  Environmental Sustainability (4)

This course is designed to fulfill the Natural World domain requirement. It explores the nature of science through in-depth discovery of contemporary issues in the discipline of Environmental Sustainability. Students will gain an understanding of the scientific worldview, the process of scientific inquiry, the enterprise of science, and the role of science in history and society. By using quantitative
reasoning and critical thinking, students will solve problems in an integrated lecture and lab setting. Specific issues addressed in this course include climate change, energy resources and policy, food and water security, and loss of biodiversity. Students with junior standing or higher can complete this course to fulfill the 300-level leadership portfolio requirement. (As needed)

GNSCI 130  Physical Science: Chemistry of Food (4)

This integrated laboratory and lecture course surveys the chemical and physical aspects of food; carbohydrates, lipids (fats), proteins, alcohols, vitamins, and additives, as well as a variety of cooking and preparation processes. Students will also gain an understanding of foodborne illnesses. The course will also include the current interest in genetically modified foods and molecular gastronomy techniques, popular with many chefs today. Students will gain a better understanding of the food we eat, the preparation, taste, and nutrition. Prerequisite: none. (As needed)

GNSCI 131  Biological Science: Biology of Healthcare (4)

This course examines the role of biological science in healthcare through an in-depth exploration of a selected group of anatomical and physiological conditions and topics that challenge medicine in the 21st century. Lecture and laboratory combine critical thinking and quantitative reasoning that enable students to investigate and analyze these healthcare issues and simultaneously gain an understanding of the scientific worldview, the role of science in history and society, the enterprise of science, and the process of scientific inquiry. Integrated lecture and lab. Prerequisite: none. (As needed)

GNSCI 132  Biological Science: Infectious Disease (4)

This subject will include a survey of various infectious diseases, their vectors, and their global, economic, and social implications. In the course of the semester the student will develop a basic understanding of science and biology including; public health, immunology, epidemiology, and physiology. This course will proceed through and discuss topics of foodborne, waterborne, bloodborne, and vectorborne disease, disaster epidemiology, vaccination and vaccine compliance, and bioterrorism, using contemporary and relevant examples and publications. The student will develop fluency in reading about, researching, and discussing these topics with the help of current articles, studies and media. Integrated lecture and lab. Prerequisite: none. (As needed)

GNSCI 133  Physical Science: Astronomy (4)

This laboratory-based course is designed to introduce the student to the role that observational astronomy has played in the development of scientific thought and our understanding of the universe, from the Big Bang to the distant future. Topics will include the history of astronomy, the physics and chemistry underlying the functioning of the universe, the development of the telescope, extraterrestrial threats to life on earth, as well as a detailed examination of our solar system and beyond, from its beginning to its eventual end. Laboratory experiments will include telescopic observations as well as computer simulations. Integrated lecture and lab. Prerequisite: none. (As needed)

GNSCI 134  Biological Science: Biotechnology (4)
This is an integrated laboratory and lecture course. Topics will be covered in a way that is accessible to non-science majors. This course is an exploration of contemporary biotechnology and the underlying science and ethics; how DNA, genes and cells work. Students will gain an understanding of recombinant DNA technology, cloning and gene therapy. Additional topics covered will include the application of biotechnology to pharmaceuticals, industry, agriculture, cancer, medicine, forensics, genetically modified foods and organisms. Prerequisite: none. (As needed)

GNSCI 135  Physical Science: Forensic Science (4)

This laboratory-based course is designed to introduce the student to the scientific aspects of forensic investigation as well as the ethical issues facing the forensic scientist. Topics include a broad range of forensic procedures such as physical and chemical methods for visualizing fingerprints, ballistics including bullet identification and gunshot residue analysis, blood detection and characterization, testing of controlled substances, DNA profiling, and fiber and hair analysis. Students will experience some of the analytical and instrumental methods used in investigating crimes, with an emphasis on the measurement accuracy and traceability required in criminalistics. Numerous case studies from the literature will be evaluated and the course will culminate in the investigation of a simulated crime followed by student presentations of their investigation to a jury. Integrated lecture and lab. Prerequisite: none. (As needed)

GNSCI 136  Physical Science: Earth Science (4)

Earth Science is an introductory survey course that explores earth processes including the fields of geology, paleontology (fossils), climatology (weather), ocean and fresh water dynamics, estuaries (Chesapeake Bay), biodegradation and carbon cycling, extraction and depletion of earth resources such as oil, gas and fresh water, and mechanisms of climate change. Specific topics in astronomy such cosmology are explored. Emphasis is placed on how earth science processes have determined geo-historical events and human circumstances. This course satisfies all known educational elementary certification requirements in Earth Science in the Mid-Atlantic States and serves as a basis for informed decision making of earth science related policy of land, water, atmosphere and resource use. Integrated lecture and lab. Prerequisite: none. (As needed)

GNSCI 137  Biological Science: Evolution of Social Behavior (4)

This course is designed to fulfill the core science requirement. It explores the nature of science through in-depth discovery of contemporary issues in the discipline of Sociobiology, which is the study of the evolution of social behavior in animals and humans. Students will gain an understanding of the scientific worldview, the process of scientific inquiry, the enterprise of science, and the role of science in history and society. By using quantitative reasoning and critical thinking, students will solve problems in an integrated lecture and lab setting. Specific issues addressed in this course include cooperation and conflict, mate preferences, communication, and morality. (As needed)

GNSCI 138  Biological Science: Nutrition &Lifestyle (4)

This science course will introduce nutrition principles, computerized analysis, and food as medicine using evidence-based research that covers anatomy, physiology and biological processes. Students will analyze their own nutrient recommendations and nutritional needs & recognize the health impact
these decisions make toward their future health. Traditional and current medical nutrition therapies will be read using scholarly research and evidence based libraries that focus on the chronic epidemics and pandemics the US population and government now faces including weight control, diabetes, cardiovascular disease, dental health, cancer and malnutrition. Labs will include computerized analysis of diet intakes, recipe evaluations of whole foods. Students will understand and develop critical thinking skills for reading and evaluating nutrition science research from both original and lay sources. (As needed)

GNSCI 139 Biological Science: Plants and Society (4)

This laboratory course is designed to fulfill the core science requirement. It explores the nature of science through in-depth discovery of contemporary issues in the discipline of Plant Biology. Students will gain an understanding of the scientific worldview, the process of scientific inquiry, the enterprise of science, and the role of plants in history and society. By using quantitative reasoning and critical thinking, students will solve problems in an integrated lecture and lab setting. Specific issues addressed in this course include impact of agricultural development on society, economic effects of specific plants, and historically important plants and their development through both traditional breeding and biotechnology. (As needed)

GNSCI 141 Biological Science: Health and Disease (4)

This course is designed to fulfill the Natural World domain requirement and is designed to be accessible for students with little scientific background. The first half of the course will explore the fundamentals of immunity from a cell biology perspective, building towards a whole body view of the immune response and the mechanisms and effectiveness of vaccination. The second half of the course will cover the fundamentals of viral, bacterial and human immune diseases by using various “case-study” diseases as guides. Students will gain an understanding of the proper functioning of the immune system, and understand how various pathogens and disease circumvent the human immune response to cause disease. Additionally, this course will rely on student interaction and participation to frame our discussions in the context of current world events, “popular science culture” and relevant scientific and social topics. This course will be complimented by in depth discussions, critical and analytic reading, and labs designed to further the students understanding of the scientific method and general biological mechanisms. (As needed)

GNSCI 142 Biological Science: Pollinators and Global Change (4)

Through an in-depth examination of pollinator biology and the contemporary threats to pollinators, students will explore the process of doing science and the role of science in society. By using critical thinking and quantitative methods, students will solve problems in an integrated lecture and lab setting, and upon completion, students will have the tools necessary to understand and critically evaluate the science that they encounter in their lives. In the first half of the course, specific topics covered will include pollinator biology and diversity, plant-pollinator interactions, and the importance for pollinators in natural and agricultural system. With a solid foundation in pollinator biology and ecology, students will be prepared to explore components of global change and their causes and evaluate how and why these changes negatively affect pollinators. The course will conclude with a synthesis of the status of pollinators and steps that can be taken to conserve pollinators. This General Science course is designed to fulfill the core science requirement. (As needed)
GNSCI 143  Biological Science: Vaccines (4)

This laboratory course is designed to fulfill the Natural World domain requirement. It explores the nature of science through in-depth discovery of contemporary issues in the discipline of Vaccines. Students will gain an understanding of the scientific worldview, the process of scientific inquiry, the enterprise of science, and the role of science in history and society. By using quantitative reasoning and critical thinking, students will solve problems in an integrated lecture and lab setting. Specific issues addressed in this course include: components and functions of the immune system; biotechnology; vaccine characteristics, development, testing, use, efficacy, and safety; and the vaccine debate. (As needed)

GNSCI 144  Biological Science: Global Climate Change (4)

This course is designed to fulfill the Natural World Domain requirement. It explores the nature of science through in-depth discovery of issues related to global climate change. Students will gain an understanding of the scientific worldview, the process of scientific inquiry, the enterprise of science, and the role of science in history and society. By using quantitative reasoning and critical thinking, students will solve problems in an integrated lecture and lab setting. Using data from the most recent assessment report from the Intergovernmental Panel on Climate Change, the course will address causes of and evidence for climate change. We will discuss current and future impacts of climate change on biodiversity and human welfare (including human health, food and water security, and national security). We will also explore strategies for mitigation of and adaptation to climate change. (As needed)

College of Liberal Arts

Department of Communication

Dean:  Peter Dorsey

Professors:  Carl Glover (Chair)

Assistant Professors:  Brian Gilchrist, Mary Catherine Kennedy, Pratibha Kumar, Jordan Loveridge

The Department of Communication offers students a major that emphasizes the interconnectedness of the Catholic faith and disciplinary practice. The curriculum is designed to develop both demonstrable skills and theoretical proficiency, as well as to provide hands-on experience. The department seeks to produce graduates who are keenly aware of their ethical responsibilities in the use of communication techniques and principles, who are competitive in the marketplace, and who embrace effective communication, critical thinking, lifelong learning, and moral virtue.

Communication majors are prepared to enter careers in journalism, editing, public relations, organizational and corporate communication, and many other fields. Majors are also well prepared to pursue graduate degrees in communication, writing, and mass communication.
Students who major in Communication will learn to:

Communicate orally in a variety of contexts;

Communicate in writing in a variety of contexts;

Apply ethical standards endorsed by the field of communication;

Identify key theorists and theories in the communication discipline;

Analyze mediated messages critically;

Demonstrate cultural awareness and competence

Recognize the relationship between the discipline of communication and the Catholic faith

The Writing Center

The Department of Communication also houses the Writing Center, which provides one-on-one writing assistance to all members of the Mount community.

COMMUNICATION MAJOR

Students majoring in Communication are required to take 36 credits.

Core Courses (18 credits):

Written Communication Competency: COMM 200

Media Literacy Competency: COMM 210

Oral Communication Competency: COMM 230

Theoretical Competency: COMM 325

Capstone Experience: COMM 498

Experiential Learning Component: Three credits of either COMM 205/206 or COMM 480

Students then either choose one concentration area (12 credit hours) plus two electives in the major, or they may choose two concentration areas in the major. Students can also choose not to follow a concentration, instead selecting 6 electives in addition to the Communication core courses. During the fall semester of their senior year, students will assemble and present a portfolio of their work, which will be judged by the Communication department faculty as a whole.
Concentrations (12 credits):

Catholic Media: COMM 201, COMM 311, COMM 333, and one of the following: COMM 220, COMM 373, THEOL 151

Human Communication: COMM 203, COMM 225, COMM 328, and one of the following: COMM 321, COMM 303, COMM 373

Journalism: COMM 201, COMM 315, COMM 322, and one of the following: COMM 213, COMM 220, COMM 335, COMM 373

Public Relations: COMM 201, COMM 307, COMM 330, and one of the following: COMM 327, COMM 335, BUSCM 313, COMM 373

Writing: COMM 201, COMM 322, COMM 305, and one of the following:, COMM 374, BUSCM 260, ENCM 286, COMM 373

COMMUNICATION MINOR (18 credits)

Communication minors take COMM 200, COMM 210, COMM 230, and 9 additional credit hours of approved courses in the department, at least 3 hours of which must be COMM courses.

CREATIVE WRITING MINOR (18 credits)

Refer to p.XXX for more information.

COMMUNICATION COURSE DESCRIPTIONS

COMM 120 Special Topics (3)

Special topics in communication.

COMM 200 Learning to Write/Writing to Learn (3)

This course introduces students to forms of writing in Communication, including journalistic, argumentative and creative writing. (Fall and Spring)

COMM 201 Media Writing (3)

This course introduces the basics of writing for the mass media, which include print, broadcast, public relations and online. Students learn news judgment, concision, AP Style, active-voice writing and the “inverted pyramid.” (Fall and Spring)

COMM 203 Interpersonal Communication (3)
Study and exploration of how we use communication to create, maintain, and terminate relationships in our personal lives, families, community, and workplace environments. Special attention to developing and promoting healthy interpersonal communication habits. (Fall)

COMM 205    WMTB Practicum (1)

Credit for working on campus radio station. Practicum courses may be repeated to a maximum of 6 credits. (Fall and Spring)

COMM 206    Mountain Echo Practicum (1-2)

Credit for working on campus newspaper. Practicum courses may be repeated to a maximum of 6 credits. To earn 2 credits in a semester requires the Echo advisor’s approval. (Fall and Spring)

COMM 210    Media and Society (3)

A foundational survey in the analysis of print, broadcast, and electronic media. (Fall and Spring)

COMM 213    Mass Communication History (3)

Historical consideration of the origin, development, and persuasive effect of mass-communicated messages before printing to modern times. (Fall)

COMM 220    Broadcast Journalism (3)

Study and practice of writing for broadcast news, as well as the history of broadcast journalism. (Fall)

COMM 225    Intercultural Communication (3)

An introduction to critical and qualitative inquiry into communication among diverse cultures, including identity, interethnic/intergroup communication, and communication competency. (Spring)

COMM 230    Public Speaking (3)

A course in effective public speaking, with special attention to vocal and physical delivery and ethical persuasion. (Fall and Spring)

COMM 303    Argument (3)

An introduction to the method and theory of constructing oral and written persuasive arguments and refutations on a variety of topics. Students learn how to analyze, construct, and support arguments written to well-defined audiences. Counts for the Legal Studies minor. (Fall)

COMM 305    Descriptive and Narrative Writing (3)

A creative-writing course in developing a personal writing style. Emphasis on variety of forms and techniques. (Spring, even years)
COMM 307  Introduction to Public Relations (3)

Study of theory and practice of the mutual understanding and image-building created between an institution and its public through effective communication. Emphasis on research, planning, communication, and evaluation of public relations. (Fall)

COMM 311  Media and the Catholic Church (3)

This course examines the significance of media for the Catholic Church. Students will analyze the relationship between the Catholic Church and media through historical and contemporary theoretical perspectives. (Fall)

COMM 315  News Reporting (3)

Practice in newsgathering, interviewing, and journalistic writing to produce full-length media stories. Includes copyediting, feature writing, and documentary evidence. (Spring)

COMM 322  Copyediting (3)

Instruction in editing, proofreading, and preparing texts for publication. (Spring)

COMM 325  Art of Persuasion (3)

An examination of rhetorical theories from the Greek, Roman, and Christian eras. Students will complete projects that require them to apply historical theories of rhetoric to modern discourse. (Spring)

COMM 327  Crisis Communication (3)

An introduction to crisis-management principles, strategies, and communication methods. Students learn to predict and manage real-world controversies and develop crisis-management plans. (Fall)

COMM 328  Gender and Communication (3)

An examination of the intersection of gender and communication—the way socialization shapes gender and vice versa. Special focus on developing a critical understanding of power, conflict, and culture in interpersonal and mediated contexts. (Spring)

COMM 330  Public Relations Cases (3)

An examination of public-relations theory and practice applied to actual case studies. Students will explore a variety of real public-relations problems and plan responses to hypothetical situations. (Spring)

COMM 333  Writing for the Catholic Media (3)
This course examines the significance of discourse within the Catholic Intellectual Tradition. Students will explore the relationship between communication and the Catholic Church through writing and textual analysis. (Spring)

COMM 335 Communication Law and Ethics (3)

An examination of legal issues affecting the media, including the First Amendment, defamation, privacy, newsgathering, confidential sources, free press vs. fair trial, obscenity, copyright, commercial speech, and broadcasting/telecommunications, as well as ethical viewpoints from Socrates to the present. (Spring)

COMM 372 Special Topics in Communication (3)

Courses of topics of special interest suggested by faculty members or students. (As needed)

COMM 373 Social Media (3)

Study of the techniques and effects of the use of digital and online information and entertainment media. (Spring)

COMM 374 Creative Nonfiction (3)

Practice reading and writing creative nonfiction (also called literary journalism), combining factual or informational content of journalism with creative techniques like humor, imagery, metaphor, dialogue, description, and stylistic experimentation. (Fall, even years)

COMM 398 Independent Study (1-3)

A student and faculty mentor work on a special project, typically writing for publication. Permission of the supervising instructor, the department chair, and the dean of the college is required. (Fall, Spring, Summer)

COMM 480 Internship (3-6)

On-campus and off-campus opportunities to gain experience in the field of communication. (Fall, Spring, Summer)

COMM 498 Senior Seminar (3)

Capstone course in communication that focuses on future professional work and development. Students are required to complete a comprehensive portfolio of their best work for public exhibition. Prerequisite: Senior status. (Fall)

APPROVED COMMUNICATION ELECTIVE COURSES

BUS 260 Business Communications: Written and Oral (3)
An advanced communication course focusing on the forms and techniques most frequently encountered in business, including business letters and memos, letters of application and resumes, email and other electronic communications, and various types of reports. Oral briefings also comprise a major part of this course. (As needed)

BUS 306 Advertising and Promotion (3)

A study of advertising as a management tool to further organizational objectives including the social, economic and managerial aspects of advertising; the impact of advertising practices on the consumer; and the full promotional mix of public relations and sales promotion. Prerequisite: BUS 313. (As needed)

BUS 313 Principles of Marketing (3)

An examination of the problems faced by the marketing manager when required to execute decisions concerning markets, products, prices, channels, promotion and basic marketing strategy. Findings from the behavioral sciences will be applied to practical marketing problems. Prerequisite: BUS 250 or permission of instructor; junior level standing or permission of instructor. (Fall and Spring)

BUS 328 Facility and Event Management (3)

An in-depth look at the practices, procedures and operations of major event and facility management, including planning, funding and managing these events. The main focus of these principles will be on sporting events and facilities, but the principles can be applied to many different areas, including corporate and social events. Prerequisite: BUS 327 or permission of instructor. (Spring)

BUS 333 Sports Marketing and Communications (3)

An in-depth look at the marketing practices, procedures and operations of professional, college and recreational sport organizations and enterprises. Students refine their marketing skills by examining ways in which sport marketing organizations exercise promotions, marketing research, sponsorships and fund raising in the sport industry. Prerequisite: BUS 313. (Spring)

ENGL 286 Introduction to Creative Writing (3)

Study and practice of creative writing techniques. Students write a short story and some poems. (Fall)

FACM 309 Graphic Design I (3)

Expands and elaborates on material covered in Two-Dimensional Design (FAAR 108). A study of layout principles, mechanicals, type specifications and design aesthetics with the clear communication of information as a guiding principle. (Fall)

FAAR 310 Graphic Design II (3)
An expanded use of image-based software as a problem-solving tool for communication design. Emphasis is on developing and integrating visual skills to communicate with meaning and purpose. This course covers the design, layout and proper production of graphic communications. Prerequisite: FAAR 309 or permission of instructor. (Spring)

College of Liberal Arts

Department of English

Dean: Peter Dorsey

University Professor: Carol L. Hinds

Professors: Peter Dorsey, Indrani Mitra

Associate Professors: Thomas Bligh, Sarah K. Scott, David Z. Wehner

Assistant Professors: Jack Dudley, Sean G. Lewis, Jordan Loveridge

Students in the English program explore the ways literature represents human experience and the relationship between literature and the world. Specialized electives are devoted to creative writing, to the study of the English language, and to the study of the literatures of a variety of periods and places. The department offers courses in the literature of Britain and Europe, the United States, and many other regions of the world. Study of traditional forms such as lyric, drama, and prose fiction is complemented by investigations of autobiography, essays, diaries, and film. The cultural and literary analysis practiced in English courses, together with the writing skills developed in them, helps prepare students for responsible citizenship and careers in diverse fields, including journalism, law, publishing, government service, public relations, teaching, and business. Faculty counsel students interested in secondary-school teaching, graduate school, law school, and other professional study.

The core curriculum at Mount St. Mary’s is designed to enable students to become informed heirs and active makers of their culture. Literary study contributes to this goal by helping students see the varieties of cultural life; the connections between literature and religious, political, and social practices; and the distinctive ways in which language and literary forms make sense of our experience.

Students who major in English will learn

- To enjoy the beauty of literary expression.
- To analyze critically traditional and non-traditional texts, including diverse voices within them.
- To study genres, modes, and literary periods of British, American, and world literatures.
- To produce analytical and argumentative writing with an awareness of audience and a mastery of standard written English.
• To engage in literary research using databases and secondary sources.

• To explore the relationship between language and culture in order to become responsible citizens within American society and the larger world.

ENGLISH MAJOR

The B.A. in English requires 36 credits. Majors take 6 credits in preparatory courses, 30 in advanced. The preparatory courses are ENGL 261 and ENGL 262. The 30 advanced credits consist of 10 courses to be taken at the 300 level, including 2 courses in the literature of Britain and Europe (1 course before 1650, 1 after 1650); 2 courses in American literature; ENMO 300; ENGE 3XX; and 4 electives at the 300 level. Majors may substitute 1 ENGL 100-level course for 1 300-level elective, excluding period and national/cultural requirements.

ENGLISH MAJOR WITH EMPHASES

Students who major in English may choose one of three optional Emphases. The Emphases are designed to give students additional opportunities for professional development in fields related to the English major. Each Emphasis is comprised of 12 additional credits in required and elective courses, as described below. Other electives may also be selected in consultation with the chair of the English Department.

Writing Emphasis: COMM 200 or ENGL 286 (3 credits, required); 9 elective credits from the following list of courses—BUS 260, COMM 200, COMM 201, COMM 220, COMM 303, ENGL 286, ENGL 301, ENGL 385, ENGL 386, HIST 297, ENGL 498. Students may also complete up to 3 credits in related internships (ENGL 480).

Editing and Publishing Emphasis: COMM 322 (3 credits, required); 9 additional credits from the following list of courses--COMM 200, COMM 201, HIST 297, ENGL 498. Students may also complete up to 3 credits in related internships (ENGL 480).

Cultural Studies Emphasis: one course in a modern language at the 200-level or higher (3 credits, required); 9 additional credits from the following list of courses--all Global Encounters courses; ENGL 345, ENGL 387, ENGL 391, ENGL 498. Students may also complete up to 3 credits in related internships (ENGL 480).

ENGLISH MAJOR WITH SECONDARY EDUCATION CERTIFICATION

Students wishing to achieve certification for teaching English in grades 7-12 must take the courses specified by the education department (see p.XX) and must complete a slightly different set of major requirements: Two preparatory courses (ENGL 261 and ENGL 262), ENMO 300, ENGL 318, ENGL 380, COMM 200, two 300-level courses in the literature of Britain and Europe (1 pre-1650 and 1 post-1650),
two 300-level courses in American literature, an ENGE course, and two additional electives, one of which can be at the 100 level. The total number of credits in English courses is 39.

**ENGLISH MINOR**

The minor in English consists of 18 credits in English courses. Ordinarily, at least 9 of the 18 credits (3 courses) should be taken at the 300 level and may include ENMO 300 (Modernity in Literature) and ENGE courses. Students are also encouraged to take 100-level courses, ENGL 261-262, and Creative Writing courses to complete the minor. One internship may count in the minor.

**CREATIVE WRITING MINOR**

Students of any major may minor in creative writing by taking a series of designated courses from the English and Communication departments. See p.XXX for further information.

**ENGLISH COURSE DESCRIPTIONS**

**ENMO 300**  
Modernity in Literature (3)

Important developments in the literature of the West from the late 19th century through the present are covered in this Core course. This course satisfies the Core Curriculum requirement.

**ENGL 100-150**  
These are beginning-level electives for English majors, minors, and for students interested in further literary study.

**ENGL 100**  
Special Topics (3). Various topics may be offered under this course designation.

**ENGL 111**  
Detective Fiction and Film (3)

This course involves the study of the two main traditions in detective writing: the rational problem-solver (Sherlock Holmes and his successors), and the American private eye (Dashiell Hammett, Raymond Chandler, and others). Readings and films will be analyzed and discussed.

**ENGL 114**  
Introduction to Short Fiction (3)

Students will be guided through the evolution of the short-story form, from the nineteenth century through post-modernism.

**ENGL 117**  
Shakespeare for Beginners (3)

An introduction to the fascinating work of the world’s most famous playwright through text and performance.

**ENGL 118**  
Introduction to Poetry (3)
An appreciation and examination of a wide range of poetic forms and styles, with an emphasis on sharpening students’ interpretive skills.

ENGL 135  American Horror Story (3)

A study of American horror fiction and film, with particular emphasis on central practitioners (Edgar Allan Poe, H. P. Lovecraft, Alfred Hitchcock, and Stephen King) as well as the philosophical and cultural implications of their works.

ENGL 261/262  Introduction to Literary Study I, II (3, 3)

This sequence introduces students to ways of reading and writing about literature. The first course is devoted to texts from the Middle Ages through the 18th century; the second course covers texts from Romanticism through the contemporary period. ENGL 261 is not a prerequisite for ENGL 262. (Fall and Spring)

ENGL 286  Introduction to Creative Writing (3)

In this course, students will study and practice creative writing techniques. Students will write a short story and some poems. (Fall)

ENGL 301  Reading Like a Writer (3)

This course develops a student’s interpretive skills while cultivating an aesthetic awareness of craft, form, and style essential to the practice of creative writing.

Literature of Great Britain and Europe:

ENGL 304  The Epic (3)

Students will encounter the complete texts of major epic poems, from Homer’s Iliad and Odyssey through medieval and early modern epics (Dante’s Commedia and Milton’s Paradise Lost). The course considers epic both as a literary genre and as a way of viewing and representing reality. Fulfills British/European pre-1650 requirement.

ENGL 305  Chaucer (3)

A study of The Canterbury Tales and selected major and minor works of Chaucer in the contexts of medieval European culture and modern interpretation. Fulfills British/European pre-1650 requirement.

ENGL 306  The Medieval Romance (3)

The romance tradition in the Middle Ages is the focus of this course, including the rich literature about King Arthur and his court. Fulfills British/European pre-1650 requirement.

ENGL 315  Renaissance Literature (3)
A study of English writers in the context of the European Renaissance and Reformation. Fulfills British/European pre-1650 requirement.

ENGL 318 Shakespeare (3)

A study of Shakespeare’s drama in the contexts of Tudor-Stuart culture and modern critical/theatrical interpretation. Fulfills British/European pre-1650 requirement. (Spring)

ENGL 320 18th-Century British Literature (3)

The origins of the English novel, the development of 18th-century literary forms, and theoretical questions related to culture and politics are all covered in this course. Fulfills British/European post-1650 requirement.

ENGL 321 Jane Austen in Literature and Film (3)

Students in this course will study Austen’s novels and at least one film adaptation of each novel, focusing on what Austen had to say about her own time and why she speaks clearly to ours. Fulfills British/European post-1650 requirement.

ENGL 325 The Romantic Movement (3)


ENGL 326 19th-Century English Novel (3)

Students will read the novels of the Brontë sisters, Dickens, Trollope, Eliot, and Hardy in the context of Victorian culture. Fulfills British/European post-1650 requirement.

ENGL 328 Modern Irish Literature (3)

This course considers fiction, poetry, and drama in the context of the Celtic Renaissance and contemporary times in Ireland. Fulfills British/European post-1650 requirement.

Literature of the United States:

All courses in this section fulfill American Literature requirements.

ENGL 330 Early American Literature (3)

A study of early America’s major writers and genres from the colonial through the Federal eras, including the origin of the American novel.

ENGL 331 American Renaissance Literature (3)
This course focuses on the American Romantics, including works by Dickinson, Thoreau, Hawthorne, Melville, Emerson, and Stowe.

ENG 332  American Literature, 1865-1915 (3)

Students will encounter the rise of realism and naturalism in the works of American authors Twain, James, Dickinson, Whitman, Crane, and London, and examine topics such as the Gilded Age, social reform, and the increase in print culture.

ENG 335  Modern American Literature (3)

A study of the period in which American literature comes into its own in the works of Hemingway, Fitzgerald, Frost, Williams, Hurston, Wright, O’Neill, and Albee.

ENGL 338  Contemporary American Literature (3)

Novels and short fiction by contemporary American writers form the focus of this course.

ENGL 340  American Autobiography (3)

A study of American autobiography in the modern era, with attention to the development of autobiography as a literary genre in its various forms. Students will have opportunities to develop their own autobiographical voices.

ENGL 345  African-American Literature (3)

An examination of the African-American tradition from the colonial period to the present. Possible topics include the slave narrative, the Harlem Renaissance, the influence of folk traditions, and women’s writing.

ENGL 348  American Women Writers (3)

This course examines the works of women authors, representing the diversity of the American experience and responding to social, political, and literary circumstances. It also addresses gender considerations in literary production and the question of a distinct woman’s voice.

ENG 349  Literature, Faith, and Secularization (3)

A study of the rise of secularism and of its interaction with faith, focusing primarily on the works of Chopin, O’Connor, and Morrison.

World Literatures

All courses in this section fulfill the Global Encounters requirement.
ENGE 360  African Literature (3)

This course focuses on literature that has emerged as a response and reaction to the European colonization of African countries.

ENGE 363  Literature of the Caribbean (3)

A study of the distinctive cultures and histories of the English-speaking Caribbean islands. Through the study of fiction, drama, and poetry, the course examines how the rich Caribbean culture has drawn from African, South Asian, and other roots to form its own “creole” identity.

ENGE 368  Japanese Literature and Culture (3)

This course introduces students to Japanese literary, religious, and cultural traditions with special attention to 20th-century fiction.

ENGE 370  Latin American Fiction (3)

Fiction from Mexico and South America is the focus of this course.

ENGE 377  Literature of Modern India (3)

A study of 19th- and 20th-century literature to give students an understanding of Indian culture with its regional and religious diversity.

ENGE 378  Stories of Islam (3)

A study of selected literary works produced in Islamic societies, from the time of the Prophet to the present.

Language and Writing:

ENGL 380  The English Language (3)

In this course, students will study the medium of English Literature: the English language. Topics include syntax, phonology, morphology, semantics, historical linguistics and social and regional variations of the language.

ENGL 385  Fiction Workshop (3)

An advanced study of the techniques and strategies used to produce fiction, including characterization, point of view, tone, image, and conflict. Students will study and discuss the fiction of accomplished stylists, will read and respond to the works of classmates, and will produce at least two short stories of their own. Prerequisite: ENGL 286.

ENGL 386  Poetry Workshop (3)
This advanced course exposes students to the techniques of writing and rewriting poems in the traditional forms as well as free verse. They will learn how to experiment with verse forms, imagery, metaphor, and alliteration. The course will include critical evaluation of students’ original works, will locate places where poetry is published, and encourage students to submit poetry for possible publication. Prerequisite: ENGL 286

Other Advanced Courses:

ENGL 387    The Catholic Novel (3)

A sometimes-overlooked set of works are novels that effectively illustrate the Catholic vision of the person and society. This course concentrates on the work of Catholic novelists such as Bernanos, Endo, Greene, Hansen, Hassler, McDermott, O’Connor, Percy, Powers, among others. This course satisfies the American literature requirement.

ENGL 388    Literature and the Environment (3)

An examination of the ways literary texts from a variety of cultures capture how humans have understood and interacted with the natural world.

ENGL 390/391/393/394    Special Topics (3)

Various topics not covered in regular advanced electives may be offered under these headings. Students may suggest topics to the faculty.

ENGL 398    Independent Study (3)

This opportunity is available only to English majors and minors who have established their ability to do independent work by their performance in regular English courses. Permission is required from the supervising instructor, the English department chair, and the associate provost.

ENGL 480    Internship (3)

The internship is a combination of professional work and academic study guided by an employer and a faculty supervisor. It is available only to students who have completed their sophomore year. Students may arrange for a six-credit internship, but only three credits may be applied to the English major. The internship will fulfill an elective in the major, not a period or national/cultural requirement. The faculty supervisor, English department chair, and associate provost must approve the internship in advance.

ENGL 498    Senior Seminar (3)

Available only to seniors, this course provides a capstone experience for their study in the English major. Students will engage in advanced work in literary studies, including research projects.
Department of Foreign Languages and Literatures

Dean: Peter Dorsey

Professors: Marco D. Roman (Chair), Susann Samples

Associate Professors: Christine L. Blackshaw, Diana Rodríguez-Lozano, Michael Sollenberger

Assistant Professor: Elaini Tsoukatos

Lecturer: Roxanne S. Stefanik

The ability to communicate in a foreign language and to demonstrate a substantial understanding of a foreign culture and its literature has ever been the mark of an educated person and is at the heart of higher education. Therefore, the Department of Foreign Languages and Literatures has as its mission the development of linguistic, cultural, and literary proficiencies which help students gain an appreciation of social pluralism and cultural diversity. Our programs provide students with the means to participate directly in foreign cultures and to compare and contrast them with insight and sensitivity. More specifically, the department’s core offerings and major course programs in French, German, and Spanish provide students with access to bodies of knowledge which are unavailable to monolingual individuals thereby positioning them for the increasingly global world in which we live. Consequently, the department fulfills the university’s liberal arts mission to educate by providing students with the necessary communicative skills that enable them as globally educated citizens “to understand and to challenge or embrace the cultural forces operating on them” while at the same time “compassionately engaging with the world.”

The goals of the department’s programs are at once practical and cultural. In learning to communicate, students develop the skills to understand and interpret both written and spoken language. Moreover, they learn to write and speak in the foreign language about historical, literary, and cultural topics of interest to the native-speakers of the foreign language as well as the student. These practical skills permit students to work at jobs in non-English-speaking countries and to work with people in this country who do not speak English. Students improve their creative and analytic skills; they strengthen their memory; they increase their ability to speak and write in their native language; and they generally cultivate their intellects, making them more apt for the apprehension of truth, the overall goal of a college education.

At the same time students come to understand through their study how foreign languages are inextricably connected to particular civilizations and societies. They learn that communicating in a foreign language means becoming literate in another culture rather than merely learning to decipher a code. Achieving these goals enables students to gain an awareness of and sensitivity to ways of thought and expression not native to them. They become aware of how foreign language is linked to every aspect of culture. They come to understand the social structure, politics, psychology, literature, history, world view, art and religion of other societies. They learn how to live happily as residents of foreign societies and to appreciate foreign travel. As students come to understand cultures that express themselves in other languages, they attain a more complete and accurate understanding of our own society’s religion, art, history and literature, and of its strengths.
As an important complement to its campus programs, the department encourages its students to study abroad. To facilitate such educational experiences, the department regularly offers summer study abroad programs in San José, Costa Rica; Tours, France; and Seville or Madrid, Spain. In each of these programs, study-abroad participants live with host families, attend courses at well-established language institutes, and may take courses offered by a Mount foreign language professor. Such arrangements provide students with the atmosphere that is needed to practice their foreign language skills, gain valuable cultural insights, and make lasting personal relationships.

In addition, Mount St. Mary’s sponsors a series of semester-long foreign study. These programs are organized through the Mount’s affiliation with the American Institute for Foreign Study or in conjunction with foreign university partners and led by Mount St. Mary’s University faculty focus on providing students with an interdisciplinary understanding of the country visited. The Florence and Ecuador programs, in particular, provide students of Italian or Spanish with the opportunity to develop their language skills begun at the Mount.

Finally, the department offers students the opportunity to add to their cultural understanding through department-sponsored culture/service trips to Costa Rica, Perú, Martinique, and Mexico. While learning what it means to compassionately engage with the world, foreign language students gain valuable practice in their language in a real-life environment.

CREDIT FOR PRIOR LEARNING IN PRIOR LEARNING IN FOREIGN LANGUAGE

Students who place at the intermediate (201) or advanced (300/400) level of language study on entering Mount St. Mary’s may receive credit for their prior learning.

Students may receive credits for prior learning for each language in which they place at the intermediate or advanced level. Students must take these courses within 48 credits of attempted Mount credit. Such credit will be awarded as follows:

A student who places at the intermediate level and who earns a C or better in a 200-level foreign language course taken at Mount St. Mary’s will receive six credits (three for the course and three for prior learning).

A student who places at the advanced level and who earns a C or better in a 300- or 400-level foreign language course taken at Mount St. Mary’s will receive nine credits (three for the course and six for prior learning).

Students may receive such credit only if they place at the intermediate level or above at matriculation, and they may receive such credit only once for each language—following the first intermediate or the first advanced foreign language course taken at Mount St. Mary’s. Students who withdraw from their first intermediate or first advanced course in a particular language forfeit the possibility in the future of earning credits for prior learning in that language.
Students may not receive credit for prior learning if they have received foreign language credit via a course not taken at Mount St. Mary’s. Students receiving credit for prior foreign language learning will not be assessed an additional tuition charge.

Prior Learning credits may be counted toward both the major and minor in that language.

**ENGLISH AS A SECOND LANGUAGE**

Mount St. Mary’s requires that students whose native language is other than English must take the Test of English as a Foreign Language (TOEFL) and score no less than 550 on the exam in order to be admitted to the university. Students who need help in English after enrolling at Mount St. Mary’s should meet with the Director of Learning Services.

**INTERNATIONAL STUDIES**

The Department of Foreign Languages and Literatures plays a primary role in both the major and minor in international studies, each of which has an advanced foreign language requirement. (These programs are described in detail elsewhere in this catalog—see p.XXX) Students majoring in international studies find a major or minor in a foreign language to be a natural complement to their chosen area of study.

**SECONDARY TEACHER CERTIFICATION**

The department offers Secondary Teacher Certification programs in French, German, and Spanish in conjunction with the department of education. Students in this program complete the requirements for a major in their chosen language and a set of designated education courses. This program follows the recommendations and requirements of the Maryland State Department of Education.

**FOREIGN LANGUAGE MAJOR WITH CONCENTRATION IN LATIN**

A major in Foreign Language with a Concentration in Latin consists of 31 credits beginning at the 100 level. Students who begin at the 200 level or higher may count prior learning credits toward the major. Two (2) elective courses [6 credits] within the major are chosen in accordance with the academic interests of the student and their intended career path. These may be additional advanced level Latin, Greek courses, courses in a modern language such as Italian; or, courses taught in English by another department where the study of a classical culture, its history and/or literature are a major focus. These elective courses are intended to provide students with supporting skills that will serve them in graduate studies in classics or other particular career paths.

Normally, majors must take at least 19 credits in Latin at Mount St. Mary’s, of which a minimum of six credits must be taken during the senior year for those students who have a single major, and three credits for those with a double major. In addition students must take LATIN 498 Senior Seminar in the fall of their senior year.

**FRENCH MAJOR**
A major in French consists of 31 credits beginning at the 200 level including prior-learning credits. In addition, majors must complete two courses in literature (one in Continental French literature and one in Francophone literature) and one in civilization/culture. Normally, majors must take at least 19 credits in French at Mount St. Mary’s, of which a minimum of six credits must be taken during the senior year for those students who have a single major, and three credits for those with a double major. In addition students must take FREN 498 Senior Seminar in the fall of their senior year.

FRENCH MINOR

A minor in French consists of 18 credit hours including prior learning credits. Students who minor in French are required to take a minimum of 12 credit hours at Mount St. Mary’s.

GERMAN MAJOR

A major in German consists of 31 credits beginning at the 200 level including prior learning credits. In addition, majors must complete one course in literature and one in civilization/culture. Normally, majors must take at least 19 credits in German at Mount St. Mary’s, of which a minimum of six credits must be taken during the senior year for those students who have a single major, and three credits for those with a double major. In addition students must take GERMN 498 Senior Seminar in the fall of their senior year.

GERMAN MINOR

A minor in German consists of 18 credit hours including prior learning credits. Students who minor in German are required to take a minimum of 12 credit hours at Mount St. Mary’s.

SPANISH MAJOR

A major in Spanish consists of 34 credits beginning at the 200 level including prior-learning credits. In addition, majors must complete SPAN 302 (Advanced Grammar), two courses in which they study Spain and two courses in which they study Latin America. Normally, majors must take at least 22 credits in Spanish at Mount St. Mary’s, of which a minimum of six credits must be taken during the senior year for those students who have a single major, and three credits for those with a double major. In addition students must complete a Capstone project by the fall of their senior year. Students must have completed a minimum of 24 credits before being allowed to start their Capstone project. Students who study abroad with one of the Spanish professors may complete their Capstone project earlier than senior year. Students should consult with a Spanish professor to discuss how to complete their Capstone Experience. A student who received a 5 on the AP Grammar exam can be exempted from taking SPAN 302 and replace it with another 300-400 level course.

SPANISH MINOR

A minor in Spanish consists of 18 credit hours beginning at the 200 level including prior learning credits. Minors in Spanish are required to complete SPAN 302 as well as one culture, civilization, or literature course on Spain and one culture, civilization, or literature course on Latin America. Students who minor in Spanish are required to take a minimum of 12 credit hours at Mount St. Mary’s.
Note: After students have taken an advanced-level course (300 or above) in any language, they may not count 200-level courses toward a major or minor.

ITALIAN MINOR

A minor in Italian consists of 18 credit hours including prior learning credits. Students who minor in Italian are required to take a minimum of 12 credit hours at Mount St. Mary’s. Note: Students who participate in the Mount Florence Study Abroad Semester may count the “Italian Life and Culture” course in Florence if they arrange in advance with the Foreign Languages & Literatures department to include an additional Italian language component in that course.

LATIN MINOR

A minor in Latin consists of 18 credit hours including prior learning credits. Students who minor in Latin are required to take a minimum of 12 credit hours at Mount St. Mary’s.

Student-designed Interdisciplinary Majors

A student may choose to major in classics or Italian studies through the college’s interdisciplinary studies program. See p.XX for information on this program. Students who are interested in designing a major in classics or Italian studies should check with the chair of the Department of Foreign Languages and Literatures and work in consultation with an appropriate faculty member in the language to design a major. All such majors should have no less than 33 credits.

FOREIGN LANGUAGES COURSE DESCRIPTIONS

Courses taught in English

ASL 101-102  Beginning American Sign Language I and II (3, 3)

These introductory courses are aimed at developing basic communicative proficiency in American Sign Language and also offer insight into Deaf culture and Deaf community. This course does not fulfill the university core language requirement. (101 Fall, 102 Spring)

ESL 101-102  Beginning English as Second Language I and II (3, 3)

These introductory courses are aimed at developing basic communicative proficiency in American English and also offer insight into American culture. (As needed)

FL 101-102  Beginning: Selected Language I and II (3, 3)

These introductory courses are aimed at developing basic communicative proficiency in a designated foreign language not regularly offered at the Mount. This course also offers insight into the culture. (As needed)
FL 200     Cultural Approaches (3)

A survey of contemporary life in French, German and Spanish-speaking countries. Topics may include customs, values, social structures, geography and current issues. Taught in English. (As needed)

FL 300     Literature in Translation (3)

The study of a major theme, genre, or figure in the literature of one or several linguistic tradition(s). Topics will vary. Taught in English. May count for the French, German, Spanish or Student-designed Interdisciplinary major or minor. (As needed)

FLED 400     Methods of Teaching Foreign Languages in Schools (4)

This course addresses the needs of teacher candidates who are preparing to teach a foreign language in the 7-12 school settings. The content of the course examines: past and current theories of second-language acquisition; the national and state standards for language learning; techniques for designing unit and daily lessons; the use of technology in the delivery of instruction; and, theories and practices for the design of performance-based assessment in the language classroom. Throughout the course students will receive practice in applying the theories examined both in simulation and in the field experience. Prerequisite: EDUC 210 (Spring during Internship I)

FLGE 300     Black Diaspora in Russia & Germany (3)

This course focuses on African-descended people living in Russia and Germany over the last two-three centuries. This course examines the Black Experience in a European context. Some of the topics will include the slave trade, the invention of the Black Other, the colonization of Africa as well as immigration, national identity and integration. (As needed)

FLGE 320     Comparative Mythology (3)

Provides an appreciation of the transcendent unity of all mythologies from around the globe by comparative analysis with the more familiar Greco-Roman mythology. (As needed)

FLGE 363     Macondo Experience (3)

Students will read, during the first six weeks of the semester, the book Cien años de soledad/One Hundred Years of Solitude a novel by Gabriel García Márquez who won the Nobel Prize in Literature in 1982 with this work. Students will travel (trip is mandatory and part of this course) during Fall break to Cartagena, Colombia as our base to visit the town of the author’s childhood: Aracataca or the Macondo of the novela. During the semester students will analyze the novela from a literary point of view, as well as looking at how the town of his childhood influenced the creation of such a wonderful novel; once in Colombia and after the visit to Aracataca/Macondo, students will hand in a paper (two weeks after the Fall break) analyzing how the fame of the Literary Nobel Prize and its world recognition of the novela, affected this town. Cartagena is also the site of the famous novela by the same author called El amor en los tiempos del cólera/Love in the Times of Cholera. Students will be strongly recommended to read this novela, on their own, to appreciate more the beautiful historic city of Cartagena de Indias,
Colombia. During the trip, students will take cultural excursions and activities related to the course, beside the visit to Aracataca/Macondo: Cartagena historic City Tour; Tour of Gabriel García Márquez and his life in Cartagena. This course will count as the Global Encounters. Course will be taught, once a week in Spanish (on Mondays) and in English (on Wednesdays). The course taken in Spanish will count also towards the Spanish minor or major. The course includes 6 weeks of classes at the university and the trip during fall break to complete the 3 credits.

FLGE 440 Building Castles in Sand: Tahiti and Other French-speaking Islands

See description of FREN 440 on p.133.

LATIN 330 Hollywood and Rome (3)


ARABIC COURSE DESCRIPTIONS

ARBC 101-102 Beginning Arabic I, II (1,2)

The series of these two introductory courses equaling 3 credits (101, 102) serve to initiate students in the study of Modern Standard Arabic (MSA) and the cultures where Arabic is spoken. In these courses, students will learn to read and write the Arabic alphabet, to speak simple words and phrases, and to enter into simple conversations while reinforcing French language skills. Student will also develop cultural literacy centered on the region especially in those Middle Eastern areas where French is spoken. The language of instruction in this course is both French and Arabic. Students are required to be enrolled in or have taken FREN 201 or the equivalent in order to participate in this course of study since the texts for Arabic instruction will be in French. These Arabic courses are designed to fulfill the major in French with a concentration in Middle Eastern studies. (Prerequisite FREN 201 or equivalent & ARBC 101-103 or Equivalent).

ARBC 103 Beginning Arabic III (3)

This introductory course is aimed at developing basic communicative proficiency in Modern Standard Arabic (MSA) and also offer insight into cultures where Arabic is spoken. The language of instruction in this course is both French and Arabic. Students are required to be enrolled in or have taken FREN 201 or the equivalent in order to participate in this course of study since the texts for Arabic instruction will be in French. These Arabic courses are designed to fulfill the major in French with a concentration in Middle Eastern studies. (Prerequisite FREN 201 or equivalent & ARBC 101-103 or Equivalent). (as needed)

CHINESE COURSE DESCRIPTIONS

CHIN 101-102 Beginning Chinese I and II (3, 3)

These introductory courses are aimed at developing basic communicative proficiency in Mandarin and also offer insight into Chinese-speaking cultures. (101 Fall; 102 Spring)

CHIN 103 Advanced Beginning Chinese I (1-3)
An introductory course designed for students with some prior knowledge of Chinese that reviews the skills of listening, speaking, reading, and writing in Mandarin Chinese. Course will also introduce more complex patterns of Chinese using basic vocabulary. Emphasis is on pronunciation, vocabulary, grammar, and communication. A continuation of CHIN 102. Prerequisite: CHIN 102 or equivalent

CHIN 104  Advanced Beginning Chinese II (1-3)

A continuation of CHIN 103 designed for students with some prior knowledge of Chinese that reviews the skills of listening, speaking, reading, and writing in Mandarin Chinese. Course continues to introduce more complex patterns of Chinese using basic vocabulary. Emphasis is on pronunciation, vocabulary, grammar, and communication. A continuation of CHIN 103. Prerequisite: CHIN 103 or equivalent

FRENCH COURSE DESCRIPTIONS

FREN 101- 102  Beginning French I and II (3, 3)

These introductory courses are aimed at developing basic communicative proficiency in French and also offer insight into French-speaking cultures. (101 Fall; 102 Spring)

FREN 201-202  Intermediate French I and II (3, 3)

These intermediate courses review material typically covered in a first-year French course. They are aimed at building student proficiency in all four language skills (listening, speaking, reading and writing) and enhancing knowledge of the cultures of French-speaking people. Upon completion of FREN 201 with C or better, eligible students will receive three credits prior learning for FREN 200. Prerequisite: FREN 102 or equivalent. (201 Fall; 202 Spring)

FREN 210  Intermediate French Conversation (1)

Students learn vocabulary for a variety of daily conversational situations and strive toward intermediate speaking proficiency.

FREN 250  Study Tour: Selected Geographical Area (1-3)

Group cultural study tour in a particular geographical area in the French-speaking world. Students will enhance their general cultural knowledge of that region with a Mount professor. This course is conducted in English. May be repeated for credit.

FREN 270  Study Abroad: Selected Geographical Area (3-12)

Individual or group study in a particular geographical area in the French-speaking world. Students will complete language skills courses at an approved foreign language institute or university equivalent to 200-level foreign language Mount courses. May be repeated for credit.

FREN 301  Introduction to French Studies (3)
The purpose of this course is to help students transition in their language ability from intermediate language learners to more advanced learners. Students will be given extensive practice in speaking and writing through reading, analysis and class discussion of a variety of contemporary texts which may include media articles, music, visual images, short stories, movies and broadcasts. Upon completion of FREN 301 with C or better, eligible students will receive six credits prior learning for FREN 300. Prerequisite: FREN 202 or equivalent.

FREN 302      Writing Provence: Advanced Composition (3)

This advanced review of French grammar examines the visual and literary arts of Provence and the ways in which its culture and geography have inspired numerous French writers and artists. Through the study of this region, students refine their ability to read and write a range of styles. Prerequisite: FREN 301 or equivalent.

FREN 310      French for Business (3)

This course provides students with a general knowledge of French business practices and the vocabulary necessary to function in a variety of professional settings. The students learn terms and concepts related to the fields of economics, management, finance, marketing as well as contemporary French civilization which connects to the business world. Prerequisite: FREN 301 or equivalent.

FREN 315      French Civilization through the Vallée de la Loire (3)

Taking the Loire Valley as its text, this course introduces students to the major historical and cultural developments of French civilization prior to 1880 through readings and discussions of selected texts of historical and literary importance, works of art, architecture and music originating in this region. Prerequisite: FREN 202 or equivalent.

FREN 320      Modern France: 1789 to 1890 (3)

Students develop an appreciation of the distinct national character of modern France through a study of exemplary works of literature, music, art, and cinema produced in the period extending from the French Revolution to the “Belle Epoque.” Prerequisite: FREN 301 or equivalent.

FREN 330      Contemporary France: Film and Culture (3)

A study of contemporary French culture and civilization through the medium of film. The course uses representative films and contemporary literature in order to explore current issues such as the effects of the world wars, colonialism, and immigration on French national identity. Prerequisite: FREN 301 or equivalent.

FREN 340      Phonetics and Francophone Identities (3)

This course examines the linguistic characteristics of the French-speaking communities around the world. After studying the basic elements of French linguistics, the International Phonetic Alphabet, the position of speech organs in the production of the principal phonemes of standard French, and speech
intonation patterns, students analyze the French language as it is spoken in Africa, Canada, Belgium, Switzerland, Louisiana, and the Caribbean. Additionally, students consider the history of the French language, the development of French-based creoles, and the formation of vocabulary both formal and slang in a variety of French-speaking regions in order to gain further insight into the nature of Francophone identities. Prerequisite: FREN 301 or equivalent.

FREN 350  French Literary History (3)

This course traces the literary development of France from the Middle Ages through the 18th century. In this survey, students acquire an appreciation of the major themes and literary movements of French letters through close readings of select excerpts from the Song of Roland to Candide. Prerequisite: FREN 301 or equivalent.

FREN 360  Modern French Short Fiction (3)

This course examines representative nineteenth- and twentieth-century French short fiction by such authors as Sand, Mérimée, Balzac, Maupassant, Gide, Camus, Yourcenar, and Duras. While developing language abilities, this course provides students with foundational cultural knowledge about the literature and history of modern France. The course also introduces methods of analysis and criticism which provide students with tools for continued study of cultural products. Prerequisite: FREN 301 or equivalent.

FREN 370  Study Abroad: Selected Geographical Area (3-12)

Individual or group study in a particular geographical area in the French-speaking world. Students will complete language skills courses at an approved foreign language institute or university equivalent to 300-level foreign language Mount courses. May be repeated for credit.

FREN 398  Independent Study (1-3)

Supervised individual work in selected areas of French language, literature, or culture. Permission of the instructor, department chair and dean is required.

FREN 400  French in the Americas (3)

This course examines one or more of the literary and cultural traditions of the French-speaking peoples of North America and the Caribbean; i.e., the Acadians, the Cajuns, the Québécois, the Haitians, and the French Antilleans. Prerequisite: FREN 301 or equivalent.

FREN 410  French Literary Conquest of Latin America (3)

The Argentinean writer Manuel Ugarte characterizes the extensive French influence in Latin American letters and culture as a “conquest.” This course examines the sources of the “literary conquest” by studying several major cultural and literary achievements of 19th- and early 20th-century France that helped to shape the literary production of a number of Latin American authors. The course also examines several works by Latin American writers who have written in French or who have been translated into French. Prerequisite: FREN 301 or equivalent.
FREN 415  Francophone Europe (3)

This course explores the importance of linguistic and cultural diversity of the French-speaking cultures in Europe outside of France, including Belgium, Luxembourg, Switzerland and the Vallée d’Aoste. What especially distinguish these francophone communities from their French neighbors is the official multilingual environments in which these cultures have taken shape. This course examines the diverse nature of each of these multilingual environments and considers the role that such issues as language contact, language prestige, multilingualism, regional variation, diglossia, and language socialization have played in the shaping of the cultural identity in each of these French-speaking communities. Materials studied include short stories, essays, newspaper articles, scholarly articles, film, documentary video and song. Prerequisite: FREN 301 or equivalent.

FREN 420  Francophone Africa and Its Literature (3)

This course introduces students to the literatures and cultures of Subsaharan francophone Africa. Students explore notions of orality and orature through traditional texts as they examine in tandem through formal literary analysis representative works of written literature by authors from the Wolof, Mande, Fon and Ewe-speaking peoples in Sénégal, Mali, Guinée, Togo, and Bénin. While gaining an understanding of the distinctness of these cultures, students also consider ways in which the language of the colonizer has been appropriated and transformed to reflect a francophone African literary culture. Prerequisite: FREN 301 or equivalent.

FREN 425  Islamic Cultures in French-Speaking Africa: Mauritania, Chad & Djibouti (3)

This course focuses on the often over-looked francophone countries of Mauretania, Chad and Djibouti which possess a common cultural heritage as bilingual nations using Arabic as their second official language alongside French. While considering the commonality of the cultural experiences of these countries, the course also examines the differences that geography and ethnography have produced in these Islamic francophone countries. Prerequisite: FREN 301 or equivalent.

FREN 430  Fictions of the Maghreb (3)

This course introduces students to the literary and cultural contribution of the North African writers to French language letters. The course may also include works by French-speaking authors in Lebanon, Egypt, and the Middle Eastern diaspora. Prerequisite: FREN 301 or equivalent.

FREN 435  From Egypt to Lebanon: Francophone Cultural Expressions in the Levant (3)

This course examines the political and cultural contributions of the French-speaking writers, visual artists (including filmmakers) and musicians to the mosaic of cultures in Lebanon, Syria, Palestine and Egypt. Beginning with the establishment of French-speaking communities during the Napoleonic invasions, this course examines ways in which the dialogue with Western culture particularly through the French tradition has shaped the contemporary experience of peoples in the Levant. Prerequisite: FREN 301 or equivalent.
FREN 440  Building Castles in Sand: Tahiti, and Other French speaking Islands (3)

Through a selection of European and American histories and fictions about the French-speaking non-western insular bodies around the globe, this course examines the ways in which Western narratives have invented and molded the “island” others. Additionally, the course studies the literary texts, myths, and artistic traditions of the island cultures in an effort to understand the ways in which the indigenous cultural traditions are employed by the islanders as a response to the imposed identity. Prerequisite: FREN 301 or equivalent.

FREN 460  Topics in French Studies (3)

A study of some aspect of literature from France—particular author(s), theme, work or genre. Prerequisite: FREN 301 or equivalent.

FREN 465  Topics in Francophone Studies (3)

A study of some aspect of literature from French-speaking world—particular author(s), theme, work or genre. Prerequisite: FREN 301 or equivalent.

FREN 498  Senior Seminar (1-3)

Through a review and reconsideration of significant cultural and literary readings studied throughout the major program, students will demonstrate in writing and speaking their ability to “read,” the products of a culture, to synthesize its practices, and finally to interpret and reflect upon the perspectives of the target Francophone cultures. Prerequisite: Senior standing or permission of instructor.

FREN 475  Study Abroad: Selected Geographical Area (3-12)

Individual or group study in a particular geographical area in the French-speaking world. Students will complete culture or literature courses at an approved foreign language institute or university equivalent to 400-level foreign language Mount courses. May be repeated for credit.

FREN 480  Internship (credits to be determined)

An off-campus work experience that develops French language proficiencies. Permission of the instructor, the department chair.

GERMAN COURSE DESCRIPTIONS

GERMN 101-102  Beginning German I and II (3,3)

Introductory courses aim at developing basic communicative proficiency in German and offer insight into German-speaking cultures. (101 Fall; 102 Spring)

GERMN 201-202  Intermediate German I and II (3,3)
These intermediate courses review material typically covered in a first-year German course. They aim at building student proficiency in all four language skills—listening, speaking, reading and writing—and enhancing knowledge of the cultures of German-speaking people. Upon completion of GERMN 201 with C or better, eligible students will receive three credits prior learning for GERMN 200. Prerequisite: GERMN 102 or equivalent. (201 Fall; 202 Spring)

GERMN 250  Study Tour: Selected Geographical Area (1-3)

Group cultural study tour in a particular geographical area in the German-speaking world. Students will enhance their general cultural knowledge of that region with a Mount professor. This course is conducted in English. May be repeated for credit.

GERMN 270  Study Abroad: Selected Geographical Area (3-12)

Individual or group study in a particular geographical area in the German-speaking world. Students will complete language skills courses at an approved foreign language institute or university equivalent to 200-level foreign language Mount courses. May be repeated for credit.

GERMN 301  German Composition (3)

Students learn to express themselves clearly and correctly in written German and offer insight into German-speaking culture. Prerequisite: GERMN 202 or equivalent

GERMN 302  Advanced German Conversation (3)

Students learn to express themselves clearly and correctly when they speak German and to understand German spoken in a variety of contexts. Prerequisite: GERMN 202 or equivalent. GERMN 301 is not a prerequisite for GERMN 302. Native speakers are not permitted to enroll in conversation courses.

GERMN 310  Business German (3)

This course acquaints students with the world of German business and economics and provides the student with German business language. The course continues to strengthen the students’ understanding of German, especially the reading, writing, and speaking skills. Prerequisite: GERMN 202 or equivalent.

GERMN 320  German Culture (3)

A study of the various historical or contemporary aspects of culture of Germany or Austria—art, music, cuisine, film, drama, religion and society. Prerequisite: GERMN 202 or equivalent.

GERMN 330  Die Deutschen (3)

This course acquaints the student with German history and contemporary German society. Though the focus is Germany, Austria and Switzerland will also be discussed. Prerequisite: GERMN 202 or equivalent
GERMN 340  Topics in German Language/Translation (3)

The study of a particular aspect of the German language; for example, phonetics, business German, film, advanced translation, etc. Prerequisite: GERMN 202 or equivalent.

GERMN 350  Introduction to German Literature I: Early German Literature (3)

The objective of this course is to provide students of advanced German with an overview of early German literature. The course materials and class activities will continue to strengthen and reinforce the students’ command of German. Prerequisite: GERMN 202 or equivalent.

GERMN 351  Introduction to German Literature II: Masterpieces of German Literature (3)

The objective of this course is to provide the advanced students of German with an overview of German literary and non-literary works. The course materials and classroom activities will continue to strengthen and reinforce the student’s command of German. Prerequisite: GERMN 202 or equivalent.

GERMN 370  Study Abroad: Selected Geographical Area (3-12)

Individual or group study in a particular geographical area in the German-speaking world. Students will complete language skills courses at an approved foreign language institute or university equivalent to 300-level foreign language Mount courses. May be repeated for credit.

GERMN 398  Independent Study (1-3)

Supervised individual work in selected areas of German language, literature, or culture. Permission of the instructor, the department chair and the dean of academic services is required.

GERMN 400  Modern German Literature (3)

Selected works by major modern German-speaking writers in Germany, Austria, and Switzerland. The texts, in German, will deal with the Post-World War II period. Prerequisite: GERMN 202 or equivalent.

GERMN 410  Der deutsche Krimi (3)

The objective of this course is to introduce the advanced students of German to the German Krimi, or German detective and crime stories. The course materials and classroom activities will continue to strengthen and reinforce the students’ command of German. Prerequisite: GERMN 202 or equivalent.

GERMN 420  Troubled Visions: German Cinema (3)

The objective of this course is to study German Cinema both as a unique medium and as a carrier of important cultural values. The course materials and classroom activities will continue to strengthen and reinforce the students’ command of German. Prerequisite: GERMN 202 or equivalent.

GERMN 460  Special Topics (3)
Study of some particular aspect of the German language, literature or culture. Prerequisite: GERMN 202 or equivalent.

GERMN 498   Senior Seminar (1)

Through a review and reconsideration of significant cultural and literary readings studied throughout the major program, students will demonstrate in writing and speaking their ability to “read,” the products of a culture, to synthesize its practices, and finally to interpret and reflect upon the perspectives of the target German-speaking cultures. Prerequisite: Senior standing.

GERMN 475   Study Abroad: Selected Geographical Area (3-12)

Individual or group study in a particular geographical area in the German-speaking world. Students will complete culture or literature courses at an approved foreign language institute or university equivalent to 400-level foreign language Mount courses. May be repeated for credit.

GERMN 480   Internship (credits to be determined)

An off-campus work experience that develops German language proficiencies. Permission of the instructor, the department chair.

GREEK COURSE DESCRIPTIONS

GREEK 101-102   Beginning Modern Greek I and II (3, 3)

This introductory course aims to develop basic communicative proficiency in Modern Greek and also offer insight into Greek culture. (101 Fall; 102 Spring)

ITALIAN COURSE DESCRIPTIONS

ITALN 101-102   Beginning Italian I and II (3, 3)

These introductory courses are aimed at developing basic communicative proficiency in Italian and also offer insight into Italian culture. (101 Fall; 102 Spring)

ITALN 201-202   Intermediate Italian I and II (3, 3)

These intermediate courses review material typically covered in a first-year Italian course. They are aimed at building student proficiency in all four language skills (listening, speaking, reading and writing) and enhancing knowledge of the cultures of Italian people. Upon completion of ITALN 201 with C or better, eligible students will receive three credits prior learning for ITALN 200. Prerequisite: ITALN 102 or equivalent. (201 Fall; 202 Spring)

ITALN 210   Conversation & Composition

This course will review and continue to introduce the basic structures of the Italian language within culturally authentic contexts. The culture will provide the bases for class discussions geared toward
expanding vocabulary and reviewing grammar. The study and practice of written and oral Italian will emphasize the acquisition of improved written and oral proficiency in the language.

ITALN 215-216  Italian Language & Culture I and II (3, 3)

This course will develop the communicative skills of intermediate-language learners and strengthen their proficiency as they discuss, read and write about important literary texts, works of art, music and film that have contributed to the development of Italian civilization. Upon completion of ITALN 215 with C or better, eligible students will receive three credits prior learning for ITALN 200. Prerequisite: ITALN 102 or equivalent (215 Fall).

ITALN 220  Modern Italy: A Cultural Study (3)

Students develop an appreciation of the distinct national character of modern Italy through a study of exemplary works of literature, music, art, and cinema produced in the period extending from the Risorgimento to the 1970s. Upon completion of ITALN 220 with C or better, eligible students will receive three credits prior learning for ITALN 200. Prerequisite: ITALN 102 or equivalent.

ITALN 230-231  Contemporary Italy: Film and Culture I and II (3, 3)

Intermediate students will review elementary Italian and continue development of linguistic skills as they examine contemporary Italian civilization and culture through the medium of film. The course uses representative films and contemporary literature in order to explore current cultural issues and debates that effect Italian national identity. Upon completion of ITALN 230 with C or better, eligible students will receive three credits prior learning for ITALN 200. Prerequisite: ITALN 102 or equivalent.

ITALN 250  Study Tour: Selected Geographical Area (1-3)

Group cultural study tour in a particular geographical area in the Italian-speaking world. Students will enhance their general cultural knowledge of that region with a Mount professor. This course is conducted in English. May be repeated for credit.

ITALN 270  Study Abroad: Selected Geographical Area (3-12)

Individual or group study in a particular geographical area in the Italian-speaking world. Students will complete language skills courses at an approved foreign language institute or university equivalent to 200-level foreign language Mount courses. May be repeated for credit.

ITALN 301-302  Introduction to Italian Studies I and II (3, 3)

The purpose of these courses is to help students transition in their language ability from intermediate language learners to more learners. Students will be given extensive practice in speaking and writing through reading, analysis and class discussion of a variety of contemporary texts which may include media articles, music, visual images, short stories, movies and broadcasts. Upon completion of ITALN 301 with C or better, eligible students will receive six credits prior learning for ITALN 300. Prerequisite ITALN 202, 215 or equivalent.
ITALN 310  CONVERSATION & COMPOSITION

This course will review and continue to introduce the basic structures of the Italian language within culturally authentic contexts. The culture will provide the bases for class discussions geared toward expanding vocabulary and reviewing grammar. The study and practice of written and oral Italian will emphasize the acquisition of improved written and oral proficiency in the language.

ITALN 315-316  ITALIAN LANGUAGE & CULTURE I AND II (3, 3)

This course will develop the communicative skills of more advanced language learners and strengthen their proficiency as they discuss, read and write about important literary texts, works of art, music and film that have contributed to the development of Italian civilization. Students in this course will practice more complex linguistic structures and examine the cultural products in greater depth. Upon completion of ITALN 315 with C or better, eligible students will receive six credits prior learning for ITALN 300. Prerequisite ITALN 201, 215 or equivalent.

ITALN 320  MODERN ITALY: A CULTURAL STUDY (3)

Students develop an appreciation of the distinct national character of modern Italy through a study of exemplary works of literature, music, art, and cinema produced in the period extending from the Risorgimento to the 1970s. Upon completion of ITALN 320 with C or better, eligible students will receive six credits prior learning for ITALN 300. Prerequisite: ITALN 202 or equivalent.

ITALN 330-331  CONTEMPORARY ITALY: FILM AND CULTURE I AND II (3, 3)

A study of contemporary Italian civilization and culture through the medium of film. The course uses representative films and contemporary literature in order to explore current cultural issues and debates that effect Italian national identity. Upon completion of ITALN 330 with C or better, eligible students will receive six credits prior learning for ITALN 300. Prerequisite: ITALN 202 or equivalent.

ITALN 370  STUDY ABROAD: SELECTED GEOGRAPHICAL AREA (3-12)

Individual or group study in a particular geographical area in the Italian-speaking world. Students will complete language skills courses at an approved foreign language institute or university equivalent to 300-level foreign language Mount courses. May be repeated for credit.

ITALN 398  INDEPENDENT STUDY (1-3)

Supervised individual work in selected areas of Italian language, literature, or culture. Permission of the instructor, department chair and dean is required.

ITALN 460  TOPICS IN ITALIAN STUDIES (3)

A study of some aspect of literature from Italy—particular author(s), theme, work or genre. Prerequisite: ITALN 202 or equivalent.

ITALN 475  STUDY ABROAD: SELECTED GEOGRAPHICAL AREA (3-12)
Individual or group study in a particular geographical area in the Italian-speaking world. Students will complete culture or literature courses at an approved foreign language institute or university equivalent to 400-level foreign language Mount courses. May be repeated for credit.

ITALN 480 Internship (credits to be determined)

An off-campus work experience that develops Italian language proficiencies. Permission of the instructor, the department chair and the dean of academic services is required.

JAPANESE COURSE DESCRIPTIONS

JAPN 101-102 Beginning Japanese I and II (3, 3)

These introductory courses are aimed at developing basic communicative proficiency in Japanese and also offer insight into Japanese culture. (101 Fall; 102 Spring)

JAPN 201-202 Intermediate Japanese I and II (3, 3)

These intermediate courses review material typically covered in a first-year Japanese course. They are aimed at building student proficiency in all four language skills (listening, speaking, reading and writing) and enhancing knowledge of the cultures of Japanese people. Upon completion of JAPN 201 with C or better, eligible students will receive three credits prior learning for JAPN 200. Prerequisite: JAPN 102 or equivalent. (As needed)

JAPN 215-216 Japanese Language & Culture I and II (3, 3)

These intermediate courses review material typically covered in a first-year Japanese course. In addition, these courses develop the communicative skills of intermediate-language learners and strengthen their proficiency as they begin to discuss, read and write about culturally important literary texts, works of art, music and films that have contributed to the development of Japanese civilization. Upon completion of JAPN 201 with C or better, eligible students will receive three credits prior learning for JAPN 200. Prerequisite: JAPN 102 or equivalent. (As needed)

LATIN COURSE DESCRIPTIONS

LATIN 101-102 Beginning Latin (3, 3)

An introduction to classical Latin for students with limited or no prior knowledge of the language. Readings from Latin authors supplement instruction in grammar, syntax, and vocabulary. (101 Fall; 102 Spring)

LATIN 201-202 Intermediate Latin (3, 3)

An intermediate course in classical Latin, with review of basic grammar, syntax, and vocabulary, and further study in these areas, supplemented by readings from Latin authors. Prerequisite: LATIN 102 or equivalent. (201 Fall; 202 Spring)
LATIN 250  Study Tour: Selected Geographical Area (1-3)

Group cultural study tour in a particular geographical area in the ancient world where Latin or Greek was used. Students will enhance their general cultural knowledge of that region with a Mount professor. This course is conducted in English. May be repeated for credit.

LATIN 301  Advanced Latin Grammar and Composition (3)

A review and strengthening of students’ ownership of Latin grammar, syntax, and vocabulary acquired at the previous levels of Latin study. Prerequisite: LATIN 202 or equivalent.

LATIN 310  Roman Literary History: Survey (3)

Careful study of a selection of authors, themes, or genres from the beginnings of Rome to the Silver Age. Prerequisite: LATIN 202 or equivalent.

LATIN 330  Hollywood and Rome (3)

Introduces students to 20th century cinema dealing with ancient Rome. Students read ancient literature (in English) which corresponds to the time, personages, and events portrayed in films and are enabled to form educated opinions about the ancient world which can be used to evaluate critically those cinematic productions. Course taught in English; cross-listed as LAHI 330.

LATIN 350  Women in Ancient Rome (3)

Examination of the status of women in ancient Rome in light of modern views of women’s roles in society. Readings (in English) from a variety of ancient sources which present the historical, social, political, and personal development of women within the patriarchal society of ancient Rome. Taught in English.

LATIN 360  Roman Historians (3)

Detailed study of the works of the Roman historians Caesar, Livy, Sallust, or Tacitus. Prerequisite: LATIN 202 or equivalent.

LATIN 398  Independent Study (1-3)

Supervised individual work for students with advanced Latin skills who wish to engage in concentrated reading and research on materials and authors not otherwise offered in regular courses. Permission of the instructor, department chair and dean is required.

LATIN 400  Roman Poetry (3)

Detailed study of the works of the Roman epic, lyric, or elegiac poets. Prerequisite: LATIN 202 or equivalent.
SPANISH COURSE DESCRIPTIONS

SPAN 101-102 Beginning Spanish I and II (3, 3)

These introductory courses are aimed at developing basic communicative proficiency in Spanish and also offer insight into Spanish-speaking cultures. (101 Fall; 102 Spring)

SPAN 105 Beginning Spanish in Ecuador (3)

This introductory course aims at developing basic communicative proficiency in Spanish and also offers insight into Spanish-speaking cultures giving particular emphasis to that of Ecuador (Taught during Cuenca semester abroad).

SPAN 170 Study Abroad: Selected Geographical Area (3-12)

Individual or group study in a particular geographical area in the Spanish-speaking world. Students will complete language skills courses at an approved foreign language institute or university equivalent to 100-level foreign language Mount courses. May be repeated for credit.

SPAN 201-202 Intermediate Spanish I and II (3, 3)

These intermediate courses review material typically covered in a first-year Spanish course. They are aimed at building student proficiency in all four language skills—listening, speaking, reading and writing—and enhancing knowledge of the cultures of Spanish-speaking people. Upon completion of SPAN 201 with C or better, eligible students will receive three credits prior learning for SPAN 200. Prerequisite: SPAN 102 or equivalent (201 Fall; 202 Spring)

SPAN 205 Intermediate Spanish in Ecuador (3)

This intermediate course reviews material typically covered in a first-year Spanish course. It is aimed at building student proficiency in all four language skills—listening, speaking, reading and writing—and enhancing knowledge of the cultures of Spanish-speaking people and gives particular emphasis to the culture of Ecuador. (Taught during Cuenca semester abroad).

SPAN 210 Intermediate Spanish Conversation (1)

Students learn vocabulary for a variety of daily conversational situations and strive toward intermediate speaking proficiency.

SPAN 250 Study Tour: Selected Geographical Area (1-3)

Group cultural study tour in a particular geographical area in the Spanish-speaking world. Students will enhance their general cultural knowledge of that region with a Mount professor. This course is conducted in English. May be repeated for credit.

SPAN 270 Study Abroad: Selected Geographical Area (3-12)
Individual or group study in a particular geographical area in the Spanish-speaking world. Students will complete language skills courses at an approved foreign language institute or university equivalent to 200-level foreign language Mount courses. May be repeated for credit.

SPAN 275 Peru Experience (1)

A cultural learning experience during which students or members of the Mount community perform service-learning work. The cultural component includes visiting various Incan sites surrounding Cusco along with a trip to Machu Picchu. (Every Spring Break)

SPAN 280 Costa Rica Experience/Proyecto Elizabeth (1)

A cultural learning experience during which students or members of the Mount community perform service-learning work. The cultural component includes visiting various Costa Rican sites along with service opportunities. (May)

SPAN 285 Mexico Experience (1)

A cultural learning experience in a city in Mexico. The cultural component of the experience includes visiting Pre-Colombian or colonial sites that connect the student to the culture and the lives of those in need whom they serve. (Spring semester)

SPAN 290 Spain Experience (1)

A trip every three years to Madrid-Toledo or Madrid-Salamanca during Spring Break. Students will be helping the communities in need in the mornings as the afternoons are set aside for the cultural aspects of this service-learning experience.

SPAN 301 Introduction to Hispanic Studies

The goal of this course is to help students transition from intermediate to advanced level in language and to make them aware of the expectations of more advanced courses for the Spanish major or minor. We will review some of the more complex aspects of the grammar at least one day a week, while the remaining two days will be dedicated to studying Hispanic literature and/or discussing Hispanic culture in general. Upon completion of SPAN 301 with C or better, eligible students will receive six credits prior learning for SPAN 300. Prerequisite: SPAN 202 or equivalent.

SPAN 302 Grammar and Composition (3)

Students learn to express themselves clearly and correctly in written Spanish; includes a review of grammar and practice in formal writing. This course is a linguistic skills course. Prerequisite: SPAN 301 or equivalent.

SPAN 303 Advanced Spanish Conversation (3)

Students learn to express themselves clearly and correctly when they speak Spanish and to understand Spanish spoken in a variety of contexts. This course is a linguistic skills course. Prerequisite: SPAN 301
or equivalent. SPAN 302 is not a prerequisite for SPAN 303. This course is not open to native speakers of Spanish.

SPAN 305  Advanced Spanish in Ecuador (3)

This advanced course aims at building student proficiency in all four language skills—listening, speaking, reading and writing—and enhancing knowledge of the cultures of Spanish-speaking people. It will give particular emphasis to the culture of Ecuador. (Taught during Cuenca semester abroad).

SPAN 310  Spanish for the Professions (3)

The purpose is to help students acquire a business and political science vocabulary. The first part of the course will deal with business; the second with political science. This course is a linguistic skills course. Prerequisite: SPAN 301 or equivalent.

SPAN 315  Topics in Hispanic Culture

The study of one specific cultural aspect from Spain or Latin America or both (for example art, music, cuisine, film, drama, religion or society). Prerequisite: SPAN 301 or equivalent.

SPAN 320  Spanish Culture (3)

The study of various aspects of contemporary culture of Spain—art, music, cuisine, film, drama, religion and society. Prerequisite: SPAN 301 or equivalent.

SPAN 325  Latin American Culture (3)

The study of various aspects of contemporary culture of Latin America—art, music, cuisine, film, drama, religion and society. Prerequisite: SPAN 301 or equivalent.

SPAN 330  Spanish Civilization I (3)

An overview of the major periods in early Spanish cultural history to the Golden Age. Various aspects of early Spanish society and culture are studied: history, religion, art and music. Prerequisite: SPAN 301 or equivalent.

SPAN 331  Spanish Civilization II (3)

This course provides an overview of the major periods in Spanish history and culture from the 18th to the 21st century. Major periods include the rise of the Bourbon Monarchy in Spain, the First and Second Carlist War of the 19th century, the Restoration, the Spanish Civil War, the Franco and the post-Franco eras. Various aspects of contemporary Spanish society and culture from these periods are studied: history, religion, art, and music. Prerequisite: SPAN 301 or equivalent. SPAN 320 is not a prerequisite for this course.

SPAN 335  Latin American Civilization (3)
The study of Pre-Colombian civilizations up to the Colonial period. Prerequisite: SPAN 301 or equivalent.

SPAN 340 Español Callejero (3)

The study of idiomatic expressions, colloquialisms, words and expressions used by native speakers, how the meaning of one word changes from country to country in the Hispanic world and other practical vocabulary not learned in regular grammar or conversation classes. This course is a linguistic skills course. This course counts towards Latin American Culture. Prerequisite: SPAN 301 or equivalent.

SPAN 345 Costa Rican Culture (3)

The study of various aspects of Costa Rican culture. This course is taught in Costa Rica during the summer program. Prerequisite: SPAN 202 or equivalent.

SPAN 347 Seville or Madrid Culture (1)

The study of various aspects of Spanish culture through the city of Seville or Madrid. This credit is completed in Spain during the summer program.

SPAN 348 Seville in Literature (1)

The study of an author from Seville or the Andalucía region. This credit is completed in Spain during the summer program.

SPAN 350 Survey of Spanish Literature I (3)

This course provides an overview of the major periods and texts of Spanish literature from the Golden Age until the Enlightenment. Emphasizes readings from the primary texts, but will also include some historical material. Course requirements will include a midterm, short paper, and a final exam. Prerequisite: SPAN 301 or equivalent.

SPAN 351 Survey of Spanish Literature II (3)

A survey of major Spanish texts and authors from the beginning of the Enlightenment to the contemporary period. We will study literary movements such as neoclassicism, romantic and post-Franco literature. Research paper, midterm, and final exam. Prerequisite: SPAN 301 or equivalent. SPAN 350 is not a pre-requisite for this course.

SPAN 355 Survey of Latin American Literature (3)

A survey of Latin American Literature from the pre-Columbian times to contemporary period. Prerequisite: SPAN 301 or equivalent.

SPAN 360 Experiencia Patagonica (3)
Students examine both the Patagonian and broader Argentine cultures in class and experience the cultures of their study through mandatory study abroad in Argentina. (Fall, even years)

SPAN 365 Topics in Hispanic Literature (3)

A theme-based course that examines literary works from both Spain and Latin America.

SPAN 370 Study Abroad: Costa Rica (6)

Students develop language skills at an approved foreign language institute or university in Costa Rica equivalent to 300-level foreign language Mount courses. May be repeated for credit.

SPAN 375 Study Abroad: Selected Geographical Area (3-12)

Individual or group study in a particular geographical area in the Spanish-speaking world. Students will complete language skills courses at an approved foreign language institute or university equivalent to 300-level foreign language Mount courses. May be repeated for credit.

SPAN 398 Independent Study (1-3)

Supervised individual work in selected areas of Spanish language, literature, or culture. Permission of the instructor, the department chair and the dean is required.

SPAN 415 Fantastic Genre (3)

A study of Magic Realism and the development of the fantastic genre in Latin American literature from the 19th century to the present. Prerequisite: SPAN 202 or equivalent.

SPAN 425 Latin American Women Writers (3)

The study of Latin American women writers. Prerequisite: SPAN 301 or equivalent.

SPAN 430 Spanish Women Writers (3)

The study of women writers of Spain. Prerequisite: SPAN 301 or equivalent.

SPAN 432 Cine y Ficción española (3)

The study of works of fiction from Spain and their adaptation to cinema. Prerequisite: SPAN 301 or equivalent.

SPAN 435 Ficción Latinoamericana (3)

The study of short stories or novels. Prerequisite: SPAN 301 or equivalent.

SPAN 438 Cine y Ficción Latinoamericana (3)
The study of works of fiction from Latin America and their adaptation to cinema. Prerequisite: SPAN 301 or equivalent.

SPAN 440   Ficción española (3)

The study of short stories and novels. Prerequisite: SPAN 301 or equivalent.

SPAN 460   Topics: Peninsular Literature (3)

A study of some aspect of literature from Spain—a particular author(s), theme, work or genre. Prerequisite: SPAN 301 or equivalent.

SPAN 465   Topics: Latin American Studies (3)

A study of some aspect of literature from Latin America—a particular author(s), theme, work or genre. Prerequisite: SPAN 301 or equivalent.

SPAN 475   Study Abroad: Selected Geographical Area (3-12)

Individual or group study in a particular geographical area in the Spanish-speaking world. Students will complete culture or literature courses at an approved foreign language institute or university equivalent to 400-level foreign language Mount courses. May be repeated for credit.

SPAN 480   Internship (1-12)

An off-campus work experience that develops Spanish language proficiencies. Permission of the instructor, the department chair.

SPAN 498   Senior Seminar (1)

Through a review and reconsideration of significant cultural and literary readings studied throughout the major program, students will demonstrate in writing and speaking their ability to “read,” the products of a culture, to synthesize its practices, and finally to interpret and reflect upon the perspectives of the target Hispanic cultures. Prerequisite: Senior standing.

Department of History

Dean:  Peter Dorsey

Professors:  Curtis Johnson, Teresa Rupp, Steven White

Associate Professor:  Gregory W. Murry, Michelle M. Patterson (Chair)

Assistant Professors:  Timothy D. Fritz, Jamie A. Gianoutsos, Charles T. Strauss, Elizabeth Strauss
The Department of History provides a perspective that is central to the University’s liberal arts curriculum, namely, an intellectual framework for understanding the evolution of the human condition. History majors, with the assistance of their advisors, select from a wide variety of courses on European, North American, and Non-Western cultures.

The history major is based on the assumption that students interested in history should be trained to do history, to function as historians. The purpose of the history major is to offer majors a solid grounding in history as an intellectual discipline, as a way of analytically and critically reading, writing, and thinking. The design of the major allows for a progression of courses through four years, so what students learn in one year can be built on in the next, and each year the student will be asked to do more reading, writing and independent work. A progression like this also gives the student an enhanced sense of accomplishment when his or her undergraduate studies are completed.

History majors find jobs in fields that value the knowledge and skills attained through a liberal arts education, including teaching, law, government and communications. In addition, the particular skills developed by historians offer career opportunities in museums, libraries, archives, and historic preservation agencies.

HISTORY DEPARTMENTAL OBJECTIVES:

The study of history at the Mount aims to equip students to

Understand human values both in the western tradition and in other cultural traditions and thus establish values of their own;

Understand themselves better from the perspective of different times and places;

Participate as responsible citizens in the affairs of the world and to see, and seek to resolve, the problems facing humanity;

Read and think critically, write and speak clearly and accurately, conduct research honestly, and apply historical knowledge and history-based skills to live effective, balanced lives.

HISTORY MAJOR

History majors are required to earn a minimum of 30 credit hours in history courses in addition to the Culture & Civilization sequence in the core (WCIV 102; WCIV 201; AMER 202; HIGE 3XX). Students are required to take HIST 202, 350, 480 (1-3 credits), 498, 3 credits in European history, 6 credits in North American history, and additional history electives to get to 30 total credits.

Beginning with the class of 2017, all history majors are required to complete at least one internship (which can range from 1-3 credits or be taken without credit) before they can graduate with a major in history. History majors may complete more than one internship (up to 12-credit hours are allowed) during their time at the Mount, but no more than three internship credit hours count towards the major.
In addition to the three history core curriculum requirements, students pursuing a history major need the following credits for graduation.

Any student contemplating graduate work should understand that most history graduate programs involve the knowledge of foreign languages. Especially if you aim at a College or University teaching career, you should consult with one of the history faculty to discuss what languages you will likely have to know, and begin the study of those languages as an undergraduate.

TEACHER CERTIFICATION

The Education Department offers a social studies/education major. The program prepares students wishing to teach at the secondary level, grades 7-12. The History Department collaborates with the Education Department to offer the history courses needed for certification. Admission requirements for the program are described in the Education Department section of this catalog.

HISTORY MINOR

The department does not require history majors to take a minor. Majors in other departments may minor in history by taking twelve hours of history courses, in addition to the Civilization sequence and American Experience. At least three hours must be taken in residence (unless they are taken as part of the Mount’s Study Abroad program) and six hours taken with professors in the history department.

HISTORY COURSE DESCRIPTIONS

100-Level Courses

All 100-level courses are introductory courses of historical interest to students who do or do not have a strong background in history. All 100-level courses fulfill the History, Arts, Letters domain requirement.

HIST 104 Harry Potter and the Middle Ages (3)

You’ve read all the books; you’ve seen all the movies. Now you’re in college. Is it time to leave Harry Potter behind, along with your stuffed animals and band posters? No! It’s time to combine your love of the Potterverse with your new role as an apprentice in the modern descendant of the medieval universitas, the guild of scholars. In “Harry Potter and the Middle Ages,” we will explore the medieval historical, intellectual, and literary background to Rowling’s series of novels. The exploration of such topics as medieval magic and science, heresy and witchcraft, medieval manuscripts, alchemy, bestiaries, and medieval universities will provide us with a deeper understanding of both the Middle Ages and the Potter books.

HIST 107 History and Historically Based Games (3)

This course explores the way in which history is imagined, presented, formed, and deformed in historically based, deep strategy video games. Utilizing game theory, primary sources, and secondary readings, the course will analyze classic and contemporary games in an effort to answer such questions as: How does the narrative form of such games relate to their content? How can games serve as a
pedagogical device? What do games reflect about our understanding of various historical periods? As a final project, students will develop their own historically based deep strategy game.

HIST 108  The Holocaust (3)

This course on the Holocaust examines the mass killing of Jews and other victims in the context of Nazi Germany’s quest for race and space during World War II. Using sources that illuminate victim experiences, perpetrator perspectives, and bystander responses, we investigate the Nazi racial state, the experiments in mass killing, the establishment of a systematic genocidal program, collaboration and complicity, resistance and rescue, as well as the memory of the Holocaust in western culture.

HIST 109  Utopias (3)

The quest for an ideal society has emerged again and again throughout Western history. Plato’s dissatisfaction with the Athens of his day prompted him to write The Republic, and Thomas More’s dismay with the inequalities and inequities of 16th century England led him to pen his Utopia. Beginning with selections from these seminal works, this interdisciplinary course will investigate 19th and 20th century utopian visions, as well as social experiments such as the Israeli kibbutz, American communes, and the co-housing movement. Might contemporary America be primed for another flowering of the utopian ideal?

HIST 110  Pirates! (3)

Stories about pirates, privateers, and other seaborne raiders have captured the popular imagination for as long as people have traveled across water. The “Golden Age” of piracy (from about 1650 to 1726) has provided the Caribbean with some of its most memorable legends. “Pirates" provides a foundation in the key themes, events, controversies, and individuals involved in Atlantic and Caribbean piracy before, during, and after the “Golden Age,” why they were important at a particular point in a particular place and why they ceased to be so. The purpose of the class is to introduce and discuss how people in, and connected through, the Atlantic World from the 1500s to the 1700s answered questions about piracy related to the above themes, and how these issues have shaped the popular portrayal of Caribbean piracy since the 18th century.

HIST 160  The Age of the American Civil War, 1848-1877 (3)

An examination of the causes, conduct, and aftermath of the bloodiest conflict in American history. Through lectures and the discussion of readings drawn from the period, the course will examine antebellum American society and the break-up of the Union, the course of the war, and the political and social changes it engendered, and the effort to “Reconstruct” the defeated South.

200-Level Courses

200-level courses do not require an intensive background in history. The reading and writing requirements, however, are more demanding than those in 100-level courses. All 200-level courses fulfill the History, Arts, Letters domain requirement.
HIST 202    Making History (3)

One of three courses required for students who major in history. The course is designed to stoke the fires of enthusiasm for the conscious and deliberate analysis of the human interaction and activity that is central to historical discourse. Examines how historians piece together what they can about the past to produce a record of human activity that has meaning today. Each semester, working with a member of the department, students will address a particular theme and undertake research using primary and secondary sources. The professor may require students to work together on a course project or on other collaborative endeavors. Ideally, students should be able to apply what they learn in other department electives. This course should be taken no later than the sophomore year.

HIST 205    Ancient Greece (3)

Imagine yourself spending a day in the Athens of the fifth century B.C.: debating legislation in the Assembly with Pericles, discussing philosophy in the agora with Socrates and Alcibiades, admiring the sculpture and architecture of the Parthenon, perhaps attending a performance of a tragedy or a comedy. Ah, the glory that was Greece. But wait a minute. Weren’t those Greeks a bunch of hypocrites? What kind of democracy excludes women and allows slaveholding? And wasn’t all that culture stolen from Egypt, anyway? Did you know that the ancient opinion of Athenian democracy was not that it wasn’t democratic enough, but that it was too democratic? Far from worrying that women and slaves had no power, the ancients grumbled that democracy gave power to the poor. This course explores these apparent contradictions. We encounter the Greeks on their own terms through the study of primary sources, and are introduced to modern interpretations of ancient history through our reading of secondary sources.

HIST 206    Ancient Rome (3)

The theme of this course is romanitas, or “Roman-ness”—what it meant to be a Roman. Through our reading, discussion, and writing about primary sources, we will discover the meaning of this term from the legendary founding of Rome in 753 B.C. until the overthrow of the last western emperor in A.D. 476. In the first half of the course, after a brief look at the Etruscan heritage and the legends of the Roman monarchy, we will consider the Roman Republic, established in 509 B.C. We will study the creation of romanitas in the institutions, values and ideas of the Republic; the expansion of romanitas as Rome grew from a single city-state to the head of an Italian confederacy to the ruler of an empire ringing the Mediterranean; and challenges to romanitas during the Roman Revolution. The second half of the course will be devoted to Imperial Rome, which began in 27 B.C. Topics will include the revival of romanitas during the early Empire; further expansion of romanitas during the “Roman peace”; and more challenges to romanitas during Rome’s decline and fall. We will conclude by inquiring how romanitas survived the end of antiquity and was transformed in the beginning of the Middle Ages.

HIST 210    The High Middle Ages (3)

Ignorant barbarians or knights in shining armor? Dark Ages or Age of Faith? We in the twentieth century are heir to two contrasting images of the Middle Ages. One, the legacy of the Renaissance, sees the medieval era as the “Dark Ages”: centuries of gloom, barbarism, ignorance, and filth. The other is the creation of the nineteenth-century Romantics, who, reacting against the rationalism and
classicism of the Enlightenment, saw new value in medieval culture. From the Romantics we get our picture of the Middle Ages as a time of knights and ladies, castles and cathedrals. Both these sets of images compete in our minds. But as scholars, we must attempt to get past these inherited preconceptions and discover the Middle Ages for ourselves. We will spend most of our time on the period around 1200, during the papacy of Innocent III (r. 1198 - 1216). Innocent III had his hand in most of the important developments of this period, from the growth of papal power to the suppression of heresy to new religious movements like the Franciscans to the Crusades to Magna Carta. We will explore each of these subjects using primary sources.

HIST 222 Age of Discovery (3)

This course examines European encounters with America, Asia, and Africa from the age of Columbus through the end of the early modern period. Taking trade, violence, and missionary activity as its primary themes, this course will analyze the causes and consequences of the expansion of European power across the globe. We will also analyze native responses to Europeans; the large scale changes engendered in Western Civilization by global encounters; and the emergence of Europe as a global scientific, political, and military power.

HIST 224 The Age of Dante (3)

The lifetime of Dante (1265-1321) was an age of great vitality in Italy, an age that produced not only the Divine Comedy, one of the literary masterpieces of the Middle Ages, but also the historical writing of Dino Compagni, the political theory of Remigio dei Girolami, and the art of Giotto. In this course we will study the age of Dante from an interdisciplinary perspective, placing literary and artistic developments in their historic, and especially civic, context. We will begin with political developments in medieval Italy, especially Florence, and the political theory they inspired: the birth of the commune; conflicts between Guelfs and Ghibellines, Magnates and Popolani, and Black and White Guelfs. Religion in the commune is our next topic, as we consider the new spirituality of the mendicant orders and their role in Florentine religious life. This will provide a context for our study of the art of the Trecento, or fourteenth century: the paintings of Duccio, Giotto, and Lorenzetti. Throughout the semester we will also be reading Dante’s Divine Comedy.

HIST 227 Tudor and Stuart Britain (3)

This course examines a period of remarkable transformation in Great Britain: from the medieval kingdom of Henry VII in 1485 to the powerful, commercial nation-state of Queen Anne in 1714. From witches to Shakespeare, the Reformation to the Glorious Revolution, students will study various aspects of Tudor and Stuart life to understand this change, considering not only political and religious developments, but also the gendered, cultural, and social relationships of British citizens during this period.

HIST 236 History of the Italian People (3)

Traces the evolution of modern Italian society, with an emphasis on the 20th century. Major topics include the Fascist dictatorship, the Resistance movement, post-war reconstruction, the influence of the church, and the Italian emigrant experience. Also seeks to understand the centrality of the family and the persistence of strong regional ties in Italy to this day.
HIST 266    Nazi Germany (3)

Popular references to National Socialism conjure images of goose-stepping automatons and raving, murderous madmen. This introduction to Nazi Germany challenges popular conceptions of Nazis as monsters by exploring the multi-causal sources of the National Socialist dictatorship. We will trace the rise and fall of the Nazi Party in Germany from 1933-1945. Our exploration of Nazi Germany will focus on the roles individuals played in sustaining and resisting the regime and its genocidal project. We will examine the complex motivations that drove people’s (in)action during the Nazi era. The class will cover topics such as Nazi ideology and aesthetics, daily life in the Third Reich, women and families under Nazi rule, Nazi foreign policy and the Second World War, complicity and resistance, the Holocaust, and the Nuremberg Trials. We will examine secondary historical accounts of the Third Reich in addition to a variety of primary sources (including diaries, memoirs, films, etc.).

HIST 253    The American Revolution (3)

This course will explore political, social, and military developments in the era of the American Revolution. Through a combination of secondary and primary readings, we will examine the contest for power between Britain and the colonies and within the colonies themselves as they moved toward independence and into nationhood. The course will examine traditional views of the Revolution as well as more recent interpretations that stress such issues as class conflict, the role of women, African Americans, and Indians, and the importance of the Revolution in generating worldwide political and social change.

HIST 255    Age of Jefferson and Jackson, 1790-1848 (3)

Investigates the evolution of American society from the beginnings of the federal republic to the end of the Jacksonian period. Special attention is devoted to the influence of Jefferson and Jackson, changes in politics and culture, and the interrelationship of Europeans, Africans, and Native Americans during this formative half-century.

HIST 256    Slaves, Swords and Society in the American South (3)

In this course, we will examine Southern U.S. history from the late seventeenth century through 1815. In order to identify the forces that created the American South as a distinctive and unique region, this course will address the collision of Spanish, Anglo-American, African-American, and Native American religious beliefs and culture; as well as the attempts of European imperial and colonial leaders’ efforts to shape their social and physical environment. We will also consider how these attempts created particular conceptions of labor, gender, and freedom.

HIST 257    The Atlantic Experience to 1877 (3)

Our understanding of early American history is essential to how we situate ourselves in today’s society. The complex origins of American life are based in the experience of travel across the Atlantic Ocean and demonstrate an amazing diversity of ideas and beliefs. This class is a survey of American history from the colonial period through the Civil War, and will cover topics such as the slave trade, ethnic
relations, political struggles, and the arguments over the formation of an American identity apart from the global stage. Through in-class lectures, multimedia, the textbook, and document based readings, this class will equip you to understand the historical themes that shape our lives today, in addition to teaching you how to form your own opinions based on the facts. This course is especially useful for education majors and those entering public service.

HIST 263  World War II (3)

A study of the causes, course, and consequences of World War II, with an emphasis on the European theater. Major themes include military strategy and operations, the nature of Fascist ideology, the role of civilian and military leadership (among both Axis and Allied forces), the military strategy and operations of mobilization of entire societies for “total war,” collaborationist and resistance responses to Nazi occupation, efforts at post-war reconstruction, and reflections on the enduring legacies of the war.

HIST 268  The Civil Rights Era (3)

The struggle for African American social, economic, and political equality from the early twentieth century to the present will be the focus of this course. First-hand accounts, documentaries, and secondary sources will be used to explore the major movements, leaders, and achievements of the Civil Rights Movement.

HIST 269  African American Women’s History (3)

This course is intended to familiarize students with the major themes and issues in African American women’s history from America’s founding to the present. In this survey of black women’s experiences, students will not only engage with primary sources written by or about black women, but will also consider how historians have understood or constructed their histories. In addition to readings, films, and discussions over the course of the semester, students will learn about African American women’s history by completing a semester project on a black woman of their choosing.

HIST 276  U.S. Women’s History to 1877 (3)

Explores the experiences of women from the colonial era to the beginnings of the women’s rights movement in the nineteenth century. It will examine the private lives of women, including marriage and family, sexuality and reproduction, and labor and education, and women’s participation in the public sphere, paying particular attention to how changing conceptions of gender have expanded or limited women’s social and cultural roles. While this course will explore the unity of women’s lives in the American past, it will also explore the ways race, ethnicity, and class have shaped women’s experiences. Students will gain an understanding of how gender was historically constructed and of important interpretive issues in early American women’s history.

HIST 277  Modern U.S. Women’s History (3)

Students will examine the lives and experiences of American women from the onset of the women’s rights movement in the second half of the 19th century to the recent past of the late 20th century. While this course focuses on women’s efforts to achieve political equality, it also explores women’s
changing roles in relation to work, education, family life and popular culture. This course pays close attention to the ways that class, race, and ethnicity have shaped women’s experiences and the social movements of this period. Students will gain an understanding of significant events in modern women’s lives, the ways in which gender is and has been constructed, and the major interpretive issues shaping women’s history.

HIST 282 Military History I: 1600 to 1871 (3)

This course surveys the evolution of Western military strategy and operations from the early seventeenth century to the late nineteenth century. Major conflicts examined include the Thirty Years War, the Wars of Louis XIV, the Wars of Frederick the Great, the War for American Independence, the Wars of Napoleon, the American Civil War, and the Franco-Prussian War. While the course focuses on the higher levels of military command and strategy, selected military campaigns are explored in more detail. A systematic field study of a major battle from the American Civil War is included.

HIST 283 Military History II: 1871 to the Present (3)

This course surveys the evolution of Western military strategy and operations from the late nineteenth century to the present. Major conflicts examined include World War I, World War II, the Korean War, the Vietnam War, and warfare in the Middle East. While the course focuses on the higher levels of military command and strategy, selected military campaigns are explored in more detail. Systematic examinations of the planning and execution of the opening campaigns on the Western Front in both World War I and World War II are included.

HIST 291 U.S. Catholic History (3)

Explores the development of Catholic communities in North America from early contacts between Europeans and Native Americans through the massive influx of Catholic immigrants in the nineteenth century to debates over authority and religious liberty in the twenty-first century. Using a variety of texts, ranging from personal narratives and sermons to film and literature, students will gain an understanding of the theological, political, and cultural tensions shaping the lives of Catholics in the United States from various ethnic, geographic, and economic backgrounds. Students will also draw on the history of Catholicism in Maryland.

300-Level Courses

300-level courses are intermediate electives that require a good background in history. They require significant amounts of reading and a series of short papers on historical or historiographical topics. All 300-level courses fulfill the history domain requirement. Courses numbered from 300-349 do not require Making History as a prerequisite and can be used to meet the core curriculum’s Global Encounters requirement. Courses numbered from 350-397 have Making History as a prerequisite. History majors must take at least two 300-level courses.

Global Encounters 300-Level Courses

HIGE 305 South Africa (3)
Provides an introduction to the history of the Western Cape of southern Africa, which is today part of the Republic of South Africa. The course is organized around two chronological units: the pre-industrial Western Cape to 1870 and South Africa from 1870 to the present. The first unit explores the interaction between hunter-gatherers and pastoralists, frontiers of interaction between European colonists and the Khoisan, the construction of colonial identities, and slavery, racism, class formation, and politics. Topics in the second unit include: British imperialism, Afrikaner nationalism, “coloured identity,” the growth of working class consciousness, rural transformation and agricultural development, the struggle against apartheid, townships, the 1994 elections, tourism, and South Africa’s relationship with the United States.

HIGE 311  
History of Mexico (3)

Beginning with Cortes’ violent conquest of the Aztec empire and continuing to Mexico’s present, this course introduces and challenges the traditional narratives of modern Mexican history. Students will study the history, art, literature, and politics of our often misunderstood neighbor to the south, while analyzing such important themes as native responses to conquest and colonization; the role of religion and the Church in Mexican society; Mexico’s struggles with modernity; and Mexican relations with the United States, including current debates on immigration, trade, and drug-cartel related violence.

HIGE 316  
Central America and the Caribbean (3)

Provides an introduction to the history of Central America and the Hispanic Caribbean (Cuba, Puerto Rico, Dominican Republic) since the early nineteenth century. The course explores the dialogue between the “national,” political histories of the independent states that formed after centuries of Spanish colonial rule and the heterogeneous experiences of workers, farmers, peasants, artisans, and slaves. Within this framework, students will gain an understanding of aspects of land and labor systems, gender relations, race and ethnicity, community and class formation, state formation, and religion.

HIGE 320  
Islamic Civilization (3)

With its emphasis on reading, writing and discussion, this seminar is designed to challenge students who already know much about Islam as well as those who know little but desire to learn about the Muslim faith and culture. Principal themes include Allah’s revelations to Muhammad and the divine imperatives of Islam; Islamic literature and arts; Arab contributions to Western culture; and Muslims in the modern world and in contemporary American society.

HIGE 324  
Rebels of the Atlantic: Age of Revolutions (3)

This course will examine the growth of slavery across the various European empires in the Americas (Spanish, Portuguese, English, French, and Dutch). While plantations differed between the European colonies, slave labor was a constant. Thus, in the face of extreme exploitation, how did slaves respond? Beginning in the sixteenth century with the revolt of Enriquillo in Santo Domingo, the class will trace developments of resistance and marronage up to the late-nineteenth century by examining topics like runaway communities in Brazil, Jamaica, and Surinam; as well as uprisings in Cuba, Haiti, and the U.S.

HIGE 325  
Age of Decolonization (3)
Explores the drama of national liberation and decolonization in several modern Asian and African settings. Surveys a variety of violent and nonviolent national insurgencies and imperial responses. Particular attention is devoted to the ideologies and legacies of such statesmen as Mahatma Gandhi, Frantz Fanon, and Haile Selassie I.

HIGE 335  Native American History (3)

This course surveys Native American history from pre-European settlement to the present. Through short lectures, readings, discussion, presentations, and writing assignments, we will examine major themes in the history of America's Native peoples. Topics will include Native American cultures prior to European invasions, early contact between Native and European cultures, Native American roles in colonial and revolutionary America, Indian removal and resistance, response to consolidation and reservations, assimilation policy, the Indian New Deal, termination, self-determination, and contemporary Native American cultures. Students will be challenged to engage with Native American cultures and to use their study of this material to reflect on their own traditions and backgrounds.

HIGE 342  Modern Russia (3)

A survey of Russian history from the reign of Peter the Great to the present. Major themes include the expansion of the Tsarist empire, the rivalry between Westernizers and Slavophiles, the revolutions of 1905 and 1917, the Stalinist dictatorship, the impact of World War II, the Cold War, and the decline and fall of Soviet communism.

Non-Global Encounters 300-Level History Courses

HIST 350  Historical Methods (3)

This course introduces students to a host of historical approaches including Marxism, Annales, Feminism, and Postmodernism. Because the Catholic Intellectual Tradition has had a significant impact on both history and historiography, Catholic approaches to history will also be considered. These approaches to history will be considered in the context of the teaching professor’s primary teaching and research interests. (Prerequisite: HIST 202)

HIST 356  The Italian Renaissance (3)

Between 1400 and 1600, the Italian peninsula produced such a dazzling array of artists, writers, and thinkers that modern scholars have often concluded that modern civilization was born, or rather, reborn, in Renaissance Italy. What explains Renaissance Italy’s brilliant cultural achievements, what was the society like that produced them, and what does the Italian Renaissance have to do with modern civilization? In this course, we will examine these questions as we explore the artwork, literature, and political thought of one of history’s most captivating eras. (Prerequisite: HIST 202)

HIST 359  The Politics of Gender in European History (3)

This course explores the history of politics and gender, considering how historically and culturally constructed notions of sex and gender shaped political relationships in early modern and modern
Europe. The course considers the impact of gender on political speech and activity, discussing how notions of masculinity and femininity have undercut and promoted political legitimacy. Special attention will be paid to how women and ideas about women shaped the development of Western politics and political thought, including those aspects of the Western tradition we value today: freedom, popular sovereignty, political representation, equality, and universal education. (Prerequisite: HIST 202)

HIST 361 The French Revolution (3)

This course explores the French Revolution of 1789, considering its origins, dynamic, and consequences for France, Europe, and our Western heritage. The course considers a wide variety of primary sources from Old Regime Enlightenment treatises to scandalous revolutionary pamphlets attacking Marie Antoinette, while introducing students to the rich historiographical debates concerning the origins and outcomes of the Revolution. (Prerequisite: HIST 202)

HIST 371 The Emergence of Modern America: U.S. History 1900-45 (3)

Explores American history from the Progressive Era to the end of the Second World War. In addition to an examination of the significant events of domestic and foreign policy in this period, this course pays special attention to questions of culture, gender, race, and ethnicity. (Prerequisite: HIST 202)

HIST 375 U.S. History from 1945 to the Present (3)

Examines American social, cultural, and political history from the end of World War Two to the present. Through lectures, primary and secondary source readings, class discussions, films and music we will explore the most significant themes of our most recent past. Additionally, students will engage in their own research projects during the semester. This course will especially focus on social and political movements, American foreign policy at home and abroad, changing notions of the role of government, and transformations in American popular culture. (Prerequisite: HIST 202)

HIST 381 African American History (3)

Examines African American history from 1500 to the present. Topics to be covered include the origins of slavery and racism, slave resistance, emancipation, Reconstruction, the New Negro movement, the origins and development of the Civil Rights movement, Black Power, and current issues within the African American community. (Prerequisite: HIST 202)

HIST 387 Manhood in America (3)

Manhood in America investigates competing models of manhood from the colonial period to the present. Few people realize that Americans have never had a cultural consensus on what it means to be “a man.” This course will investigate the origins of competing models of manhood by examining Native American, European, and African cultures. The course will also examine constructs such as Puritan fatherhood, the Code of Southern Honor, the male bachelor subculture, muscular Christianity, and the Organization Man. The roles of media, economic change, class status and religion in forming and perpetuating manhood models will be investigated. (Prerequisite: HIST 202)
HIST 398 Independent Study (1 to 6)

Independent research or study in history. Requires approval of the instructor, the department chair, dean, and associate provost.

400-Level Courses

400-level courses are advanced four-credit courses that require significant research using both primary and secondary sources. These courses have HIWI 202 and HIST 350 as prerequisites. Each student taking a 400-level course will write a 13-15 page original research paper on a topic related to the course content. All majors must take at least one 400-level course (in addition to HIST 498 and any internships taken).

HIST 410 Recent Native American History (4)

This course will examine the experience of Native American peoples from the late nineteenth century to the present. It will trace the development and consequences of key areas of federal Indian policy during this time, including: assimilation and the passage of the Dawes Severalty Act (1877), the so-called Indian New Deal, the Termination and Relocation programs of the 1950s, the rise of Indian activism in the 1960s and 1970s, and the current battle to retain tribal sovereignty and cultural continuity. The course focuses on the views and experiences of Native peoples, drawing on sources produced by Native American writers, activists, and speakers. It will also pay attention to the ways in which Native Americans and representations of their cultures have played an important role in the social and cultural history of the United States in this period. (Prerequisites: HIST 202 and HIST 350)

HIST 438 The Public Sphere in Early Modern England (4)

Historians have long debated the rise and contours of the “public sphere” in early modern England, studying when the political process of England, which had historically been court-centered and elitist, shifted to include the middling classes and English public more widely. The course examines not only the political philosophy of popular politics, but the media of the public sphere, including cheap printed books, libelous manuscripts, and newspapers, as well as the spaces that allowed men (and sometimes women) to congregate and discuss politics, such as the pub and coffeehouses. The course also considers the activities of men and women in the public sphere, including protesting, rioting, and petitioning. Throughout the semester, students explore how religious conflict and political, social, and economic changes fueled the rise of the public sphere in England. (Prerequisites: HIST 202 and HIST 350)

HIST 480 History Internship (1 to 6)

Work experience in a field related to history for seniors or juniors. Only three credit hours will apply toward requirement for the major.

HIST 498 Senior Seminar (3)

In the fall of their senior year, majors will participate in a capstone seminar devoted to a historical theme spanning a sizable chronological period or encompassing a range of human societies (for
instance “Power and Soul,” or “Faith and Reason”). As a community of young historians, seminar participants will pool historical knowledge and skills gained throughout their undergraduate coursework. Students will conclude the seminar by writing a 13-15 page integrative historiographical essay. (Prerequisites: HIST 202 and HIST 350)

Department of Philosophy

Dean: Peter Dorsey

Professors Emeritus: Gertrude D. Conway, William Collinge

Professors: Joshua Hochschild

Associate Professors: Christopher Anadale, Richard Buck (Chair), Jessy Jordan, Michael R. Miller, Thane M. Naberhaus

Assistant Professors: John Hersey, Justin Matchulat, Jennifer E. Rosato

The study of philosophy is central to a Catholic liberal arts education dedicated to the pursuit of truth and the formation of students in Christian humanism. Courses in the philosophy department seek to (1) cultivate critical reasoning skills, (2) impart knowledge of and foster respect for the history of philosophy, and (3) stimulate lifelong reflection on those questions fundamental to an understanding of the human condition and its possibilities.

The goal of critical reflection is addressed by offering a course in logic, by teaching the principles of logic in the sophomore core curriculum, and by emphasizing the analysis of arguments in all philosophy courses. The goal of informed appreciation of the history of philosophy is addressed by the historical focus emphasized in core and elective courses. The habit of lifelong reflection is fostered by reasoned examination of the nature of the human person, the goods humans appropriately value, the principles governing their conduct, and their relation to the wider world, their fellow human beings and God. Through its minor and major, the department further addresses these goals by providing opportunities for advanced coursework and preparation for graduate studies.

In keeping with its central role within the liberal arts tradition, philosophy promotes the integration of learning by exploring its relationship to other academic disciplines and professional pursuits. By developing the skills of reasoning, reading, writing and dialogue, the department serves foundational elements of the core curriculum and prepares students for responsible citizenship in a democratic society and global community.

PHILOSOPHY MAJOR

Philosophy majors must obtain a minimum of 36 credits in philosophy. Majors must take the cores courses in philosophy (PHIL 103, PHIL 203 and PHIL 300), PHIL 201, 318, 321 and two offerings of PHIL 400 and PHIL 498.
Majors must also take at least three additional electives in philosophy; these are to be selected in consultation with the student’s advisor and are subject to the approval of the chair of the department. Philosophy majors must obtain a minimum of 18 credits in any discipline other than philosophy.

**PHILOSOPHY MINOR**

Philosophy minors must obtain a minimum of 18 credits in philosophy. These credits may include credits received for core courses. Additional electives should be selected in consultation with advisors and are subject to the approval of the chair of the department.

**PHILOSOPHY COURSE DESCRIPTIONS**

The courses PHIL 103 Foundations of Philosophy and PHIL 203 Philosophy in the Modern Age are prerequisites for all other courses in the traditional undergraduate program except PHIL 201.

**PHIL 100** Special Topics in Philosophy (3)

Beginning-level electives for students interested in further study of philosophy. Ordinarily these courses will count toward the major and minor in Philosophy.

**PHIL 103** Foundations of Philosophy (3)

This course explores the early history of Western Philosophy, from its birth in the Greek polis to its role in the development of early Christian thought and of Christian, Jewish, and Islamic thinking in the Middle Ages. Students will learn how to pose, and evaluate answers to, questions concerning the nature of truth, the value of knowledge, the relationship between faith and reason, the relationship between the individual and community, and the nature of the human good. (Spring)

**PHIL 201** Logic (3)

An examination of the nature of arguments and the principles of right reasoning and an endeavor to foster in students the habit of critical thinking. (Fall)

**PHIL 203** Philosophy in the Modern Age (3)

This course explores the history of philosophy from late Renaissance through the Scientific Revolution and the rise of the nation-state. Students will learn how to pose, and evaluate answers to, questions concerning the nature of truth, the value of knowledge, the relationship between faith and reason, the relationship between the individual and community, and the nature of the human good. Prerequisite: PHIL 103 (Fall)

**PHIL 300** Ethics and Human Good (3)

An inquiry into the nature of the moral good, the structures of moral agency and the proper criteria for making choices that bear on human beings and their well-being.
PHIL 308  American Philosophy (3)
An exploration of specifically American perspectives on philosophical problems through the works of thinkers such as James, Dewey, Peirce and Santayana.

PHIL 311  Ancient Philosophy (3)
An investigation of the development of Western philosophy from the Pre-Socratic period through Plato and Aristotle to Neo-Platonism.

PHIL 312  Medieval Philosophy (3)
An investigation of the development of Western philosophy from the early Middle Ages to the Renaissance.

PHIL 313  Modern Philosophy (3)
An investigation of the development of Western philosophy in the 17th and 18th centuries.

PHIL 314  Contemporary Philosophy (3)
An investigation of the development of contemporary philosophy through selected topics and readings.

PHIL 315  Nineteenth Century Philosophy (3)
An investigation of selected topics and readings in 19th-century philosophy.

PHIL 317  Philosophy of Mind (3)
An investigation into some of the main issues in contemporary philosophy of mind, with reference to findings in neuroscience and empirical psychology. Topics covered include the nature of mind and the relationship between mind and brain, the nature of consciousness, and the nature of thought, belief, desire, and intention.

PHIL 318  Philosophy of Knowledge (3)
An investigation of the nature of knowledge and its properties, namely truth, certitude and probability. Readings representative of different historical periods will be studied.

PHIL 319  Contemporary Value Theory (3)
An investigation into some of the main problems and issues in contemporary value theory, normally concentrating on ethics and metaethics but may also focus on aesthetics. Topics covered may include the ontology of value, value epistemology, and value semantics.

PHIL 321  Metaphysics (3)
An investigation of the nature of beings; topics examined include the one and the many, being and nonbeing, the nature of substance, monism versus dualism and causality. Readings representative of different historical periods will be studied.

PHIL 323 Political Philosophy (3)

An investigation of the nature of political society through an examination of the concepts of political authority, civil obligation, state neutrality, equality and just distribution.

PHIL 324 Philosophy of Literature (3)

An investigation of the philosophical questions inherent in literature and literary criticism, e.g., the “truth” of literature, the problem of interpretation, the social role of literature, and the problems of text and inter-textuality.

PHIL 326 Philosophy of Law (3)

An investigation of theories of the sources and nature of law, and of central legal concepts such as rights, obligation, punishment and unjust laws.

PHIL 329 Existentialism (3)

An exploration of major issues considered by 19th- and 20th-century existentialists, such as Kierkegaard, Nietzsche, Heidegger, Camus, Sartre and Marcel.

PHIL 333 Environmental Philosophy (3)

An exploration of philosophical problems concerning our human obligations to nature and its inhabitants.

PHIL 335 Islamic Philosophy (3)

An examination of the writings of prominent Islamic philosophers from the classical period and the issues and questions raised in these texts, such as those concerned with the created world, the nature of God, the existence of the soul and human freedom.

PHIL 337 Perspectives on the Death Penalty

An in-depth, interdisciplinary study of the death penalty through an analysis of philosophical, theological, sociological, political, and historical texts. Topics covered include theories of punishment, accounts of retributive and restorative justice, arguments for and against the death penalty, the current practice of the death penalty in contemporary American society, and Catholic Social Teaching on the death penalty.

PHIL 344 Intercultural Dialogue (3)
An investigation of the philosophical issues arising from the attempt to understand other cultures, especially the possibility of intercultural dialogue, and an exploration of these issues as manifested in current exchanges between Western and non-Western cultures.

PHIL 346  Contemporary Catholic Philosophy (3)

An exploration of the distinctive contributions and challenges to contemporary philosophy by philosophers within the Catholic intellectual tradition.

PHIL 347:  Global Justice (3)

A survey and critical examination of contemporary philosophical work on questions of justice as they arise in the global context.

PHGE 375  Mysticism East and West (3)

An investigation of major figures or schools in Hindu, Buddhist, Islamic and Christian mysticism, with reference to the Greek philosophical mysticism of Neo-Platonism, and of the philosophical questions concerning the nature of mystical experiences. (Same as THGE 451.)

PHIL 398  Independent Study (1-3)

Approval of the instructor, department chair, dean and associate provost.

PHIL 400  Topics in Philosophy (3)

An investigation of several approaches to a major issue in philosophy. This course can be taken for credit more than once as long as the topic studied varies.

PHIL 410  Great Figures (3)

An investigation of the thought of a selected major figure (e.g., Plato, Aristotle, Plotinus, Augustine, Aquinas, Descartes, Locke, Leibniz, Hume, Kant, Husserl, Heidegger, Wittgenstein, Rawls) in the history of philosophy. This course can be taken for credit more than once as long as the figure studied varies.

PHIL 480  Internship (1-3)

Work experience in a field relevant to the student’s study of philosophy. Open to juniors and seniors. A maximum of three credit hours count toward elective requirements in the major. Approval of the instructor and the chairperson required.

PHIL 498  Senior Seminar (3)

The capstone course for Philosophy majors. Students will read a common book in recent philosophy, chosen by the instructor, to be discussed at weekly meetings, and write a multi-draft paper of 20-25 pages of publishable quality. The first part of the semester will be devoted to weekly discussions of the
book, after which students will begin meeting weekly with the instructor as they continue working on the multi-draft essay. Students will submit the final version of the essay at the end of the fall semester.

COLLEGE OF LIBERAL ARTS

Department of Political Science

Dean: Peter Dorsey

Professors: Maureen Oakley, Michael Towle, Kristen Urban

Associate Professor: Amanda L. Beal (Chair)

The faculty members of the Department of Political Science believe that the study of politics is an essential part of an undergraduate liberal arts education and an important aspect of good citizenship. Pursuant to this end, the department is committed to providing students with a strong background in the study of politics. It offers a wide variety of courses that explore critical political issues at the local, national and international levels. Students are taught to identify important political issues and apply appropriate research skills to analyze them.

The programs of study offered by the Department of Political Science are ideal not only for students who are seeking a liberal arts education to prepare themselves for careers in the public sector or international affairs, but also for those who hope to continue their studies in graduate school or law school. In addition, the department is attentive to the career concerns of students who seek certification to teach social studies at the secondary level.

The department offers majors and minors in both political science and international studies. Additionally, the department administers the conflict, peace and social justice minor and participates in the interdisciplinary minors relating to Latin American studies, Non-Western studies, gender studies and legal studies.

Departmental majors are encouraged to pursue governmental and nongovernmental internships, which help students make connections between the theory and practice of politics, sharpen their communication and analytical skills, and begin the process of developing professional networks—all of which prepare them for professional careers. The department also encourages its students to participate in study-abroad programs and to make connections with the larger, globalized world of the 21st century.

Co-curricular opportunities provided by departmental faculty have included Mount participation in three political simulations: the Mid-Atlantic European Union Simulation, the National Model of the Model Arab League and the Maryland Student Legislature. These annual events gather students from many colleges to locations such as Washington and Annapolis, and require students to adopt formal roles, become acquainted with issues and agendas of specific countries or political parties, and join in the process of negotiating with other student role-players to achieve desired political outcomes. Students are also encouraged to be active in campus organizations such as the Political Science Club,
International Affairs Organization, Amnesty International, College Republicans and College Democrats. The department supports a chapter of the political science honor society, Pi Sigma Alpha.

POLITICAL SCIENCE MAJOR

Political Science majors at Mount St. Mary’s University are expected to graduate with a basic understanding of the field of political science. To that end, the Department of Political Science has established the following five learning goals to measure student achievement, and a means to assess student success.

All students in the Political Science major are expected to:

Complete a major research project in a subfield of political science, demonstrating a competent ability to pose and analyze an important question using philosophical, legal, qualitative or quantitative methods.

Elucidate a proficient familiarity with the nature, evolution, theoretical framework, and purposes of features of the international political system, including state and non-state actors, international law, and international organizations.

Demonstrate an understanding of the similarities and differences of political systems and cultures around the world.

Make informed and reasoned arguments concerning issues pertaining to constitutional democracy in contemporary America, demonstrating familiar with the history, operations and salient features of American politics.

Understand the evolution of Western political thought and ideologies, including emerging ideologies, and the impact of some key figures in the realm of political thought.

REQUIREMENTS FOR THE POLITICAL SCIENCE MAJOR

Students who major in political science are required to take a total of 40 credit hours distributed as follows: PSCI 100, 200, 207, 210, 329, 355 and 498; one advanced course in American political institutions to be selected from PSCI 312, 315, 317, or 318; 12 credits in political science electives (not including PSCI 405, PSCI 365 or single credits given for participation in the Model Arab League or the European Union Simulation), up to three of which can come from 100-level courses or internship credits or service-learning credits; and ECON 101.

Students seeking a double-major of political science and international studies should see the section below discussing the requirements of the double-major.

REQUIREMENTS FOR THE POLITICAL SCIENCE MINOR

Minors in political science (other than those who are also majoring in International Studies, see next paragraph) are required to take 18 credit hours consisting of PSCI 100 and 15 credits in political science
electives (not including PSCI 405, PSCI 365 or single credits given for participation in the Model Arab League or the European Union Simulation), up to three of which can come from 100-level courses or internship credits or service-learning credits.

International Studies majors who want to also minor in Political Science must complete PSCI 100, PSCI 200, PSCI 207, PSCI 355 and one course from each of the two lists that follow. LIST ONE: PSCI 212, PSCI 312, PSCI 315, PSCI 317, or PSCI 318. LIST TWO: PSCI 227, PSCI 235, PSCI 238, PSCI 210, PSCI 311 or PSCI 332

INTERNATIONAL STUDIES MAJOR

The Bachelor of Arts in international studies is an interdisciplinary program. The major is administratively housed in the Department of Political Science. A coordinator of the major is appointed by the provost, in consultation with the chair of the political science department. Participating departments include Business, Accounting and Economics; History; Foreign Languages; Political Science; Sociology; Theology; and Visual and Performing Arts.

Students in the International Studies major will be able to:

Understand the basic functioning of state and non-state actors in the international political system, which includes a working knowledge of the international economic system, as well as theoretical paradigms grounding the disciplines comprising international affairs.

Undertake critical analysis of events and issues in the field of international affairs, and demonstrate competency in such analysis through written and verbal discourse.

Discuss socio-cultural differences in the world, demonstrating an awareness of the diversity of cultural and political expression and the interaction of cultures in the modern world.

Develop and conduct original research in the field of international affairs that utilizes appropriate evaluative research methodology and draws upon disciplinary standards of excellence in scholarship and writing.

Address critical ethical and moral challenges to the international system.

Requirements for the International Studies Major

A major in international studies consists of ten required courses and three electives from the list below chosen in consultation with the student’s advisor.

The ten required courses are: ECON 101, PSCI 200, PSCI 207, PSCI 338 or HIST 338, ECON 310 or PSCI 349, PSCI 355, THEOL 336, PSCI 498, and two advanced courses above the intermediate level in a modern language approved by the coordinator of the international studies major.

In addition, International Studies majors should also take three elective International Studies courses. The following courses can fulfill International Studies electives: BUS 310, 319, 336, 370, 444, 445, 460,

The three elective courses should be chosen in consultation with the student’s advisor and should be connected to one another by some rationale.

As part of the international studies major, students are strongly advised to undertake an internship in the international field (government, the private sector, international organizations, institutions or societies), to study abroad for a summer or semester, or to work on a project related to the international field. The internship may be substituted for a three-credit course in the student’s area of concentration.

Students seeking a double-major of international studies and political science should see the section below discussing the requirements of the double-major.

INTERNATIONAL STUDIES MINOR

Students wishing to minor in International Studies (other than those majoring in Political Science, see below) may do so by completing the following courses: ECON 101, PSCI 200, PSCI 207, PSCI 338 or HIST 338, PSCI 349, THEOL 336. Please note that ECON 101 is a pre-requisite for PS 349. Students may substitute ECON 310 for PS 349, but should be aware that ECON 310 also has ECON 102 as a pre-requisite.

Political Science majors who want to also minor in International Studies must complete the following courses: PSCI 338 or HIST 338, PSCI 349, THEO 336, plus any two IS electives, at least one of which is not a political science course and the other of which may not be counted toward the PS major.

DOUBLE-MAJORS IN POLITICAL SCIENCE AND INTERNATIONAL STUDIES

Double majors in Political Science and International Studies must complete all of the courses required for both majors. However, neither PSCI 338 nor PSCI 349 nor any of the courses counted as electives within the IS major may count as electives for the PS major, and at least two of the four electives for the PS major must come from the following list of courses: PSCI 212, PSCI 226, PSCI 227, PSCI 235, PSCI 238, PSCI 311, PSCI 312, PSCI 315, PSCI 317, PSCI 318, or PSCI 332.

POLITICAL SCIENCE COURSE DESCRIPTIONS

GEOG 200 Global Geography (3)

A study of interactions between people, places and environments. Focuses on cultures of difference and diversity with respect to religion, language, food, industry and urbanization. Economic and political development, geodemography, natural resources and globalization will also be emphasized. (Spring)

PSCI 100 Foundations of Political Science: Democratic Processes in America (3)
With emphasis on social scientific thinking, examines the American political system, including the Constitution, Congress, the presidency, the courts, federalism, elections and campaigns, and political parties. Selected contemporary issues in American politics also examined. Fulfills the social sciences requirement for the core curriculum. (Fall)

PSCI 115 The Presidential Election (3)

An introductory level course designed for freshmen. Course examines: the procedures for nominating and electing presidents, the candidates running for president, the strategies used by the campaigns, the role of the media, the role of money, and day-to-day changes in the political environment. (Offered in the fall semester of presidential election years)


This course examines the fundamental principles and issues of American law that every citizen needs to know. (As needed)

PSCI 120 Politics and Film (3)

This is an introductory course, designed primarily for freshmen, that examines basic concepts and issues in politics through film including how movies portray politically and culturally significant topics in the United States and abroad, such as revolutions, corruption, the death penalty, corporate interests, social justice, and war. (As needed)

PSCI 126 Politics of Sexuality & Gender (3)

This course examines gender and sexuality in politics and policy in the United States. Students will be introduced to past and present social science theories of sexuality and gender. We will explore social movements, interest group politics, and public policy surrounding gender and LGBT issues.

PSCI 170 Thinking about Islam (3)

“Thinking about Islam” will explore the “essentials of Islam” and ask questions about justice, politics, war, gender, and culture that underlie some of the thorny issues making headlines today under the banners of Islamic extremists – and policies of governments in the wake of the Arab Spring.

PSCI 190 Terrorism and Counterinsurgence (3)

Examines the development and changes in the use of terrorism in order to achieve political objectives in the contemporary world. In addition to learning about the different forms of terrorism and insurgency, the course also examines the challenges of formulating both short- and long-term responses. (As needed)

PSCI 200 Comparative Politics (3)
An introduction to the comparative study of politics in both advanced industrial states and the third world. Includes topics such as political culture, nationalism, state-building, socioeconomic development, regime types, and political institutions. (Spring)

PSCI 207       International Relations (3)

An introductory examination of the nation-state system, with emphasis on the factors governing the behavior and interaction of states. Examines various international relations paradigms. (Fall)

PSCI 210       Public Policy (3)

Examines the public policy-making process by analyzing the formation, implementation and evaluation of public policies and by applying this framework to issues in healthcare, economics, social welfare, education and the environment. (Spring)

PSCI 212       State and Local Government (3)

An examination of institutions, processes and contemporary public policy issues as they relate to state and local governments. Explores the structure of executive, legislative and judicial institutions; political parties, interest groups and citizen participation; and central policy issues including education, social welfare, and crime and corrections policy. (As needed)

PSCI 227       Politics of Race and Ethnicity (3)

This course takes a look at the way race and ethnicity are defined and socially constructed, and how these factors matter in the political realm. The course first explores theories of how race and ethnicity matter in society in general and then turns to issues of equal protection and discrimination, political participation differences, public opinion differences, and descriptive representation. The course also considers the legacy of the civil rights movement and the form it takes today. (As needed)

PSCI 235       Peace and Justice in the Abrahamic Tradition (3)

Does America have values? If so, what are they? Where do we get them? And how do we use them in the public space? This course will review broad strands of political theory that underpin American values, examine strategies by which key values are articulated politically, and explore ways in which citizens and groups advocate within the public space. (As needed)

PSCI 238       Religious Values in the Public Square

This course explores the role religion and religious values have played in the American political discourse from our founding to the present day; the origins and different interpretations of the “wall of separation” between Church and State; and Supreme Court cases interpreting both the “establishment” and “free exercise” clauses of the First Amendment. (As needed)

PSCI 250       Democracy and Democratization (3)
An examination of democratic politics around the world with an emphasis on transitions to democracy (both historical and contemporary), the role of political institutions, and social movements. Case studies and regional analysis from Europe, Asia, Latin America, and Africa will be combined with examination of broader issues such as the advantages and disadvantages of democracy, the relationship between democracy and development, and the impact of globalization. (As needed)

PSCI 270  **Israel and Palestine (3)**

This course will explore the complex issue of conflict between Israelis and Palestinians. Topics include the past 100 years of history from the perspective of national longing on both sides, how each side’s narrative about the conflict has evolved, the major peace proposals that have been considered, and on-the-ground projects that have been tried to change hearts and minds at the grassroots levels. (As needed)

PSCI 271  **Model Arab League Simulation (1)**

This one-credit course is for students who participate in the Model Arab League simulation, but who are not otherwise enrolled in a course for which credit is given for their participation.

PSCI 280  **Government and Politics in Europe (3)**

This course is an introduction to the politics of Europe, including the emergence of the modern state, political institutions, and the European Union. Topics include both the political history of Europe and more recent and politically charged issues such as the role of the European Union, immigration, welfare policy and environmental policy. Participation in the Mid-Atlantic European Union simulation may be required. (As needed)

PSCI 281  **European Union Simulation (1)**

This one-credit course is for students who participate in the European Union simulation, but who are not otherwise enrolled in a course for which credit is given for their participation.

PSCI 311  **Social Welfare Policy (3)**

An exploration of the development and implementation of social welfare policies in the United States at the local, state and national level with an emphasis on the transition from the Aid to Families with Dependent Children program to the Temporary Aid to Needy Families program. Traces these and other social programs such as Social Security, Medicare and Medicaid through the entire policy process and evaluates whether they attain the goals they were designed to achieve. (As needed)

PSCI 312  **Parties and Elections (3)**

An examination of the operations and functions of American political parties, as well as the various processes of nominations and elections at all levels in the country. Topics covered also include campaign finance, congressional districting, the role of the media, and campaign strategies. Particular focus is placed on the federal elections taking place in the semester when the course is offered. (Fall, even years)
PSCI 313  The Politics of the Middle East (3)

A study of the political systems and the sociopolitical ideologies of the Middle East, with emphasis on Islam, nation-building and the rise of modern state institutions. (As needed)

PSCI 314  Politics and Culture in South America (3)

An interdisciplinary exploration of political culture and governance in contemporary South America. The focus is on the legacies of colonialism, identity politics, inequality, liberation theology, government instability, and the “rise of the left” in South America. The course is designed to engage students through literary, theological, economic, and political readings. (As needed)

PSCI 315  The Supreme Court and Constitutional Law (3)

A focus on the role of the Supreme Court in the American political order as well as the major cases and controversies in American Constitutional law. (Spring, odd years)

PSCI 317  The American Presidency (3)

An examination of the history, operations and politics of the American Presidency, including: the impact of various individual presidents, constitutional questions pertaining to the office, and system for electing presidents. (Spring, even years)

PSCI 318  Congressional Politics (3)

An examination of the legislative process, structures and policy impact of the U.S. Senate and House of Representatives. (Fall, odd years)

PSCI 322  Perspectives in Political Science (3)

A consideration of a critical issue or theme in political science. (As needed)

PSCI 325  The Politics of Developing Nations (3)

An examination of political, social, and economic development in the Third World focusing on the legacies of colonialism, the debate between the modernization and dependency theories, and the process of globalization as applied to Africa, Asia, and Latin America. (As needed)

PSCI 329  Survey of Political Thought (3)

An examination of various topics in classical, modern, and contemporary political thought. (Fall)

PSCI 332  Politics of the Human Body (3)

Explores approaches to policy decision making regarding issues involving the human body, generally referred to as biomedical policy. Focuses on political decision making rather than the technical aspects
of biomedical technologies. Areas of policy in biomedical technology include stem-cell and embryo research, human cloning, organ transplantation, assisted reproduction and genetic technology. Designed to further knowledge of different approaches to policy making and to increase understanding of the unique problems that rapidly developing technologies pose for policy makers. (As needed)

PSCI 333   International Law and Organization (3)
Exploration of the nature, origin, development and function of international law with emphasis on the relevance of international law and the role of international organization in the nuclear age. (As needed)

PSGE 335   Politics and Culture in Central America (3)
An interdisciplinary exploration of political culture and governance in contemporary Central America (with connections to Caribbean politics). The focus is on military regimes and human rights, popular uprisings, grass roots initiatives, and contemporary problems of gang violence and urban poverty. The course is designed to engage students through literary, theological, economic, and political readings. (As needed)

PSCI 337   Environmental Law and Politics (3)
This course explores the major themes and issues of environmental law including important legal concepts in the environmental field such as standing and citizen suits; the distinction between public and private law; the challenge of scientific uncertainty; the role of value judgments in developing environmental policy; major federal pollution statutes and court interpretations; international pollution issues such as ozone depletion and climate change; and protection of endangered species. (As needed)

PSCI 338   American Foreign Policy (3)
A study of the making and execution of American foreign policy with an emphasis on the enduring struggle to balance power and principles. Case studies may also be treated, with an emphasis on the modern era. (As needed)

PSCI 339   International Relations of the Middle East (3)
A study of the Middle East in world affairs, and the involvement of the major powers in the area, with emphasis on the 20th century. (As needed)

PSCI 341   Women and War (3)
Women’s roles during wartime are diverse, ranging from service as mothers to service as soldiers, munitions makers, caretakers, or sex workers. This course examines questions that complicate and clarify our understanding of women and war. Addresses larger theoretical debates and draws upon the contributions of scholars who address women’s wartime experiences over a range of disciplines and from many of the world’s regions. (As needed)
PSCI 342 Peace and Security (3)

An examination of theories of conflict and conflict resolution and their application to case studies of particular political conflicts. (As needed)

PSCI 343 The Politics of Africa (3)

A comparative analysis of political systems in Africa, with emphasis on nation building. (As needed)

PSCI 348 Human Rights (3)

An exploration of the meaning of human rights, the rights that all people have by virtue of their humanity, within an era of globalism in which ideological and cultural definitions of rights are frequently at odds with one another, in which questions of sovereignty are increasingly at issue, and in which environmental issues such as overpopulation, pollution and scarcity of resources have been moved onto human rights agendas. (As needed)

PSCI 349 Political Economy & Globalization (3)

This course examines the main perspectives of political economy including who benefits under the current economic institutions. Topics include classic texts regarding economic theory (e.g., Smith, Marx, & Keynes), the economic theory of Distributivism, as well as politics, money, and culture under democracy, capitalism, and globalization. (As needed)

PSCI 355 Political Research Methods and Analysis (4)

A study of the basic procedures that constitute the research process in political science, focusing on theory construction, the relationship between theory and methodology, the principles and problems of data collection in qualitative and quantitative research, and basic competence in the use of statistics for hypothesis testing an measuring central tendency, variability, and correlation. Also introduces students to academic political science research and develops skills for locating, evaluating and utilizing the work of others. (Spring)

PSCI 365 Mock Trial (1)

Using the rules and the case developed by the American Mock Trial Association, students prepare a mock court case and present it at an invitational tournament (in the fall) or a regional tournament (in the spring). Cases alternate between civil matters (in odd years) and criminal matters (in even years). Using this case, students learn rules of evidence and courtroom procedures and develop public-speaking and critical-thinking skills. Attendance at meetings outside of the scheduled class time and travel to tournaments are required. (As needed). Course does not count as elective credit toward the political science major or minor.

PSCI 390 Special Topics in Public Policy (3)

An in-depth and systematic study of a contemporary policy problem of national concern. (As needed)
PSCI 398   Independent Study (1-3)

Independent study or research. Approval of the instructor and the department chair. (As needed)

PSCI 405   LSAT Preparation (1)

This course prepares students to take the Law School Admissions Test. Normally taken in the semester prior to the student’s intended LSAT exam. Course does not count as elective credit towards political science major. (Fall, spring)

PSCI 480   Internship Seminar (3-12)

Field experience, open to juniors and seniors. Only three credit hours count toward elective requirements in the major. Approval of the instructor and the chairperson required. (As needed)

PSCI 498   Senior Seminar (3)

The capstone course for political science and international studies majors. Seminars led by political science department faculty on a variety of subjects. Aims at refining students’ skills in researching, writing, speaking, and critical thinking. Seeks to foster reflection in student on possible career paths. Required of all senior political science and international studies majors. (Fall)

COLLEGE OF LIBERAL ARTS

Department of Sociology

Dean: Peter A. Dorsey

Associate Professors: Kim Hansen, Virginia McGovern (Chair), Timothy W. Wolfe (Director Human Services)

Assistant Professor: Layton M. Field, Kris Kohler, Denise Obinna

Lecturer: Joseph Vince

The Department of Sociology offers two Bachelor of Arts degrees: sociology and criminal justice.

Sociology is concerned with the development of knowledge about human social behavior. The human group is the primary unit of analysis and since groups vary in size from a two-person friendship to nations interacting, sociology is a very comprehensive discipline. In periods of rapid social and cultural change, such as the present, sociology is particularly important as a tool for describing and analyzing emergent social problems and social movements. The Department of Sociology aims to provide an awareness of the complexity of social life along with the analytical and creative skills appropriate to the theoretical and applied dimensions of the discipline. Such increased awareness and understanding is intended to lead to fuller and more satisfying personal lives and to a more sophisticated ability to
contribute to the world in which we live. Sociology may be seen not only as integral to a liberal arts education but also as sound preparation for careers in social work, law, research, administration, business, government and other fields in which knowledge of human relationships is important. Sociology also provides a solid academic foundation for graduate study in social work, law, business and other disciplines, as well as sociology.

Criminal justice, as an academic discipline, is concerned with the development of knowledge about crime, criminal behavior and those social institutions that deal with crime and criminal behavior (e.g., law enforcement, the criminal courts, and corrections). The criminal justice major at Mount St. Mary’s operates on three fundamental principles: (1) there can be no criminal justice without a commitment to the principles and practices of social justice; (2) critical and logical thinking, problem solving, and clear and effective communication skills must be coupled with technical proficiency if we are to have a well-run system of justice; and (3) a liberal arts education leads to a greater level of professionalism and to a fuller and more meaningful personal life for those pursuing a criminal justice career. As such, this program aims to educate the whole person. The criminal justice major may be seen not only as integral to a liberal arts education, but also as sound preparation for advanced study (i.e., graduate school) and careers in the criminal justice field.

Departmental Learning Goals

At the completion of their studies at Mount St. Mary’s, both sociology and criminal justice majors will understand each of the following:

The discipline of sociology (and the subfield of criminal justice) and its role in contributing to our understanding of social reality. Basic concepts in sociology and their fundamental theoretical interrelations, such that the student will be able to (a) define, give examples, and demonstrate the relevance of the following: culture, social change, socialization, stratification, social structure, institutions, and differentiations by race/ethnicity, gender, age, and class, (b) think critically, and (c) develop values to aid in the reduction of the negative effects of social inequality.

The role of theory in sociology (and the subfield of criminal justice), such that the student will be able to (a) define theory and describe its role in building sociological knowledge, (b) compare and contrast basic theoretical orientations, (c) show how theories reflect the historical context of times and cultures in which they were developed, (d) describe and apply some basic theories or theoretical orientations in at least one area of social reality.

The role of evidence and qualitative and quantitative methods in sociology (and the subfield of criminal justice), such that the student will be able to (a) identify basic methodological approaches and describe the general role of methods in building sociological knowledge, (b) compare and contrast the basic methodological approaches for gathering data, (c) design a research study in an area of choice and explain why various decisions were made, and (d) critically assess a published research report and explain how the study could have been improved.

How culture and social structure operate, such that the student will be able to (a) show how institutions interlink in their effects on each other and on individuals, (b) demonstrate how social change factors such as population or urbanization affect social structures and individuals, (c) demonstrate how culture and social structure vary across time and place, and the effect of such
variations, and (d) identify examples of specific policy implications using reasoning about social structural effects and, (e) examine reciprocal relationships between individuals and society, such that the student will be able to distinguish sociological approaches from psychological, economic, political science and other approaches in the development of the self.

The internal diversity of American society and its place in the international context such that the student will be able to describe (a) the significance of variations by race, class, gender, and age, and (b) will know how to appropriately develop and apply generalizations.

SOCIOLOGY MAJOR

Students majoring in sociology are required to complete SOC 100, SOC 245, SOC 300, SOC 307, SOC 403, SOC 404 and SOC 498. In close consultation with a faculty advisor, sociology majors also are required to complete four additional and integrated elective courses (may be sociology and/or criminal justice) that are most appropriate to their needs.

SOCIOLOGY MINOR

The sociology minor includes the completion of SOC 100 and five other sociology courses, at least three of which should be at the 300- or 400-level.

CRIMINAL JUSTICE MAJOR

Students majoring in criminal justice are required to complete SOC 100, CJUST 110, CJUST 115, SOC 307, CJUST 317, CJUST 318, SOC 403, SOC 404, and SOC 498. In close consultation with a faculty advisor, criminal justice majors also are required to complete four additional and integrated elective courses (may be criminal justice and/or sociology) that are most appropriate to their needs. SOC 100 is a prerequisite for all criminal justice programs.

CRIMINAL JUSTICE MINOR

The criminal justice minor includes the completion of CJUST 110 and five other criminal justice courses, at least three of which should be at the 300 or 400 level.

ACCELERATED B.A. IN CRIMINAL JUSTICE

This degree-completion program is described on p.XXX. (Open only to students at the Center for Professional and Continuing Studies in Frederick.)

DOUBLE MAJOR IN SOCIOLOGY/CRIMINAL JUSTICE

Double major requirements are SOC 100, SOC 106, CJUST 110, CJUST 115, SOC 300, SOC 307, CJUST 317, CJUST 318, SOC 403, SOC 404, SOC 498, and four CJUST electives plus four SOC electives.
SOCIOLOGY COURSE DESCRIPTIONS

SOC 100  Foundations of Sociology (3)

A course designed to place sociology’s development as a social science in the evolution of Western thought; it will also cover the elements of social scientific thinking. Major emphasis will be given to the analysis of culture, social structure, socialization, institutions, social inequality and social change. This course fulfills the social sciences requirement for the core curriculum. (Fall and Spring)

SOC 106  Cultural Anthropology (3)

This course is a survey of human adaptation to, and creation of, the social environment by means of culture. Comparison of ways of life among diverse peoples with emphasis given to non-Western cultures. (Spring)

SOC 245  Social Problems (3)

This course will examine how social problems, such as inequality, racism, crime, and sexism are socially constructed. Students will also learn how solutions are found for these problems, personally and politically.

SOC 200  Sociology of Families (3)

Covers the historical development and transformation of American families is examined. The course analyzes the connections among demographic, economic, political and family trends, and constructs an interpretive framework for understanding the “personal trouble” (or “triumphs”) of families within broader historical and institutional contexts. The course also analyzes contemporary “solutions” to family crises. (As needed)

SOC 202  Introduction to Conflict Resolution (3)

This course explores theories and conflict resolution methodologies that exist in today’s society. Students explore how they individually handle conflict. Students also explore the theories, skills, and alternative dispute resolution (ADR) techniques that lead to productive conflict resolution. (Spring, even years)

SOC 203  Foundations of Mediation (3)

This course explores mediation as a conflict resolution method as it is utilized in today’s world. Students learn about the mediation process and the skill set necessary to use this alternative dispute resolution (ADR) method whether in a formal or informal setting. (Spring, odd years)

SOC 205  Sociology of Interpersonal Violence (3)

This course entails an examination of violence among individuals and groups primarily in the United States. Throughout the course we ask the question, “What are the social causes of violence?” as well as look at various forms of interpersonal, institutional, and structural violence. Particular emphasis is
placed on domestic violence, rape, child abuse, murder, assault, and hate crimes. Specific individual and institutional steps to eradicate violence are addressed, and the course includes service-learning opportunities. Students are encouraged to think through the various myths and controversies that arise when discussing violence. (As needed)

SOC 211 Sociology of Sport (3)

While participation in sport varies widely, sport in general has become deeply embedded in the popular consciousness, culture, and social fabric of every society and bears the distinctive imprint of the culture in which it exists. The Sociology of Sport is the study of the network of roles, relationships, and interactions found in sport and their application to the institutional nature of sport. This course uses sociological perspectives to understand issues, problems, aspects, and dimensions of sport that may not be readily understood from common sense or experience alone. (As needed)

SOC 213 Military and Society (3)

This course covers military careers, the military-industrial complex, diversity in the military, and much more, with an emphasis on the United States. The approach is interdisciplinary, drawing on the work of sociologists, psychologists, historians, anthropologists, clergy, journalists and military officers. Examples of topics include recruitment, military spending, killing, different kinds of conflicts (counterinsurgency, cyberwarfare), Post-Traumatic Stress Disorder, just war theory, women in the military, and non-violent alternatives to armed conflict. (As needed)

SOC 214 Sociology of Religion (3)

This course covers classical and modern perspectives on the nature and function of religion as a social institution; sources of religious variation; the relationships among religion and culture, social class, prejudice, radicalism and other social factors. (As needed)

SOC 225 Sociology of Death and Dying (3)

This course examines death, dying and bereavement from a variety of perspectives (e.g., historical, cross-cultural and social-psychological), but it emphasizes a sociological perspective on death and dying. Among the topics covered are: the social meaning of death, America as a “death-denying” culture, the dying process, death and the law, hospice, funerals and body disposition, and the grieving process. (As needed)

SOC 251 Bebop to Hip Hop: Sociology of Black Music (3)

This course uses the sociohistorical development of musical traditions such as jazz, rhythm-and-blues, soul, funk, and hip hop as a way to reflect upon and more deeply understand society and culture. Particular attention is given to issues of race, class, gender, and social inequality.

SOC 300 Social Theory (3)

This course is a survey of the major theoretical thinking in sociology, including its emergence in the 1800s, the major schools of social theory, and the relevance of theory to sociological research.
Students will learn the skills of analysis, evaluation and application of sociological theory to contemporary social issues. Prerequisite: SOC 100. (Spring)

SOC 303 Sociology of Gender (3)

This course examines women, men and gendered lives as they appear through every aspect of social life, including personal and social identity, social relationships, and institutional structures. Topics include gendered aspects of work, education, family, media, sexuality, politics and social change, and violence, primarily in the United States. Particular attention will be paid to how gender as a major organizing principle of social life intersects with other socially defined positions of race, social class, and sexuality. (As needed)

SOC 304 Race and Ethnicity (3)

Comparative study of dominant and minority group relations. Focuses on outcomes of social contact among different ethnic, racial, nationality and religious groups, which include conflict, amalgamation, acculturation, assimilation, racial prejudice and racial discrimination. (As needed)

SOC 307 Social Inequality (3)

This course examines the nature, structure, historical development and operation of social inequality in contemporary American society. A comparative and historical analysis of class, race and gender inequalities, and their effects on the “life chances” of individuals. Methodological and theoretical approaches to stratification are critically examined, along with “common sense” understandings of social inequality. (Fall)

SOC 315 Society and the Individual (3)

This course stresses the sociological perspective on individuals and social interaction. There is no society without individuals and human individuals are innately social; we are not fully human without society. This course will examine language and communication, the self, early, childhood, and adult socialization, social roles, groups, interpersonal attraction, morality and deviance, stigma and the management of problematic identities, culture and identity, and the influence of the media on identity. The class will emphasize ethnographic fieldwork and the interactionist tradition in sociology.

SOC 320 Special Topics (3)

A course designed to supplement regular course offerings by permitting the pursuit of knowledge about subjects of varied sociological/criminological interest suggested by faculty or students. (As needed)

SOC 333 Sociology of Medicine (3)

This course looks at medicine as both an impressive human achievement and as an arena for conflict and inequality. Topics include: the experience of being ill; the origins and current state of the U.S. health care sector; the training and perspectives of health care providers; the tough decisions that
have to be made in the space between technology and human dignity; the meanings of different illnesses; issues of fairness in health care; and the “medicalization” of society. (As needed)

SOC 398    Independent Study (1-3)

Individually tutored reading and research on a selected sociological/criminological issue. Permission of the instructor, department chair, dean of the school/college and associate provost is required. Prerequisites: SOC 100 for sociology majors, CIJUST 110 for criminal justice majors. (As needed)

SOGE 360    Pre-Columbian Civilizations of the Americas (3)

An examination of the development of high civilizations in Mexico, Central and South America. Special attention will be devoted to the latest of those civilizations: the Maya, Aztec and Inca, but students will also learn about the important early New World civilizations as well, such as the Olmec, or the city of Teotihuacan, and Chavin and the Moche in the Andes. The approach will focus on the evolution of complex adaptations to the environment, intensive cultivation and the rise of empires (As needed)

SOC 403    Methods of Social Research (3)

Concentrates on the basic procedures constituting the research process, focusing on theory construction, the relationship between theory and methodology, and the principles and problems of data collection in experimental and nonexperimental research. An annotated research proposal for the Senior Research Project is required. (Fall)

SOC 404    Statistics (4)

A continuation of SOC 403 emphasizing the application of statistical techniques to the analysis of data. Completion of the Senior Research Project is required. Prerequisites: SOC 403. (Spring)

SOC 480    Internship (1-6)

Provides opportunities for students to serve as interns at nearby social service, criminal justice and social action agencies. Permission of the instructor, and the department chair is required. Prerequisites: SOC 100 for sociology majors, CIJUST 110 for criminal justice majors. This course is normally available only for juniors and seniors. (Fall and Spring)

SOC 498    Senior Seminar (3)

The capstone course of the sociology and criminal justice majors aims at providing a context for understanding the broad foci of the disciplines of sociology and criminal justice. Students review some key sociological and criminological writings with a more mature perspective and use these to develop a paper that synthesizes their knowledge of sociological/criminological theory, research and applications. Students also develop their abilities to analyze their personal experiences and explore options for continued study or employment related to their undergraduate training. (Spring)
CRIMINAL JUSTICE COURSE DESCRIPTIONS

CJUST 105   Law Enforcement (3)

Examines the history, functions and problems of law enforcement in the United States. There is a special emphasis on promising solutions to problems affecting policing in contemporary American society. Prerequisite: SOC 100 (Fall)

CJUST 110   Introduction to Criminal Justice (3)

A general introduction to the three components of the American justice system: the police, the courts and corrections. Special emphasis on the historical development, procedures, problems and directions for reform of each component. This course is normally a prerequisite for CJUST 317 and 318. (Spring)

CJUST 115   Corrections (3)

Examines the history, functions and problems of corrections in the United States. Both institutionalized corrections (e.g., jails and prisons) and community corrections (e.g., probation) are studied. There is a special emphasis on promising solutions to problems facing corrections in contemporary American society. (Fall)

CJUST 130   Introduction to Cyber Security and Cyber Crime (3)

This course examines the broad fields of cyber security and cyber crime. Students will learn what the field entails in terms of concepts, terminology, law enforcement responses, and job opportunities in the field. (Spring)

CJUST 200   Introduction to Intelligence Analysis (3)

This course provides an introduction to and overview of the field of intelligence analysis. It examines the history of intelligence analysis in the U.S. up to present day activities. One of the main course objectives is to have students explore the world of intelligence analysis in a way that does justice to the subject’s complexities and ambiguities. In addition, students will study publicly available sources of actual intelligence activities, from both law enforcement and military/espionage perspectives. (As needed)

CJUST 220   Criminal Justice Principles and Values (3)

This course examines the values and ethical guidelines of individuals working within the Criminal Justice system. (As needed)

CJUST 301   Homeland Security (3)

This course examines the history, mission, and duties of the Department of Homeland Security in the United States and the world. The Department is a new agency and was designed to secure our borders, computers, and skies against all threats. (Fall)
This course employs a linking analysis tool called visual analytics to identify unknown criminal activities; link suspects, conspirators, and crime organizations; track the deployment of personnel; see the status of leads; and ascertain what needs to be done next in an investigation. The advantages of visual analysis are that it simplifies complex cases, improves the manageability of investigations, prevents duplication of investigative effort, and expedites court trials. (Spring)

Designed to improve students’ speaking skills as they relate to the preparation and delivery of oral presentations in the work place, to the public, media and at the time of trial. (As needed)

This course examines the development of the internet, how it has been used for licit and illicit purposes and by whom, and how government, corporate, and military organizations manage online security.

An introduction to the legal principles that govern criminal acts, with emphasis on the basic elements of crime, crimes against person, property and society in general, and the privileges and defenses of the accused. A case study approach will be used. Prerequisites: SOC 100 and CJUST 110. (Spring)

This course provides a study of the making of laws, the breaking of laws and the social reaction to the breaking of laws. Different types of crimes (e.g., violent crime, property crime and “victimless” crime) are examined. The social control of crime is also discussed. Prerequisites: SOC 100 and CJUST 110. (Fall)

With nearly everyone and everything now hooked up to the internet, a new wave of illegitimate behavior has changed the investigative playing field and necessitates highly skilled individuals to retrieve lost data and also to find data that has been intentionally misplaced or misused. This course provides individuals with the skills for the investigation of these types of computer-related crimes. Students will learn how to retrieve lost data and protect digital evidence from alterations, damage, or corruption. Digital evidence has been utilized in cases ranging from illegal downloading of music and movies and in the investigation of homicides.

This course is offered on important and timely topics that are not normally covered in the CJ curriculum. Examples include courses on terrorism, computer crime, and women and crime. (As needed)
CJUST 321 Environmental Crime (3)

This course examines the social history and development of environmental protection. There is an emphasis on understanding the nature and extent of environmental crimes which are acts committed with the intent to harm or with potential to cause harm to ecological and/or biological systems and for the purpose of securing business or personal advantage. (As needed)

CJUST 335 Juvenile Delinquency and Juvenile Justice (3)

An examination of the unlawful behavior of minors from a variety of perspectives, including historical, psychological, social psychological, cross-cultural and sociological perspectives. Topics include definitions of delinquency, long and short term trends, explanations of delinquent behavior, drug use, gangs, treatment and prevention strategies, and the juvenile justice system. (As needed)

CJUST 342 Crime Analysis (3)

This course aims to provide students with an introduction to Crime Analysis, which includes: (1) the history of the profession; (2) analytical techniques and methods; (3) civilian role in a law enforcement agency; (4) practical applications and necessary skills which can be utilized in entry level analyst positions; and (5) advancements in technology and how they relate to the crime analysis field. (Fall)

CJUST 345 Criminal Investigation (3)

Introduction to the lawful gathering and evaluation of information concerning criminal acts, with attention to the fundamentals of investigation, the organization and management of the investigative process, and the knowledge and skills necessary for investigation. (As needed)

CJUST 365 Drugs and Crime (3)

An examination of the linkages between drugs (licit and illicit) and crime. Topics include history of drug use in the U.S. and abroad, drug smuggling and dealing, competing hypotheses regarding the connections between drugs and street crime, and the debate over decriminalization and legalization. Special attention is given to how social research findings contradict media presentations. (As needed)

CJUST 370 Organized Crime (3)

The history, structure and operations of organized crime. Special attention is given to the laws and attempts to contain organized crime, particularly as they relate to new forms of organized crime (e.g. the Russian Mafia). (As needed)

CJUST 380 White Collar Crime (3)

The study of the nature, types and costs of white-collar crime. Special attention is given to corporate crime, computer crime and political crime. (As needed)

CJUST 480 Internship (1-6)
Provides opportunities for students to serve as interns at nearby social service, criminal justice and social action agencies. Permission of the instructor, and the department chair is required. Prerequisite: CJJUST 110 Note: This course is normally available only for juniors and seniors. (Fall, Spring, and Summer)

COLLEGE OF LIBERAL ARTS

Department of Theology

Dean: Peter Dorsey

Professors: Fr. James Donohue, C.R. (Chair)

Associate Professors: Mary Kate Birge, S.S.J.

Assistant Professors: Paige E. Hochschild, Barrett H. Turner, Luis G. Vera

Courses offered in the Department of Theology aim to promote a reflective exploration of (1) the religious dimension of human experience; (2) the sources and historical development of the Christian, and in particular the Roman Catholic, religious tradition; (3) the major themes in the Christian understanding of the relation between God and human beings; (4) the relations among Christianity, other religions and contemporary secular culture.

The study of theology offers students an opportunity not only to learn about the Christian religious heritage but also to develop such basic skills as textual interpretation and critical argumentation and to develop a deeper personal sensitivity to the fundamental questions of the meaning of human life in the world.

Professional Certification for Youth Ministers and Catechists

The department’s certification programs for youth ministers and catechists are designed for lay people who are actively involved in pastoral ministry, or for individuals who are seeking to begin such involvement. The certification programs offer lay people the opportunity to deepen their knowledge and to improve their skills for engagement in the areas of catechesis and youth ministry. Completion of the required theology courses qualifies the candidate for certification offered through the Archdiocese of Baltimore.

THEOLOGY MAJOR

Students who major in theology are required to take at least 33 credits in theology, including THEOL 220, 320, 324, 420, 421, 422, 423, 498, at least one course in the area of moral theology (THEOL 300 or one of the following in an area of moral theology: THEOL 390, 398, or 404).

Students who choose to major in theology may choose one of three different minors: religious education, pastoral ministry and youth ministry. These programs have been designed to meet the
needs of the church in the United States for educated lay people who are called to lay ecclesial ministry. Undergraduate students will be exposed to basic theological orientations and skills that will assist them to develop their own spirituality and gifts for service and ministry to children, youth and adults in the Christian community. Students who major in Theology cannot also minor in General Theology.

THEOLOGY MINOR

Minor in General Theology

Students completing a General Theology minor must complete any theology courses that earn at least 18 credits of theology.

Minor in Religious Education

Students who minor in religious education must take THEOL 220; 320; 300; 420 or 421; 432, 433, or 435; 434; EDUC 100, 208 and 434.

Minor in Pastoral Ministry

Students who minor in pastoral ministry must take THEOL 220; 320; 300; 430; 431; 432, 433, or 435; 434; and 480.

Minor in Youth Ministry

Students who minor in youth ministry must take THEOL 220; 320; 300; 430 or 431; 432; 433; 434; and 480.

PROFESSIONAL CERTIFICATION IN CATECHETICS

Upon completion of THEOL 220; 320; 327 or 420 or 421; 324; 435; 434; and 480 (for those without pastoral experience) or EDUC 208 or PSYCH 207 (for those with pastoral experience), certification is offered through the Division of Religious Education, Archdiocese of Baltimore, in conformity with Faith Lived—Faith Shared: Regulations for the Formation and Certification of Catechists, Archdiocese of Baltimore (2001).

Note: These courses would fulfill the following areas of growth, according to the guidelines of the Baltimore Archdiocese: Area A: The Catechist as a Person of Faith (3 credits); Area B: Understanding the Person Being Catechized (2 or 3 credits); Area C: Context and Process of Catechesis (3 or 4 credits); Area D: Message or Content of Catechesis (9 credits).

PROFESSIONAL CERTIFICATION IN YOUTH MINISTRY

Upon completion of THEOL 220; 320; 324; 432; 433; 434; and 480 (for those without pastoral experience), or EDUC 208 or PSYCH 207 (for those with pastoral experience), certification is offered through the Division of Youth and Young Adult Ministry, Archdiocese of Baltimore, in conformity with

Note: These courses fulfill the following areas of growth, according to the guidelines of the Baltimore Archdiocese: Area A: The Youth Minister as Adult Believer (4 credits); Area B: Understanding Adolescents (3 or 4 credits); Area C: Methodology of Youth Ministry (2 or 3 credits); Area D: Message of Youth Ministry (8 credits).

THEOLOGY COURSE DESCRIPTIONS

Introductory Theology Courses:

Note: All of these courses are not offered every academic year.

THEOL 150 Call and Response: Discipleship in the Bible and the Modern World (3)

Students will examine the New Testament concept of discipleship in light of the Christian understanding of vocation. Beginning with an investigation into the Old Testament origins of divine call and human response, students will sift through the stories, speeches and persons found in the New Testament to establish for themselves an understanding of modern Christian call (discipleship) and what demands it may make on those who call themselves Christian. Various media (film, poetry, music and art) relevant to the biblical texts will also be employed in this examination. (Fall)

THEOL 151 Theology and Film (3)

This course introduces students to the concepts and practices of theological reflection and study through the medium of films. Films selected will include both overtly religious films, as well as films which explore religious and spiritual themes less directly. The course will pay special attention to how film narratives shape our sense of what “religion” is, where we find it, and how it shapes human relationships and societies. The course requires no background in theology. Evening attendance at film showing may be required as a part of the course. (Fall)

THEOL 152 Catechism and Catholic Life (3)

This course is based on the Catechism of the Catholic Church and explores the aspects of Catholic life represented by the parts of the Catechism: faith, sacraments, the Christian moral life, and prayer. (Fall)

THEOL 153 “Good People, Good Works” (3)

This course will study the lives and writings of moral exemplars and saints, such as Martin Luther King, Jr., André Trocmé and the community of Le Chambon, Jean Vanier, Oscar Romero, Dorothy Day, and Flannery O’Connor. All of these people stood courageously and faithfully in opposition to hatred, injustice, racism, and violence. (Fall)

THEOL 154 Women of Faith (3)
This course will trace the lives and actions of women of faith (frequently forgotten), beginning with the Old Testament and finishing with the lives of many modern women of faith. We will try to understand what these women contributed to the Church and to the world, rooted in ancient Israel and flowering in the person of Jesus Christ, and how their faith both nurtured those around them and helped to spread the Covenant message of God. (Fall)

Core Theology Courses:

THEOL 220 Belief in Today’s World (3)

The first theology course, Belief in Today’s World, will introduce students to the challenges of thinking about questions of belief in the context of today’s secular and pluralist world, especially in the American context. At a fundamental level, the course seeks to help students grasp the relationship of faith and reason, perhaps the central task of a Catholic university. It builds directly on the challenges of modern epistemology that are explored in the modern philosophy course, but it approaches those questions more existentially and socio-culturally. Topics to be addressed include how we come to be able to speak about God, what it means to have faith, how to deal with the problem of evil, and how to connect questions of personal belief to the Church, the sacraments, and social issues. The course connects vertically to America and the World especially by helping students understand how Catholic theology differs from the dominant cultural forms of religious belief: privatized individualism and fundamentalism. (Spring and Summer)

THEOL 320 Encountering Christ (3)

This course provides an introduction to the sources and methods of Christian theology, considering the nature and activity of God and the history of human relationships with God, from the perspective of revelation. The main themes of the course include Scripture, Jesus, Church, Sacraments, and the Moral Life. (Fall and Summer)

THEOL 300 Ethics and the Human Good (3)

This course situates the moral life and contemporary issues within the Catholic theological tradition. The course requires interdisciplinary work, particularly in relation to each student’s major and/or prospective career. As part of the core curriculum, this course in theology includes seminal works in the philosophical tradition, such as Aristotle and Thomas Aquinas. (Spring)

Elective Theology Courses:

THEOL 322 Christology (3)

Christology is the study of the person and work of Christ. The course provides a historical and systematic survey of approaches, themes and questions in classical and contemporary Christology. This study of Christ will lead to an understanding of discipleship, community, the nature of the good and a commitment to its practice. The course pays particular attention to primary texts of scripture and tradition, and to contemporary sources.

THEOL 323 The Church (3)
This course explores the mystery called “The Church,” in its New Testament origins, its development in history, its theological development at the Second Vatican Council, and in its contemporary challenges in ecclesiology (e.g., authority in the Church, ecumenism, the role of women in the Church, involvement of the Church in politics). This study of the Church will lead to an understanding of discipleship, community, the nature of the good and a commitment to its practice. The course pays particular attention to primary texts of scripture and tradition, and to contemporary sources.

THEOL 324  Sacraments (3)

This course is a study of the theology of the sacraments, with special attention to the history, development and renewal of liturgical worship. An exploration of the relationship between liturgy and life will illustrate the formative nature of liturgy toward discipleship, community, the good and a commitment to its practice. The course pays particular attention to primary texts of scripture and tradition, and to contemporary sources. (This course is a required course for Theology majors, but the course is open to all students.)

THEOL 325  Christian Anthropology (3)

Christian Anthropology is the study of humanity from a Christian biblical perspective. This course will focus on key elements such as the inviolable dignity of every person, the essential centrality of community, and the significance of human action. This study of the Christian Anthropology will lead to an understanding of discipleship, community, the nature of the good and a commitment to its practice. The course pays particular attention to primary texts of scripture and tradition, and to contemporary sources.

THEOL 327  Synoptic Gospels (3)

The commonalities among the Gospels of Matthew, Mark, and Luke have led the tradition to refer to these three as Synoptic Gospels (“seeing together”). The course provides a historical, literary and theological study of the Synoptic Gospels, with an emphasis on Mark. Special attention will be given to the Gospel concern for justice, dignity and freedom within human communities of both classical and modern periods. The course pays particular attention to primary texts of scripture and tradition, and to contemporary sources.

THEOL 328  Letters of St. Paul (3)

The course provides a historical, literary, and theological study of St. Paul’s letters (especially the uncontested letters), focusing on his treatment of the basic themes and issues of primitive Christianity. Such an exploration will include: foundational notions about God, Christology, biblical justice, and biblical ethics, and how such themes and concerns are lived out in the lives of contemporary Christians. The course pays particular attention to primary texts of scripture and tradition, and to contemporary sources.

THEOL 329  Johannine Writings (3)
This course first considers the Gospel according to John—how this gospel relates to the gospel genre and how John’s portrait of Jesus is conveyed to the reader. The course then examines the Book of Revelation (the Apocalypse) according to their historical, literary and social contexts, so as to offer students sound criteria for assessing the relevance of these texts to the modern Christian community. The course pays particular attention to primary texts of scripture and tradition, and to contemporary sources.

THEOL 333  Marriage and Sexuality (3)

The theology and ethics of marriage and human sexuality inquires into the personal, social, and spiritual significance of these aspects of the Catholic vision of the human person and human society. This course develops an understanding of the broad vision of marriage and sexuality as developed in Western cultures and in Catholic life in particular. Within that context, it engages an analysis of contested issues in this area, such as contraception, same-sex relationships, divorce and remarriage, and others. It pays particular attention to the social and ecclesial dimensions of the vocation of marriage, encouraging a life of discipleship. The course pays particular attention to primary texts of scripture and tradition, and to contemporary sources.

THEOL 334  Bioethics (3)

Bioethics is a field of ethics concerned with medical procedures, bio-technology, health care (including mental health), and health care institutions. This course attends to methods and issues in bioethics in reference to a Catholic vision of the human person, matters of justice, and the vocations of professions in medicine and scientific research. The course draws on scriptural, traditional, and contemporary sources.

THEOL 335  Political Theology (3)

Political Theology explores the ways in which theological concepts or ways of theological thinking relate to politics, society, and economics. This course attends to these explorations in reference to a Catholic vision of the human person, matters of justice, community, and the common good. The course draws on scriptural, traditional, and contemporary sources.

THEOL 336  Catholic Social Teaching (3)

Catholic social teaching is a body of doctrines and texts pertaining to social, economic, and political life. The course offers an examination of modern Catholic social thought on questions such as labor and capital, poverty, human rights, war and peace, international development, and other issues. The course considers questions about the right ordering of society and the implications of discipleship in modern social and political life. It draws on sources from scripture, documents of the Catholic Church, and the works of classical and contemporary theologians, as well as on the practice of organizations such as Catholic Relief Services.

THEOL 337  Theology and the Environment (3)

Theological thought about the environment is rooted in basic Christian theological claims about God’s ordering of the cosmos, and has particular contemporary urgency in an age when disruption of
environmental patterns poses large-scale, long-term dangers for life. This course develops the theological understanding of the significance of the created order, placing the Catholic vision of the human person within this order, and applies this understanding through the ethical analysis of contemporary problems, encouraging a life of discipleship. Particular themes include the experience of beauty in developing a mature spirituality, the notion of solidarity in the context of environmental justice, and the injustice of structural sin. The course pays particular attention to primary texts of scripture and tradition, and to contemporary sources.

Theology Courses for Majors:

THEOL 420   Old Testament Survey (3)

The course aims to enable students to read any part of the Old Testament with greater understanding. After an introduction to the world of the Old Testament, the reading and interpretation of selected parts of the Old Testament is central. The focus is on Old Testament characters and their significance. (Fall, even years)

THEOL 421   New Testament Survey (3)

This course aims to enable students to read any part of the New Testament with greater understanding. It will include an investigation into the historical setting, literary forms and theological content of the New Testament writings. (Spring, odd years)

THEOL 422   Christian Thought before 1500 (3)

This course covers major figures in Christian thought up to the eve of the Protestant Reformation. (Fall, odd years)

THEOL 423   Christian Thought since 1500 (3)

Second in a sequence, this course covers major figures in Christian thought since the eve of the Protestant Reformation. (Spring, even years)

THEOL 498   Senior Seminar (3)

This course is designed to help seniors to understand and be able to articulate the themes and significance of the major documents of Vatican II, to understand the significance of Vatican II within its historical and cultural context—including challenges and controversies surrounding interpretation and implementation of the council—and to engage in thoughtful reflection about the task of studying theology and being a teacher of the faith in the Church today. Required of all theology majors. (Spring)

Pastoral Education Theology Courses:

THEOL 430   Skills for Ministry (3)

The course addresses fundamental skills needed for ministry. These include planning and administration, communication skills, group facilitation, conflict management, volunteer management
(recruiting, training, supporting and evaluating volunteers), working with the pastor and parish staff, leadership styles and processes, time/stress management and problem solving/decision making. (Fall, every three years)

THEOL 431 Lay Ministry: A Call to Service (3)

The course focuses on the lay person in the church today and evolution of lay ecclesial ministry. The course will explore the foundations for lay ecclesial ministry, its relationship to ordained ministry and the experience of lay ministers, with an emphasis on their baptismal call to service. (Spring, every three years)

THEOL 432 Foundations of Youth Ministry (3)

The course begins with the theological foundations for ministry to young people. Aims at understanding the spiritual and religious needs of young people in the context of the experience of growing into adulthood in American society today. Also addresses the practical skills necessary for youth ministry. (Fall, every three years)

THEOL 433 Youth Ministry Practice (3)

The course focuses on adolescent faith formation and faith development theory of youth as the foundation for setting goals in religious education for youth. Also considers designing retreats, community prayer and worship experiences, models for intentional catechesis and Confirmation programs. (Spring, every three years)

THEOL 434 Christian Spirituality (3)

The course offers a study of classic and contemporary texts in Christian spirituality. Students employ a personal journal to relate the concerns of the readings to their own experience. (Fall, every three years)

THEOL 435 Foundations of Religious Education (3)

The course is designed to help students develop a practical theology of religious education. Focuses on the theological foundations of religious education, including an understanding of the spiritual development of children as well as the complex demands of mature faith as lived within a Christian community. Students also study specific strategies for catechesis including resources, planning and teaching methods, catechetical formation, Baptism catechesis, early childhood religious education, sacramental preparation and catechetical programs for youth and adults. (Spring, every three years)

THEOL 480 Internship (1-3)

The student selects, with the guidance of the advisor, one area of lay ministry to explore through the experience of an internship. Possibilities include parish ministries of education or youth ministry; soup kitchens, shelters and other social justice ministries; prison ministry; and hospital chaplaincy. Aims to help the student integrate theological education in pastoral ministry with the practical world of ministry. Permission of the department chair is required. (As needed)
Global Encounters Theology Courses:

Ordinarily, there will be at least one Global Encounters theology course each semester.

THGE 450  Religions of the World (3)

This course provides a comparative study of the religious families or traditions of India, China and the Islamic world. These traditions serve both to shape and to reflect their respective non-Western cultures. Thus they will provide an appropriate perspective from which to study these cultures. (As needed)

THGE 451  Mysticism East and West (3)

This course offers an investigation of major figures or schools in Hindu, Buddhist, Islamic and Christian mysticism, with reference to the Greek philosophical mysticism of Neo-Platonism, and of the philosophical questions concerning the nature of mystical experiences. Students employ a personal journal to relate the concerns of the course to their own experience (Same as PHGE 375.) (As needed)

THGE 452  East of Jerusalem (3)

This course examines the history up to 1500 A.D. of the spread of Christianity eastwards from Jerusalem across Asia into Mesopotamia, Persia, Arabia, India, Central Asia and China. Uses secondary material and primary sources in English, where these are available. Aims at helping students develop an appreciation for the history of Christianity in its native continent and a better sense of how the history of different parts of the church has affected their ideas about Christianity and their understanding of how they and their religious faith fit into the world. (As needed)

THGE 453  U.S. Latino Catholicism (3)

Latina and Latino Catholics have lived their faith in what is now the United States for almost twice as long as the nation has existed. Nevertheless, other strands of U.S. Catholicism continue to struggle at understanding the distinctive contribution of Latinos to the North American Church. Latinos and their communities are also themselves a meeting place for rich encounters between U.S. society and a variety of Central and South American cultures. This course explores the development of Latino Catholicism in the United States, the ways Latinos are currently transforming the US Catholic Church, Hispanic faith expressions related to Jesus and Mary, and especially the theological contributions of contemporary Latinas and Latinos. (As needed)

Special Topics Theology Courses:

THEOL 390  Special Topics (3)

A consideration of pertinent topics in Christian theology. (As needed)

THEOL 398  Independent Study (1-3)
Permission of the department chair, dean and associate provost. (As needed)

THEOL 404  Seminar (3)
Topics vary among dogmatic and moral questions. Permission of the department chair required. (As needed)

THEOL 410  Interdisciplinary Seminar (3)
Topics determined and instruction provided by interdepartmental faculty. (As needed)

COLLEGE OF LIBERAL ARTS

Department of Visual and Performing Arts

Dean:  Peter Dorsey

Professors:  Elizabeth Holtry, Andrew Rosenfeld (Chair)

Associate Professors:  Kurt E. Blaugher, Mark Carlson

Assistant Professors:  J. Nicholas Hutchings

Lecturers:
Francesca Aguado, Lecturer in Voice
Benjamin Buhrman, Lecturer in Theatre
Michael Feathers, Lecturer in Percussion
Jennings Glenn, Lecturer in Flute
John Pursell, Lecturer in Trumpet
William Simms, Lecturer in Guitar
Suzanne Sweigart, Lecturer in Voice
James Tung, Lecturer in Violin
Tabetha White, Lecturer in Theatre
John Wickelgren, Lecturer in Piano

Any student studying the fine and performing arts in depth must receive a thorough grounding in the historical and theoretical aspects of the arts, as well as hands-on studio and performing experiences. The study of the arts at any level, however, whether extracurricular, co-curricular, curricular, or as a major or minor, can be the fuel for a lifelong understanding of culture and civilization for any liberally educated person.

For these reasons, study in the visual and performing arts can be part of any student’s educational experience at the Mount. Core courses in visual and performing arts allow students to explore the broader cultural and intellectual contexts of the artistic achievements of Western civilization. Interested students may also enrich their artistic experience through courses that focus on particular
periods, genres and art forms. A major or minor in the Department of Visual and Performing Arts provides students with a theoretical and practical foundation to pursue further study or a career not only in the arts, but any field that demands critical and analytic thinking, creative problem-solving and effective communication skills.

The Department of Visual and Performing Arts offers a major in fine arts concentrating in art, music or theatre.

Students who study the fine arts will develop:

An understanding of the role of the arts as a vehicle for the communications of the principles of justice, dignity, freedom, and responsibility in a global human society

An understanding of the arts as a key component of the Western humanist tradition, as that tradition has been interpreted in Catholic thought and practice

An understanding of the intellectual process of one or more specific arts disciplines, namely Fine Art, Theatre, or Music, as well as the development of critical skills

Proficiency in the applied techniques and methods of one or more of these arts

An understanding of the successful artistic statement as the product of the disciplined, systematic process of technical and intellectual preparation.

FINE ARTS MAJOR

The visual and performing arts department offers a major in fine arts concentrating in art, music or theatre.

Art: FAAR 102, 105, 106, 108, 111, 204, 213, 402; ARMO 300; and 12 elective credits. At least three credits must be in a second-level studio course (FAAR 230, FAAR 231).

Music: 39 credit hours beyond core curricular requirements: FAMU 100, 101, 201, 205, 206, 301, 310, and 402; six elective credits in music, visual art or theatre; a minimum of five credits of applied lessons, with a maximum of one credit hour at the 100 level; a minimum of four credit hours of Ensemble (Chorale or Band) taken over four semesters.

Performance Requirements in Music: One jury per semester on primary instrument or in voice at 200 and 300 levels. A passing grade in the course is required before students can advance from 200 to 300 level. Advancement to a higher level is determined by jury. Course at same level may be repeated as necessary. At 200 level, jury is required and public performance in group recital is strongly advised. At 300 level, jury and public performance are required. A performance component is required for 402 Senior Project. It should be taken concurrently with an applied lesson section.

Theatre: WCIV 102; THMO 300; FATH 103, 105, 106, 241 (for a minimum of three credits) 402; and 18 elective credits.
All Fine Arts Majors

All majors are required to present a senior project during the final semester that displays aspects of the theoretical and practical knowledge gained through their course of study. The senior project requires enrollment in FAAR 402, FAMU 402 or FATH 402. Guidelines for the senior project must be obtained from the department chair or a departmental advisor in the first semester of the senior year.

Art Certification

Students wishing to achieve certification for teaching art (preK-12) major in fine arts with a concentration in art. They also take specific courses determined by the education department and have field experiences at the elementary and secondary levels. (see p.79)

FINE ARTS MINORS

Minors are offered in art, music and theatre. A minimum of 18 credits in the minor area is required.

Art: Art Minors must take FAAR 102 and ARMO 300; and 12 elective credits in studio art.

Music: FAMU 100, 101, 205 and 206; four credits of applied lessons; and two credits of ensemble (Chorale or Band) taken over two semesters.

Theatre: FATH 105, 106 and 241 (for at least three credits); and nine elective credits in theatre theory or history.

ART COURSE DESCRIPTIONS

All studio art courses reinforce visual acuity and technical abilities through demonstrations, critiques, readings and lectures.

ARMO 300 Modernity in Visual Art (3)

Critical study of modernity and key ideas and forces that have shaped the modern world as reflected through the discipline of art. (Fall and Spring)

FAAR 105 Drawing I (3)

Introduces the basic understanding and use of drawing materials and techniques. Addresses visual problems and solutions related to the study of drawing through still-life, landscape and the portrait. Emphasizes representational drawing as a means of developing observational skills and critical discernment. (Fall; Spring as needed)

FAAR 106 Painting I (3)
Introduces the basic understanding and use of oil painting materials and techniques. Addresses visual problems and solutions related to the study of painting still life, landscape and the portrait. Emphasizes representational painting as a means of reinforcing observational skills and critical discernment. (Fall)

FAAR 107     Ceramics (3)

Introduces students to basic clay construction technique including pinch, slab, coil and the wheel in order to develop skills in perceiving and responding to three-dimensional form. Explores low fire glazing and Raku finishing techniques. (May be repeated for credit.) (Fall)

FAAR 108     Two-Dimensional Design (3)

Introduces the formal elements (such as line, shape, texture and color) and principles of design (such as balance, rhythm, variety and unity) fundamental to the practice and study of art. Uses a variety of materials to produce projects that develop visual literacy and problem-solving skills, and to encourage critical discernment. (Fall)

FAAR 110     Digital Photography (3)

Introduction to the basic concepts and techniques of digital photography. Students also will explore digital editing and printing techniques. (Students must provide their own digital SLR camera.)

FAAR 111     Three-Dimensional Design (3)

Three-dimensional design is a foundational art course that begins the exploration of sculptural practices. This course will investigate the context of traditional and contemporary methodology in sculpture. The class is formulated to guide the student to conceive, design, and fabricate 3-D art objects from prescribed conceptual guidelines to aesthetically finished artworks.

FAAR 200     Special Topics (3)

Designed to supplement regular offerings in art history or studio art by study of topics of special interest suggested by faculty or students. (As needed)

FAAR 204     Art History: Survey of Western Art, 14th Through 19th Century (3)

Surveys movements and works in the art world from the Renaissance through the Age of Revolutions, about 1350-1900 (As needed).

FAAR 206     Life Drawing (3)

Introduces drawing the human figure through the study of structure, surface and proportion. Emphasizes using various media and drawing the figure as a means for refining drawing skills and developing personal expression. Addresses issues surrounding the figurative tradition in the history of art. Prerequisite: FAAR 105 or permission of the instructor. (May be repeated for credit.) (Spring, odd years)
FAAR 213  Sculpture (3)

Explores contemporary sculptural practices. Investigates the relationship between concept and material, and offers students the opportunity to create three-dimensional artworks using a variety of processes and media. Introduces the work of prominent sculptors and exposes students to aesthetics, history, and theory. May be repeated for credit. (Spring)

FAAR 215  Mixed Media (3)

Explores issues and approaches in contemporary art. Fosters creativity, develops imagination and pushes the boundaries of traditional studio practices through experimentation with traditional and nontraditional materials and techniques. Includes conceptually challenging two- and three-dimensional projects. Open to majors or permission of instructor. (May be repeated for credit. (Spring)

FAAR 220  Environmental Art (3)

Students in this studio course will explore the creative possibilities of natural materials. Students will find connections between art and science, as well as heighten an awareness of their relationship with the natural world. There will be indoor and outdoor site-specific projects.

FAAR 230  Drawing II (3)

Further explores drawing technique and its practice, emphasizing the relationship between concept, material and process. Addresses the critical engagement with visual problems and solutions through the development of a drawing portfolio. Explores contemporary issues in drawing. May be repeated for credit. Prerequisite: FAAR 105. (May be repeated for credit.) (Spring, even years)

FAAR 231  Painting II (3)

Further explores oil painting technique and its practice, emphasizing the relationship between concept, material and process. Addresses the critical engagement with visual problems and solutions through the development of a painting portfolio. Explores contemporary issues in painting. May be repeated for credit. Prerequisite: FAAR 106. (May be repeated for credit.) (Spring, odd years)

FAAR 233  Printmaking (3)

Investigates the creative possibilities, applications and methods of printmaking such as collagraph, monotype, relief and etching. (Fall, odd years)

FAAR 309  Graphic Design I (3)

Introduces the use of image-based software as a problem-solving tool for communication design. Emphasizes developing and integrating visual skills to communicate with meaning and purpose. Covers the design, layout and proper production of graphic communications. Prerequisite: FAAR 108 or permission of instructor. (Fall)
FAAR 310  Graphic Design II (3)

An expanded use of image-based software as a problem-solving tool for communication design. Emphasis is on continuing the development and integration of visual skills to communicate with meaning and purpose. This course continues to cover the design, layout and proper production of graphic communications. Prerequisite: FAAR 309 or permission of instructor. (May be repeated for credit.) (Spring)

FAAR 398  Independent Study (1-3)

Open to junior and senior majors. Approval of instructor, chair and dean is required. (As needed)

FAAR 402  Advanced Senior Studio Project (3)

A capstone course that allows for independent studio production to develop a thematically and technically cohesive body of work. Emphasizes clarifying individual interests and goals with continued attention to technical, formal and conceptual issues. Addresses professional practice concerns. Open to junior and senior majors. (May be repeated for credit.) (Spring)

FAAR 480  Internship (credits to be determined)

Open to junior and senior art majors. Approval of chair required. (As needed)

MUSIC COURSE DESCRIPTIONS

MUMO 300  Modernity in Music (3)

Critical study of modernity and the key ideas and forces that have shaped the modern world as reflected through the discipline of music.

FAMU 100  Music Theory 1 (3)

A study of the basic elements of music, including notation, rhythm, scales, intervals, time signatures, and ear training skills. Required for a concentration in music. (Fall, odd years)

FAMU 101  Music Theory 2 (3)

A study of the foundations of tonal theory, including counterpoint, voice leading, harmonic and melodic analysis. Required for a concentration in music. (Spring, even years)

FAMU 105  Listening to Music (3)

Music is something that everyone hears but few listen to it. This class will examine the multiple ways that we use functional music (ambient music, dance music, video game and movie soundtracks) and the ways that we approach art music (in the performance space) and search for meaning in both genres.
FAMU 200    Special Topics (3)

Designed to supplement regular offerings in music history by permitting the study of topics of special interest suggested by faculty or students. (As needed)

FAMU 201    Music Theory 3 (3)

A continuation of FAMU 101, with emphasis on chromatic harmony, and basic musical form. Required for a concentration in music. (Fall, even years)

FAMU 209    Musical Theatre History (3)

Explore the history and development of this great American art form, from its origins in 19th century folk culture and immigrant experience through its Golden Era of the ’40s-’60s, its revival, and beyond. Open to all students.

FAMU 205    Music History I (3)

An in-depth study of Western European art music from the Middle Ages to the Baroque. Required for a concentration in music. (Fall, even years)

FAMU 206    Music History 2 (3)

An in-depth study of Western art music from the classical era to the beginning of the 20th century. Continuation of FAMU 205. Required for a concentration in music. Prerequisite: FAMU 205. (Spring, odd years)

FAMU 221    Mount St. Mary’s Wind Ensemble (1-2)

The Wind Ensemble performs music from a variety of repertoires drawing from music for traditional bands, modern wind-ensembles as well as contemporary works. This ensemble “moonlights” as the Mountaineers Pep Band and often transforms into a Big Band to play swing and fusion standards for Mardi Gras. Available for 1 or 2 credits. (Fall and Spring)

FAMU 222    Mount St. Mary’s Lab Bands (1-2)

The Lab Band is a collective of players interested primarily in popular music styles. This class forms a lot of different smaller groups over the course of any semester depending on the project we’re working on. Available for 1 or 2 credits. (Fall and Spring)

FAMU 223    Mount St. Mary’s String Ensemble (1-2)

A group of string players dedicated to the string orchestra repertoire. All string players are invited to register: violins, violas, cellos and basses. Available for 1 or 2 credits. (Fall and Spring)

FAMU 224    Flute Ensemble (1-2)
Accepting experienced flutists by permission of instructor. Instruments are available. Available for 1 or 2 credits. (Fall and Spring)

FAMU 225 Percussion Ensemble (1-2)

Accepting experienced percussionists by permission of instructor. Available for 1 or 2 credits. (Fall and Spring)

FAMU 230 Mount St. Mary’s University Chorale (1-2)

The University’s concert choir, performing small and large works that represent the wide repertory and many eras of choral music. Emphasis on performance, good vocal production and concepts of musicality and ensemble technique. A minimum of four contact hours per week is required. Prerequisite: Audition. Open to all students. (Fall and Spring)

FAMU 300 Advanced Seminar (3)

Seminar course covering a specific genre, period, or composer. Emphasis on individual research and class presentation. Required for a concentration in music. Prerequisites: FAMU 205 and 206, or permission of the instructor. (As needed)

FAMU 301 Music Theory 4 (3)

Application of skills acquired in previous theory classes to advanced techniques of harmonic and formal analysis, part writing, and composition. Topics of 20th Century techniques will also be explored. Required for a concentration in music. (Spring, odd years)

FAMU 305 Topics in Music Education (3)

A substantial introduction to music education in the preschool, elementary and secondary classrooms. A broad survey of methods and materials from which students begin to formulate original concepts and philosophies of teaching. Addresses the Maryland Standards of Learning and the National Standards of Music Education as well as the fundamental elements of literature, ensemble direction and professional development. (As needed)

FAMU 310 Seminar in 20th Century Music

This course will offer a look at the development of 20th Century Music of the Western World while emphasizing the ever rising influence of technology on music making, performing, and disseminating. In addition to a study of scores, recordings and source writings the class will emphasize electronic music analysis and production. The class will provide an experiential component using ProTools recording and manipulation software. Although intended for majors, this class is open to anyone who wants to take an in-depth look at the last 100 years of music. (As needed)

FAMU 398 Independent Study (1-3)
Open to senior music majors. Approval of instructor, chair and dean required. (As needed)

FAMU 402 Senior Project Tutorial (3)
Prerequisite: Senior status and permission of lesson instructor. To be taken with a full time faculty member. (As needed)

FAMU 480 Internship (credits to be determined)

Open to junior and senior music majors. Approval of chair and dean required. (As needed)

Applied Instruction, Basic

Basic instruction in voice or the selected instrument. Emphasis on technique, essential musicianship and reading skills. Open to all students. May be repeated for credit. Music majors may enroll in a maximum of one 100-level course. Instructional fee.

FAMU 150 Basic Piano (1)
FAMU 151 Basic Voice (1)
FAMU 152 Basic Guitar (1)
FAMU 153 Basic Woodwinds (1)
FAMU 154 Basic Brass (1)
FAMU 155 Basic Percussion (1)
FAMU 156 Basic Strings (1)

Applied Instruction, Intermediate

Intermediate to advanced instruction in voice or the selected instrument. Emphasis on technique, development of repertory and musicality. Students must present a juried solo performance at the end of the semester. A public performance in the semester-end group recital is strongly recommended. Prerequisite: 100-level course or permission of instructor. Required for music major. Instructional fee.

FAMU 250 Intermediate Piano (1)
FAMU 251 Intermediate Voice (1)
FAMU 252 Intermediate Guitar (1)
FAMU 253 Intermediate Woodwinds (1)
FAMU 254 Intermediate Brass (1)
FAMU 255 Intermediate Percussion (1)
FAMU 256 Intermediate Strings (1)

Applied Instruction, Advanced

Advanced instruction in voice or the selected instrument. Emphasis on technique, development of repertory and musicality. Semester-end jury and performance on group recital required. Prerequisite: 200-level course or permission of instructor. Required for music major. Instructional fee.

FAMU 350 Advanced Piano (1)
FAMU 351 Advanced Voice (1)
FAMU 352 Advanced Guitar (1)
FAMU 353 Advanced Woodwinds (1)
FAMU 354 Advanced Brass (1)
FAMU 355 Advanced Percussion (1)
FAMU 356 Advanced Strings (1)

THEATRE COURSE DESCRIPTIONS

THMO 300 Modernity in Theatre (3)

Critical study of modernity and the key ideas and forces that have shaped the modern world as reflected through the discipline of theatre.

FATH 103 Introduction to Theatre (3)

An introduction to the art of live theatre, encompassing the wide range of theatrical expression in human culture. Students will examine theatre and drama from an historical perspective, as literature, and as performance—both on stage and behind the scenes. Students will participate in various hands-on projects in conjunction with the Mainstage production, as well as other collaborative exercises. The emphasis of the class is on the relationship between theatre and the society that makes it. (Fall, even years)

FATH 105 Acting I (3)

An introduction to fundamentals of acting and characterization through the use of theatre games. Students also begin to study the use of body and voice as an integrated whole in improvisation, scene study and monologues. (Fall, odd years)
FATH 106  Acting II (3)

Study of the methods of character development in various genres of theatre. Emphasis on performance of scenes and monologues. May be repeated for credit. Prerequisite: FATH 105 or permission of instructor. (Spring, even years)

FATH 108  Stagecraft (3)

A beginning study of modern methods and materials for lighting, designing, and constructing costumes and scenery for the stage. Includes practical application of class material to an actual theatrical production. (Fall)

FATH 133  Voice (1)

Private instruction. (Same as FAMU 151.) (Fall and Spring)

FATH 200  Special Topics (3)

Study of special topics in theatre. Prerequisite: Permission of instructor. (As needed)

FATH 208  Stage Design (3)

An exploration of the principles and practice of stage design. The course examines the role that various designers have in production practice. A background in the history and theory of design will lead to group and individual applications of theory in practice. (Spring)

FATH 221  History of Theatre (3)

The theory and history of theatre and drama from ancient Greece through the 1800s. Beginning with the literature, students will examine theatre and drama as a reflection of culture and as a changing means of artistic expression. (Spring, odd years)

FATH 241  Theatre Production (1-3)

Participation in production activities of the department, through technical studies and production/technical assignments or performance. Twenty contact hours in such areas as Mainstage, spotlight, children’s theatre and stage orchestra required per hour of credit. Audition may be required. May be repeated for credit. (Fall and Spring)

FATH 242  College Mountain Players (3)

Participation in the annual College Mountain Players children’s theatre tour. Students may participate as actors, designers, or technicians. Rehearsal through the first half of the semester and performance in local elementary schools in the second half of the semester. Prerequisite: permission of instructor. Audition may be required. May be repeated for credit. (As needed)

FATH 308 Technical Production (3)
An examination of theatrical management practices, particularly as they relate to the function of the technical director. Subjects include personnel management, time and material estimations, purchasing procedures, touring considerations, facility scheduling and maintenance, and so on. Prerequisite: FATH 208, or permission of instructor. (As needed)

FATH 310 Directing (3)

An investigation of the analytical and practical aspects of stage direction. Classroom exercises include directing fundamentals: blocking, movement, business, tempo and rhythm, script selection and dramatic analysis. Students present laboratory productions of one-act plays or scenes from longer works. Prerequisites: FATH 105 and 3 credits of FATH 241, or permission of instructor. (Fall, even years)

FATH 398 Independent Study (1-3)

Open to senior theatre majors. Approval of instructor, chair is required. (As needed)

FATH 402 Senior Project Tutorial (3)

Prerequisite: Senior status or permission of instructor. (As needed)

FATH 480 Internship (credits to be determined)

Open to junior and senior theatre majors. Approval of chair (As needed)

Interdisciplinary Majors

ENTREPRENEURSHIP MAJOR

Major Advisor: Christine L. Adamow
Director of the Palmieri Center for Entrepreneurship
301-447-5517

The entrepreneurship curriculum offers students an interdisciplinary approach that will broaden his or her understanding of the environment of modern business development, management, and organizational leadership. The MSMU Entrepreneurship major does not singularly focus on new business start-ups, but strives for the holistic awakening of an entrepreneurial spirit which promotes success in a wide range of life pursuits.

Entrepreneurship Major

Combined with the university’s established sequential and integrated core curriculum, the Bachelor of Science degree in Entrepreneurship requires 45 credits. Majors must take the following courses:

ESHIP 101 Introduction to Entrepreneurship: Selling Lemonade (3)
COMM 230 Public Speaking (3)
BUS 250 Introduction to Business and Decision Making (3)
BUS 260 Business Communications: Written and Oral (3)
BUS 301 Business Law I (3)
BUS 313 Principles of Marketing (3)
BUS 400 Business in Society (3)
BUS 410 Entrepreneurship (3)
ESHIP 310 Financial Management for Entrepreneurs and Small Business (3)
ESHIP 320 Design Thinking I (3)
ESHIP 330 Design Thinking II (3)
ESHIP 410 Business Plan Design and Delivery (3)
ESHIP 498 Entrepreneurship Practicum (3)
ELECTIVES (6)*

*In consultation with their advisor, students take electives tailored to their area of focus. An initial list of approved courses is offered below. See elective course descriptions.

ENTREPRENEURSHIP COURSE DESCRIPTIONS

ESHIP 101 Introduction to Entrepreneurship: Selling Lemonade (3)

Making Lemonade is tricky; Selling Lemonade is even trickier. Topics include requirements and challenges of successful entrepreneurship; characteristics of successful entrepreneurs; Life cycle stages of a business, career, or development of a new product. Developing the BEST Lemonade will be explored and opportunities for entrepreneurship will be defined. Not open to business students above second year status.

ESHIP 150 Special Topics (3)
ESHIP 250 Special Topics (3)
ESHIP 310 Financial Management for Entrepreneurs and Small Business (3)

The effective acquisition and management of financial resources is critical to the survival of any organization. This course will focus on informing the student about specific paths and challenges to start up business funding, establishing a reporting and control system over the use of funds, and progression of the capital structure as the business grows.

ESHIP 320 Design Thinking I (3)

The course introduces students to the design thinking process — carving a path of the entrepreneurial mindset of innovation. Students will develop their skills in non-linear thinking as a means of confronting and overcoming challenges prevalent today. Course activities include group discussion, storyboarding, workshops, and instructional seminars. Additionally, projects and assignments will also provide an opportunity to develop technique and skills in graphic/web design.
Students will apply what they have learned in ESHIP 320 to developing a product for an entrepreneurial challenge. The course encompasses a variety of disciplines and could include, but is not limited to, 3D fabrication of a product, web design, software or application design, engineering of a product, and game design. This sequence is timed to equip students beginning their capstone projects.

This course provides guidance on how to go from idea to operating company. This is a hands-on class beginning with theory and progressing through the steps necessary to create an entrepreneurial experience for students with all of the pressures and demands faced by start-up firms. Emphasis is placed on market validation and operating model generation. Primarily a team based course.

Students will attend and participate in entrepreneurship themed seminars, workshops, and competitions. Lead by the instructor and professionals with a history of successful entrepreneurship experience, students will engage outside of the classroom with individuals and groups with the purpose of expanding and developing upon the classroom experience.

**ENTREPRENEURSHIP ELECTIVE COURSE DESCRIPTIONS**

**ACCT 101**  Accounting Principles I (3)

A study of fundamental accounting principles, accumulation of financial data, preparation of financial statements and the use and interpretation of financial statements.

**BUS 306**  Advertising and Promotion (3)

A study of advertising as a management tool to further organizational objectives including the social, economic and managerial aspects of advertising; the impact of advertising practices on the consumer; and the full promotional mix of public relations and sales promotion. Prerequisite: BUS 313 or permission of instructor

**BUS 385**  Consumer Behavior (3)

Consumer behavior lies at the crossroads of the marketing, psychology, economics and anthropology. In order to create and sustain competitive advantage, marketers need to understand how consumers shop, buy, and consume products and services. The focus of this course is to learn and apply knowledge in consumer behavior.
BUS 322 Thinking Strategically: An Introduction to Game Theory (3)

An examination of game theory applications in business, economics and political science. A study of strategy in elections, legislative voting, bargaining, auctions, cooperative business ventures and economic decisions. Only high school-level math required. (As needed)

BUS 404 Business Policy (3)

A study of the design and execution of a firm’s competitive strategy. Analytic, decision-making and communication skills are developed through guiding a firm in an Internet-based strategic management simulation.

CMSCI 115 Computer Games and Gaming (3)

An overview of issues related to games, focusing on computer games. Topics may include: history of games, social and ethical aspects of gaming, storytelling in games, game taxonomy, and game development. Students will use application software to develop different types of games (including 2D shooters and adventure games).

COMM 203 Interpersonal Communication (3)

Study and exploration of how we use communication to create, maintain, and terminate relationships in our personal lives, families, community, and workplace environments. Special attention to developing and promoting healthy interpersonal communication habits.

COMM 225 Intercultural Communication (3)

An introduction to critical and qualitative inquiry into communication among diverse cultures, including identity, interethnic/intergroup communication, and communication competency. (Spring)

COMM 200 Learning to Write/Writing to Learn (3)

This course introduces students to forms of writing in Communication, including journalistic, argumentative and creative writing. (Fall and Spring)

COMM 307 Introduction to Public Relations (3)

Study of theory and practice of the mutual understanding and image-building created between an institution and its public through effective communication. Emphasis on research, planning, communication, and evaluation of public relations. (Fall)

COMM 322 Copyediting (3)

Instruction in editing, proofreading, and preparing texts for publication. (Spring)

ENGL 286 Introduction to Creative Writing (3)

Study and practice of creative writing techniques. Students write a short story and some poems.
FAAR 111 3D Design (3)

This course teaches the student to recognize and manipulate fundamental elements of line, value, shape, volume, plane, texture and space with relation to design and aesthetics. Three-dimensional design principles will be explored to expand knowledge of various materials and develop an awareness of spatial design elements as a creative expression.

FAAR 309 Graphic Design I (3)

Expands and elaborates on material covered in Two-Dimensional Design (FAAR 108). A study of layout principles, mechanicals, type specifications and design aesthetics with the clear communication of information as a guiding principle.

FATH 105 Acting I (3)

An introduction to fundamentals of acting and characterization through the use of theatre games. Students also begin to study the use of body and voice as an integrated whole in improvisation, scene study and monologues.

GNSCI 106 Environmental Sustainability (4)

This course is designed to fulfill the Natural World domain requirement. It explores the nature of science through in-depth discovery of contemporary issues in the discipline of Environmental Sustainability. Students will gain an understanding of the scientific worldview, the process of scientific inquiry, the enterprise of science, and the role of science in history and society. By using quantitative reasoning and critical thinking, students will solve problems in an integrated lecture and lab setting. Specific issues addressed in this course include climate change, energy resources and policy, food and water security, and loss of biodiversity. Students with junior standing or higher can complete this course to fulfill the 300-level leadership portfolio requirement.

HS 200 Introduction to Human Services (3)

Introduction to Human Services investigates how care is provided for the whole individual through a review of community resources and methodologies. The many roles of the human services professional are explored including communicator, counselor, manager, leader, advocate, and problem solver. The role of faith and the principles of Catholic social teaching are also examined.

PHIL 201 Logic (3)

An examination of the nature of arguments and the principles of right reasoning and an endeavor to foster in students the habit of critical thinking.


This course examines the fundamental principles and issues of American law that every citizen needs to know.
PSYCH 314   Industrial/Organizational Psychology (3)

Applies psychological principles to work settings in industry and social service organizations. Presents experimental research on interpersonal relations, work motivation, personnel selection and organizational behavior. Prerequisite: PSYCH 100.

SOC 245   Social Problems (3)

This course will examine how social problems, such as inequality, racism, crime, and sexism are socially constructed. Students will also learn how solutions are found for these problems, personally and politically.

SOC 300   Social Theory (3)

This course is a survey of the major theoretical thinking in sociology, including its emergence in the 1800s, the major schools of social theory, and the relevance of theory to sociological research. Students will learn the skills of analysis, evaluation and application of sociological theory to contemporary social issues. Prerequisite: SOC 100.
The Philosophy, Politics, and Economics (PPE) major prepares students for law school, graduate school, and growing career areas such as management and consulting, public relations and communications, legal services, business, and public service. The blend of verbal, quantitative, and analytical skills that are accumulated in the disciplines within PPE are highly desired in graduate school and in the job market. When students major in PPE, they join the likes of David Cameron, former Prime Minister of the United Kingdom; Wesley Clark, former primary Presidential candidate and retired General of the United States Navy; and Zanny Minton Beddoes, the Editor-in-Chief of the Economist magazine.

The Philosophy, Politics and Economics program includes an undergraduate major, an internship program, and opportunities for one-on-one research. The faculty in the PPE program also encourage students to study abroad and apply for national fellowships, helping them to find programs that fit their interests and gifts.

The Philosophy, Politics and Economics faculty provide an interdisciplinary experience for undergraduate students who are seeking a challenging and comprehensive education. In this program, students will learn ways of thinking through each disciplines approach and contribution and, in doing so; realize their ability to look at the world from numerous perspectives that are both complementary and competing. The PPE faculty are committed to providing students with skills in moral reasoning; skills of rigorous inquiry; a complex understanding of philosophical foundations, political institutions, collective behavior, economic theory and economic influences; and statistical competency.

The PPE major has 5 student learning goals:

1. Students will be able to identify and describe government structures, decision-making processes, the function of market forces, and larger issues regarding economic forces and development.

2. Students will be able to analyze and differentiate between philosophical and theoretical perspectives regarding moral reasoning and human behavior.

3. Students will be able to identify and evaluate the fundamental concepts and theories in philosophy, theology, political science, and economics, which pertain to the political-economic system, including the way that these concepts and theories are connected to one another.

4. Students will understand the critical role of culture and civil society in forming people in virtue and in stewarding the ideals by which people lead their lives, and of the complementary interactions between/roles of the economy, polity, and civil society.

5. Students will master the quantitative research methods techniques used in political science and economics, learning to access, construct, evaluate, and present statistical data in a clear and comprehensible manner.
REQUIREMENTS FOR THE MAJOR

The PPE major is a sequence of courses in the disciplines of philosophy, theology, political science, economics and mathematics. As any good PPE program should, this major not only asks students to take separate courses from the participating disciplines, but also to take no less than three interdisciplinary courses in PPE in which they will come to understand the complementary and contradictory assumptions in each of the disciplines (these courses are PPE 200, 300, and 498).

Students who major in PPE are required to take 45 credit hours of course work. The credit hours are distributed as follows: ECON 101, 102, MATH 105 or BUS 320, 6 credit hours of PSCI 200, PSCI 207, or PSCI 210, PPE 200, PSCI 349 or ECON 205, THEOL 335, ECON 403, PPE 300, 498, at least 3 credits of PPE 480, 9 credit hours of electives (not including single credits given for participation in simulations or LSAT prep), only 3 credits of which may come from 100-level courses, and 6 credits of which need to be from two different subfields of PPE (select from the list below).

The PPE major has two capstone experiences – a required internship and a research and analysis seminar. The PPE Internship Program is a crucial capstone experience for all students in the PPE major. PPE students attain off campus experience working with a team on research (company research, policy research, or assessment projects) and writing up or presenting that research to a larger audience. The Director of the PPE program oversees the search and application process with each student, making recommendations for appropriate internships. The internship credits may be obtained through a semester or summer position.

PPE 498 is a senior year research capstone. It is taught by a PPE professor who is currently working on a research project in the intersection of the disciplines of PPE. During this course, the professor will work with students to help them through the research process. Students are expected to present this work at a conference or the SPARC festival.

There is no minor in PPE. Student interested in a minor should review the catalog sections for Economics, Philosophy, Political Science or Theology.

PPE COURSE DESCRIPTIONS

PPE 200 Justice Seminar (3)

In the Justice Seminar, we will survey and apply philosophical perspectives on justice and its relation (or lack thereof) with the idea of the common good. We will begin with consideration of ancient conceptions of justice (Plato and Aristotle). The course will then move to utilitarian and deontological approaches to justice, and finally to prominent contemporary views on justice, such as libertarianism, liberal egalitarian, and natural law theories. The course will conclude with a discussion of the implications of the various theories discussed. Students will critically assess the various theories and the ways in which they are used in to support various positions on contemporary social and political controversies. This final component – the assessment of the theories and how they are used to support various positions on contemporary issues – is an integrating force in the PPE major sequence.
Prerequisites: PHIL 103 course. (Spring)

PPE 300 Liberalism (3)
This course focuses on liberalism as both a general philosophical view and, in particular, as the foundation of the modern liberal democracy, through an exploration of topics such as the nature of the human person and political society, human rights, the limits of political authority, justice, and political legitimacy. The course will also include a consideration of the philosophical differences between liberalism and rival theories, such as natural law and conservatism, and how these differences are manifest in contemporary debates concerning issues such as economic equality, religion in the public square, and the relationship between morality and law. Students will make use of the concepts discussed in the course to develop critical analyses of contemporary social and political institutions. This is a seminar course that requires the students to take what they have learned in the PPE sequence, go back to the philosophical roots of a key concept in contemporary political and economic thought – liberalism – and come to a new and in depth philosophical understanding of it. Prerequisites: PHIL 103 and 203.

PPE 398 Independent Study (1–3)

Approval of the instructor, director, dean and associate provost needed for an independent study.

PPE 400 Special Topics in PPE (3)

An investigation of a research area in the intersection of the disciplines of philosophy, theology, political science and economics. This course can be taken for credit more than once as long as the topic studied varies. Prerequisite: Permission of instructor. (As needed)

PPE 480 PPE Internship

Provides opportunities to do research work in organizations and companies off campus. Can be taken more than once. Prerequisites: PPE 200, MATH 105 or BUS 320 and Director’s approval. (Fall and Spring)

PPE 498 Research & Analysis Seminar (3)

The research and analysis seminar is a 3 credit course that will be taken in the fall semester of the senior year. It is a special topics course that will be rotated among faculty in the four departments. The course topic will include aspects of all four fields of study – philosophy, theology, politics and economics. The topic is determined by the professor’s area of expertise. The faculty member teaching this course must work with the students on research, writing and presenting on a topic in PPE. The students will research and write one theoretical paper using standards in the disciplines of philosophy and theology AND one social science analysis paper using standards in political science and economics. In doing so, this course acts as capstone for the integrated PPE major and it will polish the student's communication skills. Prerequisites: PPE 200, PPE 300 and approval by the Director. (Fall)

APPROVED ELECTIVE COURSES:

ECON 211 Intermediate Macroeconomic Theory (3)
ECON 212 Intermediate Microeconomic Theory (3)
Interdisciplinary Minors

CONFLICT, PEACE, AND SOCIAL JUSTICE MINOR

Co-directors:
J. Kristen Urban (Political Science), Timothy W. Wolfe (Sociology), and Richard Buck (Philosophy)

The minor in conflict, peace, and social justice (CPSJ) studies provides for an interdisciplinary examination of the conditions that make for peace. In focusing on both the analytical and normative aspects of conflict, justice and peace work, it seeks to foster the development of graduates committed to being catalysts for social and personal change, and to promoting the development of a just and peaceful world order.

The particular emphasis of this program is on situating conflicts within the broad framework of peace and social justice.

The minor in conflict, peace, and social justice consists of a minimum of six courses (18 credit hours). The framework for the CPSJ minor is designed as follows:

Students take three 3-credit courses:

SOC 202 Introduction to Conflict Resolution OR PSCI 322 Conflict Theory

SOC 203 Foundations of Mediation

THEOL 336 Catholic Social Teaching
Students select a track and select three courses (9 credits) in that area:

TRACK A—Conflict/Peace/and Social Justice in the International Order: The role of international norms, institutions, and states in a peaceful world order. Students take PSCI 342 (Peace and Security) AND two courses from the list below.

TRACK B—Conflict/Peace/and Social Justice within the Nation-State: The role of domestic norms and institutions in achieving social, economic, and environmental justice. Students take EITHER BIOL 325 (Introduction to Environmental Science), OR SOC 307 Social Inequality AND two courses selected from the list below.

TRACK C—Conflict/Peace/and Social Justice as Normative Behavior: The impact of religious, philosophical, and cultural influences on peace. Students will take PHIL 323 (Political Philosophy) AND two courses selected from the list below.

Students take a 3-credit Internship/Study Abroad Practicum, developed with their advisor and that relates to their area of concentration.

Course Offerings:

BIOL 204 Ecology
BIOL 225 Introduction to Environmental Science
COMM 225 Intercultural Communication
COMM 328 Gender and Communication
ENGL 112 War Literature and Film
ENGE 360 African Literature
ENGE 363 Literature of the Caribbean
ENGE 377 Literature of Modern India
ENGL 388 Literature of the Environment
HIST 387 Manhood in America
HIGE 325 Age of Decolonization
PHIL 323 Political Philosophy
PHIL 333 Environmental Philosophy
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<td>PSCI 190</td>
<td>Terrorism and Counterinsurgence</td>
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<td>PSCI 207</td>
<td>International Relations</td>
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<td>PSCI 311</td>
<td>Social Welfare Policy</td>
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<td>PSCI 313</td>
<td>The Politics of the Middle East</td>
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<td>PSCI 314</td>
<td>Politics &amp; Culture in South America</td>
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<td>PSCI 325</td>
<td>The Politics of Developing Nations</td>
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<td>PSCI 329</td>
<td>Survey of Political Thought</td>
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<td>PSCI 333</td>
<td>International Law and Organization</td>
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<td>PSCI 338</td>
<td>American Foreign Policy</td>
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<td>PSCI 341</td>
<td>Women and War</td>
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<td>THEOL 341</td>
<td>Theology and the Environment</td>
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<td>Religions of the World</td>
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CREATIVE WRITING MINOR

Director: Thomas J. Bligh (English)

Offered jointly by the Communication and English departments, the creative writing minor contributes to our liberal-arts mission by exploring connections between the study of literature and the practice of writing. Creative writing minors at Mount St. Mary’s take a sequence of courses to develop their talents in a variety of narrative forms, including poetry, fiction, and creative nonfiction. All creative writing classes emphasize the value of revision and peer feedback. The minor is open to all students.

In the creative writing minor, students will:

Create literary works in a variety of forms.

Broaden their knowledge and understanding of literature.

Synthesize lived and learned experience by expressing it imaginatively.

Develop skills in the use of imagery, metaphor, dialogue, and description.

Become better able to evaluate their written work and that of others.

Students may attend readings and lectures by visiting authors, participate in regional and national writing conferences, and share their work in poetry and prose readings on- and off-campus. The program includes opportunities to work on the staff of the Mount’s award-winning literary magazine, Lighted Corners, and to submit features to the Emmitsburg News-Journal.

The creative writing minor consists of six courses (18 credits).

Begin with one 100-level course as a foundation for the minor:

ENGL 114 Introduction to Short Fiction

ENGL 118 Introduction to Poetry

Then take the next course in the sequence:

ENGL/ENCM 286 Introduction to Creative Writing (A prerequisite for ENGL 385.)

Select one or two upper-level courses that count toward the minor:

ENGL 301 Reading Like a Writer

COMM 305 Descriptive and Narrative Writing
COMM 374 Creative Nonfiction

Take a 300-level literature course.

Choose one or two advanced writing workshops:

ENGL 385 Fiction Workshop
ENGL 386 Poetry Workshop

(Students must take ENGL/ENCM 286 prior to a workshop.)

CROSS-CULTURAL STUDIES MINOR

Director: Michael Sollenberger (Foreign Languages and Literatures)

The minor in cross-cultural studies offers students a wide range of options for the study of human cultures around the globe through a variety of traditional disciplines and interdisciplinary courses. By extending students’ exposure to these cultures beyond requirements in the core curriculum or the major, this program helps students develop an awareness of the problems and responsibilities involved in global citizenship. Each course in the program seeks to develop an awareness of the theoretical and actual problems involved in the effort of studying other cultures in a sympathetic manner.

Students seeking the interdisciplinary minor in cross-cultural studies develop a course of study with the approval of the director of the cross-cultural studies minor and the associate provost. The minor consists of six courses (18 credits). Students will select from among Global Encounters and other courses offered by various departments in the University which involve study of another culture.

Students pursuing a cross-cultural studies minor may begin to take cultural courses at any time—as early as the freshman year. Students who elect to minor in cross-cultural studies may have one course meet multiple requirements. For example, one Global Encounters course may fulfill three requirements: the core curriculum requirement in Global Encounters, a requirement in a major, and a requirement in the cross-cultural studies minor. Students may count up to three courses (9 credits) toward both their major and the cross-cultural studies minor.

Students may count toward the minor “Life and Culture” courses offered in the University’s study abroad program in conjunction with AIFS in Dublin, Florence, London, and Prague as well as the Study Abroad and Study Tour courses offered by the Department of Foreign Languages and Literatures. Currently, those courses are offered in Tours (France), Seville (Spain), Argentina, Peru, and Costa Rica.
CYBERSECURITY MINOR

Co-directors:

Melanie Butler (Mathematics and Computer Science) and Virginia McGovern (Criminal Justice)

Cyber security is an interdisciplinary minor, drawing on both the departments of Mathematics and Computer Science in the School of Natural Sciences and Mathematics and Sociology/Criminology and Criminal Justice in the College of Liberal Arts. In focusing on the computer science, criminological, and criminal justice components of the cyber world, this minor seeks to foster the development of graduates well-skilled in the analytical and ethical issues associated with internet technology.

The minor in cyber security is available to all students, regardless of major. It is particularly attractive when combined with a major in business, criminal justice, or computer science.

The cyber security minor requires 18 credit hours as follows:

CMSCI 120 (Introduction to Computer Science I)
CMSCI 125 (Introduction to Computer Science II)
CMSCI 359 (Database Management Systems) or CMSCI 355 (Network Systems and Design)
CMSCI 358 (Computer Security I)
CJUST 314 (Introduction to Cyber Security)
CJUST 319 (Cyber Forensics)

Computer science majors who decide to minor in cyber security may not double count CMSCI 358.

ENVIRONMENTAL STUDIES MINOR

Director: Rosina H. Bolen (Science)

The interdisciplinary minor in environmental studies offers students the opportunity to explore the role and responsibilities of the individual and society in causing and addressing environmental problems.

The minor consists of six courses. All students will take BIOL 225. Students may choose to complete the Environmental Science Focus or the Environmental Values and Policy Focus. Students in the Environmental Science Focus will take two environmental science courses with labs, and two environmental values and policy courses. Students in the Environmental Values and Policy Focus will
take four environmental values and policy courses. All students will be required to complete an experiential component (i.e., research project, internship, or independent study), which will be planned in consultation with the Environmental Studies Program director. No more than three courses can count toward both major and minor requirements.

Special courses of study may be designed in consultation with the director. For example, students in the Environmental Policy and Values Focus may be allowed to count an approved science course toward the minor. Students may also request that the director approve credit toward the minor for courses not currently listed under environmental studies. To be considered, such requests must have prior approval from the course instructor and document that the student’s work will include significant elements of environmental studies.

The science department also administers a custom-designed environmental studies major under the University’s interdisciplinary major program described on p.XX of this catalog. Students interested in this major should contact the department chair as soon as possible.

ENVIRONMENTAL STUDIES COURSES

Environmental Science

BIOL 225 Introduction to Environmental Science (4)
BIOL 200 Invertebrate Zoology (4)
BIOL 204 Ecology (4)
BIOL 250 Animal Behavior (4)
BIOL 312 Plant Ecology (4)
BIOL 340 Conservation Biology (3)
BIOL 400 Toxicology (4)
BIOL 406 Evolution (4)
CHEM 210 Analytical Chemistry (4)

Environmental Values and Policy

CJUST 321 Environmental Crime (3)
ENGL 388 Literature and the Environment (3)
FAAR 200 Environmental Art (3)
PSCI 230 Politics and the Environment (3)
Experiential Component

BIOL 398 Independent Study (1-3)

In consultation with the program director, the student selects a topic for in-depth study in environmental studies and submits a written report. Permission of instructor, program director, dean of the school/college and associate provost required.

BIOL 450 Undergraduate Research (1-3)

An independent research project in environmental studies executed by the student in conjunction with a faculty mentor, culminating in a written paper or formal presentation. Permission of faculty mentor, program director and associate provost required.

BIOL 480 Internship (1-3)

Opportunities to gain practical experience in an off-campus program related to environmental studies. The nature of the work experience and the method of evaluation must be approved in advance by the program director.

GENDER STUDIES MINOR

Director: Maureen Oakley (Political Science)

The interdisciplinary minor in gender studies supports the mission of the University by helping students understand how gender affects their lives, how gender roles have changed over time, and the ways gender drives both change and continuity in our culture. The minor consists of six courses (18 credits), with no more than two courses from one discipline (major).

Students are required to take the following course identified as a foundations course for the gender studies minor: Sociology of Gender (SOC 303)

Students may request approval from the Gender Studies director for other relevant courses to be counted toward the minor.

GENDER STUDIES COURSE OFFERINGS
HUMAN SERVICES MINOR

Director: Timothy W. Wolfe

The minor in Human Services will help students (1) better understand, analyze, and evaluate current social science theories about human behavior, (2) develop and apply appropriate and practical interpersonal skills needed to work with various client populations, (3) comprehend, analyze, evaluate,
and apply ethical decision making models to the field of human services, and (4) understand, apply, and evaluate the knowledge and skills that lead to effective self-care and wellbeing.

The Human Services minor requires the successful completion six 3-credit courses (18 credits). Of these, three are introductory courses that must be taken:

PSYCH 100 Foundations of Psychology
SOC 100 Foundations of Sociology
HS 200 Introduction to Human Services

The three remaining courses must be selected in consultation with the Director of Human Services with the student’s academic and professional interests in mind. For example, a student interested in aging and gerontology might take PSYCH 205, SOC 225, and SOC 320. A student interested in substance abuse treatment and recovery might take PSYCH 301, CJUST 365, PSYCH.

Course offerings for the Human Services minor include:

SOC 200 Sociology of Families
SOC 202 Introduction to Conflict Resolution
SOC 203 Foundations of Mediation
PSYCH 203 Abnormal Psychology
PSYCH 205 Lifespan Development
SOC 205 Sociology of Interpersonal Violence
EDUC 208 Learning Theory and Human Development
SOC 210 Sociology of Medicine
SOC 213 Military and Society
SOC 225 Sociology of Death and Dying
HS 300 Practicum I (150 hours of supervised field experience)
PSYCH 301 Principles of Psychotherapy
SOC 303 Sociology of Gender
SOC 304 Race and Ethnicity
LATIN AMERICAN STUDIES MINOR

Directors:
Diana Rodriguez-Lozano (Foreign Languages and Literatures) Amanda L. Beal (Political Science)

The Latin American studies minor is an interdisciplinary program drawing on existing courses in the fields of modern languages, political science, literature, sociology, economics, history and fine arts. This minor introduces students to an understanding of Latin American culture, language, politics and society. The minor will be of particular value for students majoring in disciplines which otherwise lack a regional focus and for which a regional focus would be complementary (business and economics, political science, history, sociology, etc.). The minor consisted of six courses (18 credits).

Students are required to take the following three courses (12 credit hours):

SPAN 325 Latin American Culture (3)

PSCI 314 Politics and Culture in South America (3)

PSCI 335 Politics and Culture in Central America (3)

Students are required to take 3 additional courses (9 credit hours) to complete the minor, at least one of which is a Latin American literature course from the Language department course offerings. These offerings change regularly, so please see the Spanish program offerings for details.
In addition, students may take any of the following courses to count towards the minor:

SOC 360 Pre-Columbian Civilizations of the Americas (3)

ENGL 370 Latin American Literature (3)

HIGE 311 History of Mexico (3)

HIGE 316 Central America and the Caribbean (3)

Students can also participate in one of the 1-credit abroad experiences and work with Dr. Rodriguez-Lozano or Dr. Beal to fulfill a 3-credit independent study elective. Please contact one of the Directors for more information on this option or to request approval for other relevant courses.

LEGAL STUDIES MINOR

Director: Edward T. Egan

The minor in legal studies provides students from any major with an interdisciplinary understanding of the law, which is a fundamental aspect of life and the world. It is applicable for students interested in graduate school in anthropology, criminal justice, economics, history, international relations, philosophy, sociology or women’s studies; and it would be appropriate for students who plan to work in government, politics, social policy or private industry.

In addition, students who complete the program will gain skills necessary for competency in law school and the legal profession.

According to the American Bar Association this requires:

Analytical and problem-solving skills

Critical reading skills

Writing skills

Oral communication and listening skills

General research skills

Task organization and management skills

The legal studies minor requires students to complete six courses with no more than two of them from the same discipline. All minors must have a course combination approved by the director of the Legal Studies Program.
Students must take two of the following three-credit courses from the list below, at least one of which must be PHIL 326, SOC 240, PSCI 315 or PSYCH 375.

- BUS 301 Business Law I
- CJUST 317 Criminal Law
- PHIL 326 Philosophy of Law
- PSCI 116 Law and the Legal System
- PSCI 238 Religious Values in the Public Square
- PSCI 315 The Supreme Court and Constitutional Law
- PSYCH 375 Psychology and Law
- SOC 240 Law and Society

Students also must take four electives.

- BUS 301 Business Law I
- BUS 302 Bus Law II
- BUS 335 Sport Law
- CJUST 110 Intro to Criminal Justice
- CJUST 105 Law Enforcement
- CJUST 317 Criminal Law
- CJUST 318 Criminology
- CJUST 335 Juvenile Delinquency
- CJUST 345 Criminal Investigation
- CJUST 365 Drugs and Crime
- CJUST 370 Organized Crime
- CJUST 380 White Collar Crime
- COMM 230 Public Speaking
COMM 303  Argument
COMM 325  Art of Persuasion
COMM 335  Communication Law and Ethics
PHIL 101  Logic
PHIL 323  Political Philosophy
PHIL 326  Philosophy of Law
PSCI 116  Law and the Legal System
PSCI 212  State and Local Government
PSCI 238  Religious Values in the Public Square
PSCI 210  Public Policy
PSCI 311  Social Welfare Policy
PSCI 315  The Supreme Court and Constitutional Law
PSCI 332  Politics of the Human Body
PSCI 333  International Law and Organization
PSYCH 375  Psychology and Law
SOC 240  Law and Society

In addition, relevant independent studies (including mock trial), internships and special topics courses may be counted toward the minor, with the prior approval of the director.

**Military Science/ROTC**

The U.S. Army Reserve Officers’ Training Corps (ROTC) program is offered at Mount St. Mary’s in partnership with the Military Science Department at McDaniel College in Westminster, Md. Graduates of the program are commissioned as Army officers at the rank of second lieutenant. ROTC graduates typically serve four years active duty with the U.S. Army. Cadets may apply to serve in the Army Reserve or the Army National Guard in lieu of active duty service.
Military Science courses are designed to acquaint students with the military and its role in society, build good citizens, and prepare students for future service as Army officers. All freshman and sophomore military science classes are held on the Mount Saint Mary’s campus, while junior and senior classes alternate between the Mount and McDaniel College on a weekly basis. Freshman and sophomore Military Science courses make up the ROTC Basic Course. The Basic Course is open to all Mount students. Students can complete the first two years of ROTC without obligating themselves to military service. Junior and senior level military science courses make up the ROTC Advanced Course. The Advanced Course is open only to contracted cadets; that is, those cadets who have contractually committed to serve in the Army after receiving their degrees and subsequent commission.

Students can compete for two-, three- or four-year ROTC scholarships. ROTC scholarships currently pay full tuition and fees; $1,200 per year for books; and a monthly stipend during the academic year. Stipend amounts are $300 per month for freshmen, $350 per month for sophomores, $450 per month for juniors and $500 per month for seniors. Students may apply for an ROTC scholarship during their senior year in high school or during their freshman or sophomore year in college. All those who commission through ROTC incur a military service obligation following graduation.

All ROTC cadets attend periodic leadership laboratories designed to provide experiential learning in military skills such as rappelling, rifle marksmanship, first aid, patrolling, radio communications and water survival. ROTC cadets may receive additional leadership experience by attending one or more of the off campus, Army centric professional development courses described below. Moreover, all advanced course cadets must successfully complete the Cadet Leader Training Course (CLT) at Fort Knox KY in the summer following their junior year.

Upon graduation, newly commissioned Army officers will go on to serve as leaders in one of a variety of fields including armor, artillery, aviation, communications, corps of engineers, finance, infantry, intelligence, law enforcement (MP), logistics, medical service corps, human resources and special forces to name a few.

For more information about ROTC at the Mount, contact the Military Science Department 301-447-5350 or email admissions@msmary.edu.

MILITARY SCIENCE COURSE DESCRIPTIONS

MSCI 101 Basic Military Science I (1)

Examines the unique duties and responsibilities of military officers. Includes an introduction to the organization and roles of the Army in American society. Students discuss basic leadership traits and skills such as interpersonal communication and teambuilding. Additionally, students study Army values and ethical leadership. (Fall)

MSCI 102 Basic Military Science II (1)

Presents fundamental leadership concepts and doctrine. Students learn effective problem-solving skills and apply active listening and feedback skills. Students also examine factors that influence leader and group effectiveness. An overview of the expectations and responsibilities of officership are given. (Spring)
MSCI 201  Basic Military Science III (2)

Students develop introspective knowledge of self, individual leadership skills, and self-confidence. Students further develop their problem-solving and critical-thinking skills while applying more advanced communication, feedback and conflict resolution skills. (Fall)

MSCI 202  Basic Military Science IV (2)

Course focus is on self-development, guided by knowledge of self and group processes. Additionally, this course challenges student beliefs, knowledge and skills and prepares them to lead other team members in the execution squad-level battle drills. (Spring)

MSCI 210  Cadet Initial Entry Training (CIET) (4)

CIET is the Army’s two-year ROTC lateral entry course designed especially for students with no prior ROTC experience who fall in one of the following academic categories:

1. Undergraduate students who are just completing their sophomore years and desire to enter the Advanced Course at the start of their junior academic year.

2. Master’s degree candidates who desire to commission subsequent to completing a two year master’s degree program.

CIET is designed to have professional Army instructors observe students to determine their officer potential in a leadership-oriented, challenging and motivating four-week training program at Fort Knox, KY. Approval of the Military Science Department chair is required for a student to enter this special training course. Those who pass CIET qualify to enter the ROTC advance course and in some cases, may receive a two year scholarship offer. (Off-campus, Summer)

MSCI 211  Cultural Understanding & Language Proficiency (CULP) (3)

Cadets travel the globe, spending up to three weeks immersed in foreign cultures, learning more about how others around the world view the U.S. and, in the process, learning more about themselves. Moreover, Cadets experience up to three different venues during immersion:

- Humanitarian service
- Host nation military-to-military contact
- Education on the social, cultural and historical aspects of the country. (Off-campus, Summer)

MSCI 220  Cadet Practical Field Training (CPFT) (3)

The CPFT program includes training at Army Schools and special courses for Air Assault, Basic Airborne, Mountain Warfare, Northern Warfare, Cadet Survival Training at USAFA, and University Officer Training Center in the United Kingdom. Generally, in a typical year, the total number of CPFT allocations equals
approximately 10 percent of the cadet population at large. Approval of department chair required. (Off-campus, Summer)

MSCI 301  Advanced Military Science I (3)

This course examines basic skills that underlie effective problem solving. Students analyze the role officers played in the transition of the Army from Vietnam to the 21st century. Students learn how to execute the Leadership Development Program. An analysis of how to plan military missions is conducted. Students learn to execute platoon-level battle drills. Prerequisite: ROTC Advanced Course status. (Fall)

MSCI 302  Advanced Military Science II (3)

Students probe leader responsibilities that foster an ethical command climate. Focus is on developing leadership competencies and studying leadership responsibilities. Students apply techniques of effective written and oral communication. Students learn and execute platoon-level battle drills. Prerequisite: ROTC Advanced Course status. (Spring)

MSCI 310  Cadet Leader Course (CLT) (4)

The five-week CLC, conducted at Fort Knox KY., provides advanced professional training and evaluation for ROTC cadets during the summer that falls between their junior and senior years. Successful completion of the CLC is an Army mandated prerequisite for commissioning. Prerequisite: ROTC Advanced Course status. (Summer)

MSCI 311  Cadet Troop Leader Training (CTLT) (3)

CTLT is an optional two-track cadet development course consisting of a Platoon Leader track and an Internship track.

The Platoon Leader track cadets are assigned to positions with active duty units located in the U.S., Pacific and European regions. Duration of training is two weeks for those assigned to stateside units and four weeks for those assigned to overseas units.

Internship Track: this track consists of 11 different internship programs. The assignment period is the same as the Platoon Leader track with the exception of the Advanced Individual Academic Development Program, an engineering internship that cadets are assigned to for a four-week period.

Prerequisite- ROTC Advanced Course status. (Summer)

MSCI 401  Advanced Military Science III (3)

This course builds on the CLC experience by focusing on operations and problem solving at the organizational and staff level. Students examine principles of motivating subordinates and organizational change by applying leadership and problem-solving principles to complex case studies and simulations. Lab required. Prerequisite: ROTC Advanced Course status. (Fall)
MSCI 402  Advanced Military Science IV (3)

Capstone course designed to explore topics relevant to second lieutenants entering the Army. Students learn to describe the legal aspects of decision making and leadership. They analyze Army operations from the tactical to strategic levels while also assessing administrative and logistics management functions. Finally, students perform platoon leader actions and examine leader responsibilities that foster an ethical command climate. Prerequisite: ROTC Advanced Course status. (Spring)

Undergraduate Continuing Studies Programs

STATEMENT OF PURPOSE

The Division of Continuing Studies exists to meet the educational needs of adult learners. As such it provides undergraduate degree completion programs in business, criminal justice, human services, and elementary education to adults, offering courses at its Frederick Campus.

Programs in Continuing Studies capitalize on adult learners’ experiences and extend the mission of the University by incorporating the core values of faith, discovery, leadership and community in the curriculum of all of its programs.

Students seeking admission to the program should complete the following steps:

Have all official college transcripts sent to Mount St. Mary’s University Frederick Campus Attention: Director of Undergraduate Programs, 5350 Spectrum Drive Frederick, MD 21703

Schedule an appointment with an advisor (301-682-8315) for an initial interview and review of transcripts.

Complete an application for admission, available online at www.msmary.edu/mountadult

ADMISSION CRITERIA

General Criteria

Prospective students must have:
completed 12 or more undergraduate credits from a regionally accredited (e.g., Middle States Association of Colleges) institution or its equivalent.* AND

achieved a grade point average (GPA) of at least 2.0 on a 4.0 scale (2.75 GPA for education program) in prior undergraduate credits AND

have three or more years of full-time work experience.

Criteria for teacher education programs:
Submit an “Application for Admission” to the chair of the education department upon completion of the 200-level courses in education.

Achieve a cumulative GPA of 2.75 or higher. All courses prefixed EDUC or SPED must be passed with a minimum grade of C. Other courses taken as part of an approved program of study may be subject to this requirement, as determined by the Department of Education.

Demonstrate communicative competence and professionalism during the admission interview, earning a rubric score of 2.0 or better from the evaluation panel (3-point rubric).

Achieve a passing score on the admission portfolio (10 out of 15 possible points).

Meet or surpass Maryland qualifying scores for tests of basic skills [Praxis Core Academic Skills for Educators (pre-professional tests in mathematics, reading and writing), SAT (mathematics and reading), ACT or GRE]. Maryland qualifying scores can be found at https://www.ets.org/praxis/md/requirements. Students are encouraged to meet this requirement in their freshman year. For those taking Praxis Core Academic Skills for Educators, Mount St Mary’s University and MSDE must be identified as score recipients. For those who are exempt from Praxis CORE due to qualifying scores on the SAT/GRE/ACT, a photocopy of the SAT/GRE/ACT official report must be given to the administrative assistant in the Education Department, Second Floor, Archbishop Borders Hall. Please note, students (upon completion of program requirements) will be required to send a photocopy of the SAT/GRE/ACT to MSDE when applying for certification.

* It is required that official transcripts from all other schools be received in the Office of the Registrar by the end of the 8th course (24 credits) completed at Mount St. Mary’s University. Students who fail to submit relevant transcripts from other institutions by the end of the 8th course will be unable to register for further courses.

Fees and Financial Information

Tuition (2017-2018 academic year)*

Continuing Studies Course tuition, per credit $505

Deferment fee $40

Drop fee week before session start $25

Drop fee after first class 20% of course tuition

Drop fee after second class 100% of course tuition

CLEP fee (non-refundable, upfront) $35

Education Internship I program fee $240 in PDS, $425 outside of PDS
Education Internship II program fee $300 in PDS, $500 outside of PDS

Human Services Practicum I fee $130

Human Services Practicum II fee $160

*All tuition and fees subject to change.

PAYMENTS

Payments may be made anytime between registration and the first day of classes. Continuing Studies students must pay for current classes by the Friday following the first class meeting. The Mount St. Mary's Accounting Office provides registered students with a payment schedule based on session start dates. Tuition and fees must be satisfied before the student enrolls for the upcoming semester.

The following methods of payment are accepted:

By mail: Payment should be sent to the Mount St. Mary’s University, Accounting and Financial Affairs Office, 16300 Old Emmitsburg Road, Emmitsburg, MD 21727.

Online: Students may pay online using the Mount Portal/Student Accounts.

Deferred: Students may defer payment, at a per-module fee of $40.

Military and nonmilitary purchase orders and other third-party billing is arranged by calling the Accounting and Finance Office at 301-447-5353.

FINANCIAL AID

Students enrolled in the Mount’s Continuing Studies programs may seek assistance through federal and state-funded programs. To qualify for financial aid, students must be enrolled on at least a half-time basis, i.e., at least six credits per traditional semester (i.e. fall, spring, etc). Most financial aid will be in the form of deferred student loans, though some students may be eligible to receive federal and/or state grants. Those receiving financial aid should be aware of the academic policies governing continued participation in financial aid programs, stated below. Students are also encouraged to check with employers regarding the availability of employer-sponsored tuition assistance programs.

Students interested in receiving financial aid need to plan accordingly. Because enrollment status is critical to this process, students should map their coursework on at least a semester basis. This means preregistering for all courses they intend to take in the semester’s modules.

For specific information on applying for financial aid, please see our website at www.msmary.edu/depafinancialaid or call 301-447-5207.

VETERANS BENEFITS
Veterans who are eligible to receive educational benefits should contact the University Registrar, who serves as the veterans certifying official. For more information, call 301-447-5215.

SATISFACTORY ACADEMIC PROGRESS AS IT RELATES TO AVAILABILITY OF FINANCIAL AID

Financial aid is available to students to assist in the timely attainment of academic goals. No financial aid will be available seven years after the first semester of continuous enrollment.

After completion of at least 12 credits at Mount St. Mary’s, students receiving financial aid must maintain a cumulative 2.0 GPA. Students with less than 2.0 GPA will be placed on probationary status for one semester. Students on probation will be informed that financial aid will not be available should the GPA not rise to or above 2.0 at the end of the current semester. Students who fail to achieve a 2.0 GPA for two consecutive semesters will forfeit further financial aid availability until such achievement is attained.

Undergraduate Academic Programs

Mount St. Mary’s Division of Continuing Studies offers degree-completion programs in business, criminal justice, human services, and elementary education or elementary/special education (leading to Maryland teaching certification). Students in all programs must complete the Mount core curriculum as well as all course requirements in their major program of study and general electives. Please see individual program descriptions for further information.

REQUIREMENTS FOR THE DEGREE

In order to graduate from Mount St. Mary’s University, students must earn a minimum of 120 credit hours with a cumulative grade point average of at least 2.0 (2.75 for education majors). No fewer than 30 of the 120 hours must be earned at Mount St. Mary’s; at least 45 hours of the 120 must be from four-year institutions.

In addition, students must:

fulfill all requirements for the core curriculum

complete the courses and number of credit hours required by their major field of study

maintain a 2.0 cumulative GPA both overall and in the major (2.75 cumulative GPA for education majors)

satisfy the senior year residency requirement by enrolling at the University for 24 of the final 30 hours prior to graduation

To be eligible for graduation ceremonies, students must have completed 99 credits by the end of the senior year fall semester prior to May Commencement. Attendance at commencement activities is strongly encouraged.
All students should check their records periodically with their advisors to ensure they are progressing toward fulfillment of graduation requirements.

THE CORE CURRICULUM

Mount St. Mary’s recognizes that to be truly educated one needs an understanding of the world, of the history and traditions of Western and non-Western culture and of science. College graduates should have proficiency in written and quantitative skills. To that end, the University requires students in its degree-completion programs to complete a core curriculum designed to give students general knowledge of the world around them. It includes the following courses:

<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mount Seminar*</td>
<td>3</td>
</tr>
<tr>
<td>College Writing</td>
<td>3</td>
</tr>
<tr>
<td>Arts and Humanities (Art, Literature, Music)</td>
<td>3</td>
</tr>
<tr>
<td>History</td>
<td>3</td>
</tr>
<tr>
<td>Social Science (sociology, psychology, economics, education, human services or political science)</td>
<td>6</td>
</tr>
<tr>
<td>Natural Science (w/lab)</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics (fulfilled in each particular major)*</td>
<td>3</td>
</tr>
<tr>
<td>Philosophy (introduction to Philosophy)*</td>
<td>3</td>
</tr>
<tr>
<td>Moral Philosophy (PHIL 301: Ethics)*</td>
<td>3</td>
</tr>
<tr>
<td>Theology I *</td>
<td>3</td>
</tr>
<tr>
<td>Theology II *</td>
<td>3</td>
</tr>
<tr>
<td>Non-Western Culture/Global Encounters*</td>
<td>3</td>
</tr>
</tbody>
</table>

*Denotes courses normally taken through Mount St. Mary’s.

Economics, in the business major, fulfills one social science requirement; Foundations of American Education in the education major.

Please Note: Credits for these courses are counted only once.

The teacher education program requires additional coursework in science and mathematics for Maryland state certification to build the depth and breadth of knowledge needed for successful elementary teaching. Therefore, education majors will normally be expected to take the following courses, or their equivalent, in addition to the Mount St. Mary’s core courses:
Required Additional Credits

Mathematics

Must be six credits of Fundamental Concepts of Mathematics I and II

(the equivalent of Mount St. Mary’s MATH 108 and 109), or a statistics course

paired with a concepts of mathematics course 6

Biological Lab Science 4

Physical Lab Science (e.g., Geology, Astronomy) 4

Recommended Courses to Fulfill Requirements

Course requirements listed below can be completed at a regionally accredited institution prior to enrolling in Mount St. Mary’s programs. Students should schedule an appointment for pre-admission advising to be certain of appropriate course selection of lower-level requirements.

COURSE SEQUENCING

Although students are not required to take the Mount St. Mary’s core courses in a particular order, the following information may help in deciding how to organize a plan of study.

MOUNT SEMINAR

The Mount Seminar is designed to be an entry-level (first) course for new Mount students. Moral Philosophy is an upper-level course and should follow the Mount Seminar and Introduction to Philosophy. Theology is normally a junior-level sequence. It is suggested that students enrolling in theology courses have completed one philosophy course and their history requirements. Theology 200 must be taken prior to the second theology course. Students are advised to check prerequisites prior to registration for upper-level Mount St. Mary’s courses.

GE 200 MOUNT SEMINAR (3)

Mount Seminar is designed as an introduction to the Mount St. Mary’s curriculum for Continuing Studies students. It initiates students into the skills and habits of higher education as students make the transition to accelerated college-level work. The course includes units on writing, speaking, critical thinking, research, computer use and reading. Required as a first or second course for Continuing Studies students at Mount St. Mary’s University.
The history of the West is a history of "othering", the process by which a people define themselves by identifying ways they are different from and superior to other peoples. In doing so, the West has erased, rewritten, and distorted the actual qualities of many of those peoples. Further, othering denies the West an opportunity for an honest accounting of itself. This course will unpack several examples of othering over the last 2,500 years, examining the truths of the others, why and how the West othered as it did, and the shared historical implications. Topics include: Greece and Persia, Rome and Carthage, The British Empire and colonial Burma, and Germany and Syrian refugees.

While America and Europe have spent this generation distracted by wars against terror, Russian revanchism, economic uncertainty, and “entertaining” elections, China has experienced unprecedented political and cultural change which has, in turn, facilitated equally-unprecedented economic and military growth. This course focuses on the 25 years of that change and growth, while also attempting to view this era in greater Chinese and global historical contexts.

While the post-Cold War era has seen the rise out of abject poverty of approximately a billion humans, another billion continue to struggle with daily food and water insecurity, lack of access to reliable electricity, and simultaneous assaults on their cultural, economic, and political worth. This 1/7th of us does have, however, a disproportionally large impact on the world’s stability, environment, and ethics. We can’t afford to ignore them.

Although Americans perceive Vietnam in the singular context of the 1963 to 1975 War, this area of Southeast Asia has a long, intertwined history with China, the Khmer Empire and seafaring traders. A lasting Buddhist and Confucian influence has impacted its populous from 1000 AD to the present, as did Mongol, Chinese and French invasions. This course will study the cultural, religious and economic threads that allowed for a successful amalgamation of the Tonkin, Annam and Cochin regions into a dedicated Viet Minh nation-state. Lastly, we will look at both the French and American phases of the long Indochinese war, its leadership under Ho Chi Minh and Vo Nguyen Giap, and the eventual emergence of a unified nation-state and industrious regional economic engine.

An investigation of ancient, medieval, modern and contemporary responses to questions concerning the nature of the human reality, the nature and limits of human knowing, human freedom, human happiness or well-being, and the relation of the individual to society.
An inquiry into the nature of the moral good, the structures of moral agency and the proper criteria for making choices that bear on human beings and their well-being. Prerequisite: PHIL 200.

BACHELOR OF SCIENCE IN BUSINESS

Warriors to Workforce Program Coordinator: Paul Hunter (hunter@msmary.edu or 301-447-5125)

The Richard J. Bolte, Sr. School of Business emphasizes the development of personal, professional and organizational qualities and skills required to meet the challenges of today’s and tomorrow’s complex global business world with its focus on ideas, communication, critical analysis, problem solving and decision making. The business degree program also provides students with the abilities required to pursue graduate studies.

The business curriculum affords students opportunities to broaden their understanding of the environment of modern business and of the principles and processes for effective management of organizations; required courses span the areas of management, marketing, business law, information management, analytical techniques of decision making, and financial management.

The business program offers 13 sessions yearly. Students can expect to spend about 15 hours of preparation outside of class each week.

Required Business Major Courses

Courses noted without course numbers can either be transferred from a regionally accredited institution or completed at the Mount. Courses in the Mount’s School of Business are described on p.65.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>BUS 311</td>
<td>Information Systems</td>
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<td></td>
<td>Principles of Management</td>
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<td></td>
<td>Business Law</td>
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<tr>
<td></td>
<td>Principles of Accounting I *</td>
</tr>
<tr>
<td></td>
<td>Principles of Accounting II*</td>
</tr>
<tr>
<td></td>
<td>Principles of Economics I (macro)</td>
</tr>
<tr>
<td></td>
<td>Principles of Economics II (micro)</td>
</tr>
<tr>
<td>BUS 344</td>
<td>Operations and Supply Chain Management</td>
</tr>
<tr>
<td>ECON 360</td>
<td>Global Business and Economics</td>
</tr>
<tr>
<td>BUS 360</td>
<td>Corporate Finance</td>
</tr>
<tr>
<td>BUS 313</td>
<td>Principles of Marketing</td>
</tr>
<tr>
<td></td>
<td>Business Elective – upper level+</td>
</tr>
<tr>
<td></td>
<td>Business Elective – upper level+</td>
</tr>
<tr>
<td></td>
<td>Business Elective – upper level+</td>
</tr>
<tr>
<td></td>
<td>Business Elective – upper level+</td>
</tr>
</tbody>
</table>
The Information Systems requirement may be fulfilled at Frederick Campus or through CLEP, DSST or portfolio evaluation. Students should speak with an advisor about the best option.

*Students who have not completed Accounting I and II prior to enrolling may substitute the Mount’s course ACCT 101, plus an additional business elective.

*Students may transfer up to two Business Electives.

**BACHELOR OF ARTS PROGRAM IN CRIMINAL JUSTICE**

Mount St. Mary’s criminal justice program provides a rigorous and liberal arts education to those seeking a professional career in the criminal justice field, including law enforcement, probation and parole, corrections and other relevant fields.

A key feature of the criminal justice program is its emphasis on the connections between theory and practice. There are three guiding principles: (1) there can be no criminal justice without a commitment to the principles and practices of social justice, (2) technical proficiency is crucial to a well-run system of justice, and (3) a liberal education leads to both a greater level of professionalism as well as to a full and meaningful personal life. As such, this program aims to educate the whole person.

Student Learning Outcomes:

Mount St. Mary’s develops criminal justice professionals who are able to:

understand the basic concepts and theories of the discipline (proficient)

examine their own motivation for wanting to work in the field (reflective)

demonstrate commitment to the diversity, dignity, equality and rights of the individual (ethical)

demonstrate leadership as active participants in the criminal justice field (leading)

respond to the demands of an increasingly diverse technological and global society (adaptive)

Required Courses

The program requires a minimum of 42 credits, including 30 credits in required courses and 12 credits in electives. Criminal justice courses in the Mount’s Department of Sociology are described on p.92.
Six 300-400 level required CJUST courses (18 credits) must be taken at Mount St. Mary’s. There are no equivalent substitutions at community colleges for courses listed below. CJUST 300, 305, 310, 315, 400, and 410.

Total CJ Major Required Credits: 30

CRIMINAL JUSTICE ELECTIVES

In addition to the required courses, four electives (12 credits) must be completed. Of these four, at least two of them must be at the 300-400 level, and all 300-400 level electives must be taken at the Mount. Below is a list of some of the possible CJUST electives offered by the Mount.

CJUST 319  Cyber Forensics
CJUST 320  Advanced Crime Analysis
CJUST 335  Juvenile Delinquency
CJUST 340  Law Enforcement Management
CJUST 345  Criminal Investigation
CJUST 352  Forensics
CJUST 354  Crime Analysis and GIS Mapping
CJUST 360  Crime-Gun Interdiction
CJUST 365  Drugs and Crime
CJUST 370  Organized Crime
CJUST 380  White Collar Crime
CJUST 405  Social Deviance
CJUST 415  Probation and Parole

CRIMINAL JUSTICE COURSE DESCRIPTIONS

CJUST 300  Crime and Justice in America (3) (Center for Professional and Continuing Studies only)

The study of the causes and correlates of crime. Also discussed are the different types of crime (e.g., street crime, white-collar crime and organized crime). Emphasis on the social background, motivation
and conduct of law violators. The social control of crime and criminality are also studied. Particular emphasis is placed on social justice and criminal justice.

CJUST 305  Technical/Report Writing (3) (Center for Professional and Continuing Studies only)

Designed to improve students’ written presentation of their work and to expand their ability to use technology in the composing process.

CJUST 310  Media Relations & Oral Communication (3) (Center for Professional and Continuing Studies only)

Designed to improve students’ oral communication and ability to effectively interact with the media.

CJUST 315  Ethics in Criminal Justice (3) (Center for Professional and Continuing Studies only)

An examination of a wide range of ethical issues in policing, the practice of law, sentencing, corrections, criminal justice research and crime control policy.

CJUST 340  Law Enforcement Management (3) (Center for Professional and Continuing Studies only)

Organization theory and behavior for the criminal justice agency. Organization and policy planning, budgeting, forecasting, human resources management, and project implementation.

CJUST 352  Forensics (3) (Center for Professional and Continuing Studies only)

Techniques of the crime scene search. Collection and preservation of physical evidence. Class and individual scientific tests. Rules of evidence governing admissibility of physical evidence and the role of forensic science in the criminal justice system.

CJUST 360  Crime Gun Interdiction (3) (Center for Professional and Continuing Studies only)

An examination of various aspects of crime gun interdiction and investigation:

(1) tracing crime guns, identifying patterns and focusing enforcement efforts; and (2) analyzing policies and standing operating procedures regarding firearm tracing and strategies for the interdiction of illegally trafficked firearms.

CJUST 400  Criminal Justice Research Methods (3) (Center for Professional & Continuing Studies only)

A course concentrating on basic procedures constituting the research process. Special focus on the relationship between theory and methodology, as well as the principles and problems of data collection in experimental and non-experimental research.

CJUST 405  Social Deviance (3) (Center for Professional and Continuing Studies only)
A central theme of this course is that deviance plays an integral role in the definition of what is normal in human group life. Deviant behavior as an agent of social change as well as a source of social stability will be addressed. Various sociological perspectives will be employed in discussing such topics as crime and violence, substance abuse, mental illness and sexual deviance.

CJUST 410 Data Analysis (3) (Center for Professional & Continuing Studies only)

A continuation of CJ 400, emphasizing the application of statistical techniques to the analysis of data. The use of information technology (e.g., database software and statistical software) is also emphasized. Prerequisite: CJUST 400.

CJUST 415 Probation and Parole (3) (Center for Professional and Continuing Studies only)

An examination of probation and parole systems and other alternatives to incarceration. Emphasis is placed on balanced and restorative justice.

BACHELOR OF SCIENCE PROGRAMS IN EDUCATION

The Division of Education is committed to the preparation of teachers for today and for tomorrow. A broad and integrated liberal arts curriculum is a foundation for teachers at all levels. Through this curriculum, prospective teachers (a) acquire the essential skills of analytical thought and self-expression, (b) gain and integrate knowledge in various disciplines, (c) acquire an understanding of other cultures and other times, (d) develop an awareness of the various facets of moral and ethical problems, and (e) achieve a high degree of professional fulfillment. To complement this curriculum, a sequence of professional courses allows prospective teachers to (a) gain general and specialized knowledge in one or more content areas, (b) gain knowledge about past and current theories of education, (c) develop a thorough knowledge of child growth and developments, and (d) develop the appropriate skills for effective classroom teaching.

STATEMENT OF PURPOSE

Complemented by a liberal arts education in a Catholic setting, the teacher education unit of Mount St. Mary’s University develops educators who are proficient in content and pedagogy, reflective, and ethical professionals dedicated to leadership in an increasingly diverse technological and global society.

OUTCOMES

Mount St. Mary’s develops educators who are able to:

- demonstrate the content and pedagogical knowledge, skills and dispositions to effect student learning (proficient)
- examine learning to shape their practice (reflective)
- demonstrate commitment to the diversity, dignity, equality and rights of the individual (ethical)
demonstrate leadership as active participants in the education community (leading)

respond to the demands of an increasingly diverse technological and global society (adaptive)

Programs culminate in the earning of a Mount St. Mary’s degree. As all Mount education programs are approved by the Maryland State Department of Education (MSDE), successful completion of all program requirements leads to certification to teach in Maryland and states with reciprocity agreements with the MSDE. Students are advised, however, to consult certification requirements in states of interest early in their study. Teacher education programs are accredited through the Council for the Accreditation of Educator Preparation (CAEP), formerly the National Council for the Accreditation of Teacher Education (NCATE).

Review of programs is the responsibility of the education department in concert with the CAEP, the MSDE, the Content Area Advisory Committee and the Professional Development School Advisory Council.

Note: Admission to Mount St. Mary’s does not automatically guarantee admittance to and retention in the programs in teacher education.

Courses in the Mount’s Division of Education are described on p.XX.

Important Notices Concerning the Elementary Education Program

Requirements for entering teacher education programs:

Submit an “Application for Admission” to the chair of teacher education upon completion of the 200-level courses in education. The Education Advisory Committee is responsible for all admission decisions.

Achieve a cumulative GPA of 2.75 or higher. All courses prefixed EDUC or SPED must be passed with a minimum grade of C. Other courses taken as part of an approved program of study may be subject to this requirement, as determined by the education department.

Demonstrate communicative competence and professionalism during the admission interview, earning a rubric score of 2.0 or higher from the evaluation panel (3-point rubric).

Achieve a passing score on the admission portfolio (10 out of 15 possible points).

Meet or surpass Maryland qualifying scores for tests of basic skills [Praxis CORE (pre-professional tests in mathematics, reading and writing), SAT (mathematics and reading), ACT or GRE]. Students are encouraged to meet this requirement in their freshman year. For those taking Praxis CORE, Mount St Mary’s University and MSDE must be identified as score recipients. For those who are exempt from Praxis CORE due to qualifying scores on the SAT/GRE/ACT, a photocopy of the SAT/GRE/ACT official report must be given to the administrative assistant in the Education Department. Second Floor, Archbishop Borders Hall. Please note, students (upon completion of program requirements) will be required to send a photocopy of the SAT/GRE/ACT to MSDE when applying for certification.
Requirements for teacher internship:

Maintain a minimum cumulative GPA of 2.75.

Recommendation of the chair.

There is a fee of $235 for the Internship I program, generally payable upon registration for the first course in Internship I. There is a fee of $290 for Internship II, generally payable upon registration for the first course in Internship II. Students must arrange their own transportation to internship placements and assignments.

PROGRAM COMPLETION AND CERTIFICATION

In order to apply for certification through the Maryland State Department of Education, a teacher candidate must be a program completer. To be a program completer, the teacher candidate must have completed all program requirements, including the submission of official qualifying Praxis II scores for the state of Maryland. It is imperative that students designate Mount St. Mary’s University and the MSDE as score recipients. For specific details about seeking Maryland certification, consult the Maryland State Department of Education Certification Branch (www.marylandpublicschools.org/MSDE/divisions/certification).

PROFESSIONAL DEVELOPMENT SCHOOL (PDS)

A Professional Development School (PDS) is a collaboratively planned and implemented partnership for the academic and clinical preparation of teacher candidates and the continuous professional development of both school system and institution of higher education faculty. The focus of a PDS partnership is improved student performance through research-based teaching and learning.

The University enjoys a long-standing PDS partnership with elementary, middle and high schools in Frederick County, MD. It is possible that early field experiences take place in one of the Mount’s PDS sites. However, the standards for Maryland PDSs hold that all teacher candidates are provided equitable access to an extensive internship (at least 100 consecutive days) in a PDS. The Mount’s field placement coordinator, working in concert with the PDS liaison and school principals, arranges internship placements in PDSs. A mentor teacher and professor in residence, or University supervisor support candidates’ professional development toward meeting the Mount’s benchmarks. Upon graduation, students are expected to demonstrate standards-based teaching that is measured through evaluation of teaching performance and portfolio assessment. The education department uses the standards of the Interstate New Teacher Assessment and Support Consortium (InTASC) for evaluating student performance. Teacher candidates are also expected to demonstrate the personal dispositions that relate to successful teaching.

TECHNOLOGY

Mount St. Mary’s University emphasizes the integration of technology into teaching as outlined by the Maryland Teacher Technology Standards (MTTS). Coursework models best practice in uses of technology as tools to enhance student learning.
SUPPORT SERVICES FOR EDUCATION STUDENTS

The Curriculum Resource Center, located in the Phillips Library, offers all education students a compendium of print materials to be used in elementary and secondary field experiences and teacher internship.

The Center for Instructional Technology, located in the Knott Academic Center, is a teacher resources support system (including lamination, technical support, etc.) utilized by all education students in conjunction with their field experiences and teacher internship.

ELEMENTARY EDUCATION MAJOR

The program in elementary education is designed to prepare students to teach language arts, social studies, mathematics and science in grades 1-6. The program holds a Certificate of Distinction from the International Reading Association for the quality preparation in reading instruction. This Maryland Approved Program meets certification requirements in other states. Students are advised, however, to consult certification requirements in states of interest early in their study. Courses include: 100, 202, 208, 313, 343, 350, 351, 445, 480, 495, SPED 339, and 415.

ELEMENTARY/SPECIAL EDUCATION

The elementary/special education program requires a major in elementary education and concentration in special education. The program closely follows the requirements and sequence of the elementary education major, including the core curriculum and the internship requirements. In addition to a modified dual internship, students must take the following classes to attain special education certification: SPED 339, 415, 433, 434, 470, 480. Note: Some of these courses require full-day field experiences.

Additions to Mount Core

Education programs require coursework that provides depth and breadth of knowledge needed for successful elementary education teachers. Therefore, education majors will be expected to take courses in addition to the University core courses.

<table>
<thead>
<tr>
<th>Transfer Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Human Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>Total transfer credits</td>
<td>9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mount Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 100 Foundations of American Education</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 202 Materials for Teaching Reading</td>
<td>4</td>
</tr>
<tr>
<td>Course</td>
<td>Credits</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>SPED 415 Methods and Management for the Inclusive Classroom</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 313 Instruction of Reading1</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 350 Teaching Mathematics and Science in the Elementary School</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 343 Globalization in Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 351 Teaching and Assessing Social Studies in the Elementary School</td>
<td>4</td>
</tr>
<tr>
<td>SPED 339 Reading Assessment and Intervention1</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 445 Foundations of Educational Research</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 480 Teacher Internship or SPED 480 Teacher Internship/ Special Education</td>
<td>8</td>
</tr>
<tr>
<td>EDUC 495 Professional Seminar</td>
<td>2</td>
</tr>
<tr>
<td><strong>Additional courses for elementary/special education:</strong></td>
<td></td>
</tr>
<tr>
<td>SPED 433 Assessment in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>SPED 434 Special Education Curriculum Design and Application</td>
<td>3</td>
</tr>
<tr>
<td>and SPED 470 Special Topics: Trends and Issues in Special Education</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total Mount Credits for Elementary Education OR</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Total Mount Credits for Elementary/Special Education</strong></td>
<td></td>
</tr>
</tbody>
</table>

1Lower-level prerequisites for these courses must be completed before registration.

**BACHELOR OF SCIENCE PROGRAM IN HUMAN SERVICES**

The Human Services program at the Mount provides a state-of-the-art educational experience for students interested in the human helping professions. This degree completion program is designed for adult learners who desire to work in community organizations and agencies that assist individuals, families, and communities in solving problems and reaching their full potential. Drawing upon several academic traditions—sociology, psychology, education, and business—this program combines cutting edge theory, research findings, and practical experience to give students the knowledge and skills they need to work in fields that include mental health, youth/family, aging, addictions, and administration of social service programs.

**STUDENT LEARNING OUTCOMES**
After successfully completing the B.S. in Human Services program, graduates will:

be able to identify, differentiate, and critically evaluate the various biopsychosocial factors that influence human behavior;

possess and employ appropriate interpersonal skills needed to work effectively with people seeking assistance in a human service context;

be able to formulate, evaluate, and execute ethical decision making in a human service context; and

understand the importance of and be committed to the practice of self-care so that they are healthy and well-adjusted human services professionals.

REQUIRED COURSES

The program requires a minimum of 37 credits, including 28 credits of required coursework and 9 credits of approved elective coursework. Introductory Psychology (PSYCH 100) is a prerequisite, and should be completed before starting Human Services courses.

The required courses are as follows:

SOC 100 Foundations of Sociology (3)

HS 200 Introduction to Human Services (3)

SOC 202 Conflict Resolution or PYSCH 301 Principles of Psychotherapy (3)

EDUC 208 Learning Theory and Human Development (4, includes field work)

HS 300 Practicum I (3, requires minimum of 150 hours of approved, supervised field experience)

SOC 307 Social Inequality (3)

BUS 334 Nonprofit Management (3)

HS 400 Practicum II (3, requires minimum of 200 hours of approved, supervised field experience)

HS 410 Capstone Seminar (3, requires completion of research project)

Total Human Services Required Credits: 28

HUMAN SERVICES ELECTIVES

In addition to the above required courses, the Human Services major also requires completion of at least three approved electives (9 additional credits).
Students can choose from the following approved electives (other courses may also count toward the Human Services major or minor; consult with the program’s director):

- PSYCH 203 Abnormal Psychology (3)
- SOC 203 Foundations of Mediation (3)
- PSYCH 205 Lifespan Development (3)
- SOC 210 Sociology of Medicine (3)
- SOC 225 Sociology of Death and Dying (3)
- SOC 320 Social Gerontology (3)
- CJJUST 335 Juvenile Delinquency (3)
- CJJUST 365 Drugs and Crime (3)
- PSYCH 365 Drugs and Addiction (3)
- THEOL 380 Healing in the Face of Suffering (3)

Students may seek permission to take different electives from the director of the human services program.

Total Human Services Electives Required: 9

A description of sociology (SOC), psychology (PSYCH), business (BUS), and theology (THEO) courses can be found in the sections of this catalog devoted to each of those academic disciplines.

The Human Services minor requires the successful completion of six 3-credit courses (18 credits). Of these, three are introductory courses that must be taken: PSYCH 100, SOC 100, HS 200. The three remaining courses must be selected in consultation with the Director of Human Services with the student’s academic and professional interests in mind.

HUMAN SERVICES COURSE DESCRIPTIONS

HS 200 Introduction to Human Services

This survey of Human Services investigates how care is provided for the whole individual through a review of community resources and methodologies. The many roles of the human services professional are explored including communicator, counselor, manager, leader, advocate, and problem solver. The importance of ethics and self-care are emphasized. The role of faith and the principles of Catholic social teaching are also examined.
HS 300 and 400  Practicum I and II

These courses provide work experience in a human services agency so that candidates gain first-hand experience in addressing the needs of clients. In seminar meetings candidates discuss experiences from the field as they relate to theory and research. The practicum experiences are supervised.

HS 410  Capstone Seminar

This course provides a capstone experience that includes completion of a major research project. The course emphasizes the application of course material with real world experiences of human services professionals. Major themes covered elsewhere in the curriculum are re-visited and emphasized, especially the importance of ethics and self-care.

Academic Policies and Regulations

REGISTRATION

Students in the Continuing Studies programs must register at the Frederick location. Since many students register for more than one session at a time, registering early assures a much better choice of classes.

Registration information, schedule forms and course schedules are available from the Frederick Office and online at www.msmary.edu/adult. This website is updated regularly, providing the most accurate information. Students are encouraged to visit the site regularly.

Please register for all sessions on one registration form. If you need to download a registration form, please go to: www.msmary.edu/adult. Or register online at www.msmary.edu/adult-undergrad-reg-form

Registration may be completed:

By fax: 301-682-5247

Online: www.msmary.edu/mountadult

In person, by e-mail, or by mail: Mount St. Mary’s University, Frederick Campus, 5350 Spectrum Drive, Frederick, MD 21703

No registrations will be accepted by phone.

COURSE LOAD

Students may register for no more than two courses per session (e.g. Fall 1) due to the nature of the Continuing Studies program. One course per session is the norm and is strongly recommended.
INDEPENDENT STUDIES AND TUTORIALS

See p.52.

PROGRESS/MAINTAINING ENROLLMENT

Because of the accelerated pace of Continuing Studies programs and the demands of students’ lives, students often find it necessary and beneficial to choose not to register for a course from time to time. The Mount’s programs are designed to be responsive to those needs. Hence, students may maintain enrollment under the program in force at initial registration as long as one course per year is satisfactorily completed.

Students who do not complete at least one course within a calendar year must re-apply to the program and will be subject to the curricular requirements and policies in effect at the time of re-application.

CLASS ATTENDANCE

Missed Classes

Attendance at all classes is expected. Failure to attend class does not constitute a withdrawal. Should an emergency arise, the instructor should be contacted prior to that class. It is the student’s responsibility to contact the instructor or, if unable to reach the instructor, the Frederick Campus (301-682-8315). All instructors are free to determine attendance regulations to govern the courses they teach. Any absences or tardiness will be handled between the instructor and the student involved. It is the instructor’s prerogative to apply grade penalties in the event of missed classes. Missing one class is equivalent to missing 20% of the course (for a five-week course).

GRADING SYSTEM

Each faculty member at Mount St. Mary’s is free to devise any system of student evaluation that is based on reason and results in professional judgments of student academic performance and achievement.

Ordinarily, this means faculty members base grades on the following criteria:

Understanding of material

Articulation and communication of course material

Application and integration of material

Fulfillment of basic course requirements

Faculty and students share an understanding that

A=Excellent
B=Good
C=Satisfactory
D=Poor
F=Failure

Grading policies for each course must be published in the syllabus distributed at the beginning of the term.

Letter grades and corresponding quality point values per credit hour are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td>0.67</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
</tr>
</tbody>
</table>

ADDING CLASSES

The deadline to add a class is 5 PM on the Friday before the course begins.

Students pursuing a B.S. in Education may add a course after missing the first class only with the instructor’s permission. Students may add using the Registration Form available on the Continuing Studies website, or may obtain a form in the Continuing Studies office.

DROPPING CLASSES

The deadline to drop a Continuing Studies class is 5 PM Monday of the Second Week of classes. The refund schedule for dropped classes is as follows:

<table>
<thead>
<tr>
<th>Deadline</th>
<th>Student receives</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 PM Friday two weeks before</td>
<td>Full Tuition Refund</td>
</tr>
<tr>
<td>the class begins</td>
<td></td>
</tr>
<tr>
<td>5 PM Friday of the week before</td>
<td>Full Tuition Refund minus $25 drop fee</td>
</tr>
<tr>
<td>class begins</td>
<td></td>
</tr>
<tr>
<td>5 PM Monday of the second week</td>
<td>80% Tuition Refund</td>
</tr>
<tr>
<td>of class</td>
<td></td>
</tr>
</tbody>
</table>

Drop forms are available on the Continuing Studies website for download: [http://msmary.edu/mountadult](http://msmary.edu/mountadult)
COURSEWORK DEADLINE
The deadline for all graded course assignments is the last scheduled day of the term or the last day of class (often the final exam date), whichever comes first. Professors are not permitted to extend assignment deadlines beyond the last day of the term.

INCOMPLETE
Given the accelerated, compressed nature of the Continuing studies program, students are strongly encouraged to complete their courses on time and to not withdraw. In certain limited cases, a professor may grant the student a grade of Incomplete (“I”), allowing the student additional time to complete the course work.

A faculty member may grant an Incomplete grade only when all the following conditions are met: 1. The student has a serious reason to make the request, such as a medical or family emergency; 2. The student requests the Incomplete; and 3. The student has completed at least 75% of the work, and is able to finish the course with minimal assistance from the professor.

The professor must submit an Incomplete Form detailing the terms for finishing the course requirements to the Registrar’s Office, and enter a grade of “I” by the grading deadline. Once required work is complete, the professor submits a grade change form. If the Incomplete is not resolved by the end of the term following the one in which the incomplete grade was received, an Incomplete reverts to the grade specified on the form or to an F, and is entered as such on the official transcript. Grades of incomplete may not remain on a student’s transcript for more than one semester.

WITHDRAWING FROM A CLASS
After 5 PM Monday of the second week of class students cannot drop a class but may withdraw. For 5 Week Classes, the deadline to withdraw is Friday of the 3rd Week of Class. For 8 Week Classes, the deadline to withdraw is Friday of the 5th Week of Class. For 15 Week Classes, the deadline to withdraw is Friday of the 11th Week of Class.

A grade of “W” will appear on the student’s transcript and there will be no refund of tuition. Withdrawal forms are available on the Continuing Studies website for download. Fax all withdrawal forms to 301-682-5247, email to holden@msmary.edu, or bring them in person to the Frederick office.

After the withdrawal deadline for a given course, the student receives the calculated letter grade for the course.

GRADE POINT AVERAGES
The grade point average is computed by dividing the total number of grade points achieved by the total number of course credit hours attempted. The University transcript records both the cumulative grade point average and the average for each semester at Mount St. Mary’s. Transfer credits for courses taken at other institutions are not computed in the grade point average.
RETAKING A COURSE

Students may retake any course in the program. If a student retakes a course, the original grade will continue to appear on the transcript, but in the computation of the cumulative grade point average the new grade will replace the original. This policy will apply regardless of whether the new grade is higher or lower than the first. If a student repeats a course that was originally passed, no additional credits will be earned. Students may not repeat a prerequisite course if subsequent dependent courses have been passed.

ACADEMIC STANDING

Academic standing is based on the cumulative grade point average and the total number of credits earned. To continue to progress toward graduation in the Continuing Studies program, students must achieve the minimum GPA and number of Mount St. Mary’s credits listed below:

<table>
<thead>
<tr>
<th>Mount Credits Completed</th>
<th>Minimum GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>After 12 credits</td>
<td>1.75</td>
</tr>
<tr>
<td>After 24 credits</td>
<td>2.0</td>
</tr>
</tbody>
</table>

To graduate:

- Business major: 2.0
- Criminal Justice major: 2.0
- Elementary Education, Elementary/Special Education major: 2.75
- Human Services major: 2.0

ACADEMIC DISMISSAL

Any student who falls out of good academic standing is subject to dismissal from the program. Academic records are periodically reviewed by the Program Director and the Executive Director of Graduate, Continuing, and Professional Studies. It is the prerogative of the Executive Director to issue a warning and to allow a probationary period for the student to raise his or her grades to achieve good academic standing. The probationary period may not exceed one semester.

MOUNT ST. MARY’S UNIVERSITY STANDARDS OF ACADEMIC INTEGRITY

An academic community must operate with complete openness, honesty and integrity. Responsibility for maintaining this atmosphere lies with the students, faculty and administration. Therefore, the achievement of personal and academic goals through dishonest means will not be tolerated.

Academic misconduct includes but is not limited to:
A. Cheating: the unauthorized use or exchange of information before or during a quiz, test, or semester examination. Unauthorized collaboration on a class assignment, submitting the same work in two courses without the professor’s permission, and buying or selling work for a course are also forms of cheating.

B. Plagiarism: the representation of someone else’s words or ideas as one’s own. The various forms of plagiarism include but are not limited to copying homework, falsifying lab reports, submitting papers containing material written by another person, and failing to document correctly in one’s written assignment words, arguments or ideas secured from other sources.

C. Providing or receiving assistance in a manner not authorized by the professor in the creation of work to be submitted for academic evaluation including papers, projects and examinations; presenting as one’s own the ideas or words of another for academic evaluation without proper acknowledgement.

D. Doing unauthorized academic work for which another person will receive credit or be evaluated.

E. Attempting to influence one’s academic evaluation by means other than academic achievement or merit.

F. Misconduct assistance: cooperation with another in an act of academic misconduct. A student who writes a paper or does an assignment for another student is an accomplice and will be held accountable just as severely as the other. Any student who knowingly permits another to copy from his or her own paper, examination, or project shall be held as accountable as the student who submits the copied material. Students are expected to safeguard their work and should not share papers, projects, or homework with other students unless specifically directed to by their professors.

Penalties for Academic Misconduct

Penalties for any infraction are cumulative in that they are imposed in light of a student’s record at Mount St. Mary’s. The minimum penalty for the first offense will be a grade of zero for the assignment or examination; an instructor may impose a more severe penalty if circumstances warrant it. A second offense in that course or in any other course will result in a semester grade of failure (F) for the course in which this second incident occurs. The penalty for the third offense may be expulsion from the University.

Procedural Guidelines for Academic Misconduct

If a professor has reason to suspect that academic misconduct has occurred, the professor will speak with his/her Program Director and Executive Director of Graduate, Continuing, and Professional Studies in order to determine the appropriate actions.

If a formal charge is warranted:

The professor will notify the student of the infraction in writing. Ordinarily, notification of the student should come no more than three weeks after the due date of the assignment in question. The professor is responsible for keeping the evidence of academic misconduct in its original form and need
not return the original version of the materials to the student. Copies of the student’s work and information about other evidence will be provided to the student upon request.

The professor will notify the Executive Director in writing (with a copy of the notification to the department chair) and forward copies of all information and materials. The Executive Director will consult with the Associate Provost about prior offenses and then will officially notify the student in writing of the charge and the student’s right to appeal. The Executive Director will maintain all records of the charge. The Associate Provost will be responsible for maintaining the necessary electronic records that ensure that the penalties for the second and third offenses are administered by the University.

Procedures for Appeals of Academic Misconduct Charges

A student may appeal a charge of academic misconduct, though not the specific penalties. He or she may register an appeal with the associate provost, who will determine whether or not to convene an academic appeals board. Written appeals must be registered with the associate provost within four weeks of formal notice of the charge to the student by the divisional dean.

GRADE APPEALS

A student may appeal the final grade in a course only on the grounds that a grading policy is unclear or has been unfairly applied. Recourse should be made first to the professor concerned, then to the Program Director in which the course is taken, and then to the Executive Director. A student wishing to pursue the matter further must register a written appeal with the Associate Provost no later than the fourth week of the semester following the posting of the grade. Upon receiving the appeal, the Associate Provost will determine whether or not to convene an academic appeals board.

ACADEMIC APPEALS BOARD

An academic appeals board addresses student appeals in cases of cheating and plagiarism and in grade protests taken beyond the department level. The board is convened by the Associate Provost. The board will include two members of the student government association Academic Committee and three faculty members appointed by the Undergraduate Academic Committee, one of whom shall be from the department affected in the dispute. The Associate Provost will name one of the faculty members to serve as chair of the appeals board. On the basis of written information provided by the instructor, the student and any other relevant party, the board will then determine by majority vote whether an appeal is warranted. If the board decides to hear an appeal, it will invite spoken testimony from the student and professor involved in the case and may, at its discretion, solicit other pertinent information. Decisions in appeals hearings will be made by majority vote. The board’s decision may be appealed to the Associate Provost by the student(s) or by the professor involved. The associate provost has final jurisdiction in such matters.

CONFIDENTIALITY OF STUDENT RECORDS

Family Educational Rights and Privacy Act (FERPA)
Mount St. Mary's University complies with the provisions of the Family Educational Rights and Privacy Act of 1974, as amended, and any regulation promulgated thereunder. A copy of the Mount St. Mary’s University institutional compliance statement is located in the Office of the Registrar and will be made available upon request.

Notification of Student Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their educational records. They are:

The right to inspect and review the student’s education records within 45 days of the day the University receives a request for access. Students should contact the registrar to schedule an appointment to review the education records and receive an explanation or interpretation of the records requested.

The right to request amendment of the student’s education records that the student believes are inaccurate or misleading.

The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

The right to file a complaint with the U.S. Department of Education concerning alleged failures to comply with the requirements of FERPA. Anyone who believes his or her rights have been violated may file a complaint with the Family Policy Compliance Office, U.S. Department of Education, 600 Independence Avenue, SW, Washington, D.C. 20202-4605.

Students and others who wish to have specific information regarding their rights of access to institutional education records maintained in their name should contact the Office of the Registrar at 301-447-5215.

Confidentiality of Student Records

Mount St. Mary’s University accords all rights under the Family Educational Rights and Privacy Act (FERPA).

The University does not release personally identifiable information or education record information by any means without written consent of the student, except in those cases exempted by FERPA. Mount St. Mary’s releases directory information unless a student requests in writing that this information be withheld. Directory information includes: name, address, telephone number, dates of attendance, previous institutions attended, major fields of study, enrollment status, awards, honors, degrees conferred, and date and place of birth.

A complete text of the University’s institutional compliance statement is available in the Office of the Registrar. Inquiries regarding compliance should be directed to the registrar.
ADVISING OF STUDENTS

All students will be assigned an academic advisor. Students should consult frequently with their advisor about course selection and scheduling.

GRADUATION PROCEDURE

Students are required to fill out an Intent to Graduate form by the end of the summer preceding the academic year of anticipated graduation (e.g., summer 2017 for May 2018 graduation). This includes students who anticipate completing all degree requirements by the end of fall semester of that academic year.

Collection of these forms provides the Office of the Registrar with accurate student information and allows for a timely review of student academic records to determine eligibility to graduate. Such review will also provide students with an opportunity to complete during the spring semester any degree requirements that may have been overlooked during their time at Mount St. Mary’s. Students who have unmet requirements will be notified by the registrar.

Information regarding how to petition to graduate will be emailed to students in June. The form is available online at portal.msmary.edu. Please note that the form must be returned to the Registrar’s Office by the due date indicated on the form. Failure to complete and return this form by the designated deadline will indicate to the University that you do not intend to graduate. Consequently, a diploma will not be ordered.

Participation in Graduation

Degrees are conferred three times a year in December, May and September. There is only one ceremony held in May. All students who complete graduation requirements by the end of the spring semester are expected to participate in baccalaureate and commencement unless they receive approval, in writing, to miss one or more of the events. Such approval must come from the associate provost (301-447-5333).

In order to take part in Commencement ceremonies in May, students must have obtained no fewer than 120 credits by the end of the Spring semester. This means that students need to have obtained a minimum of 104 credits by end of the Fall semester prior to graduation, and have registered for their remaining requirements in the Spring term. Any exceptions must be approved by the Provost.

If a student does not complete these requirements by May 31st of their senior year, the student will not be considered a Mount St. Mary’s graduate for that May, and the student’s degree (diploma) will be awarded at the end of the term following the completion of all requisite requirements. Note that students who complete requirements in the summer term(s) will receive their degree in September.

Degrees with Honors
Honors graduates must have completed a minimum of 45 hours through Mount St. Mary’s. Degrees conferred by the University are awarded with honors for exceptional quality as follows:

Cum laude: minimum grade point average of 3.400
Magna cum laude: minimum grade point average of 3.650
Summa cum laude: minimum grade point average of 3.850

TRANSFER OF CREDIT

Students may transfer into the program up to 75 credit hours from regionally accredited institutions. Exceptions can be made on a case-by-case basis in conjunction with the University Registrar & staff at the Center for Professional and Continuing Studies Frederick for any credit hours beyond the normally allotted amount (60). At least 30 credit hours must be satisfactorily completed at Mount St. Mary’s. Prospective students should have all transcripts sent to the Center for Professional and Continuing Studies Office for initial evaluation. Official transcripts must be submitted to the Center for Continuing Studies by the time the student completes eight Mount St. Mary’s courses. Note: Official determination of credit awarded will be made by the registrar. Tentative evaluations completed by Center for Continuing Studies staff are contingent upon the registrar’s approval.

Transfer credit will be granted for applicable courses in which students have earned a grade of “C” or better. Grades of C- and lower are NOT transferable. Age limits apply to some courses.

Credit may also be awarded through the College Level Examination Program (CLEP) or through DANTES Subject Standardized Tests (DSSTs). Information is available at the Center for Professional and Continuing Studies website. Standardized test scores are considered as equal to their in-class course equivalent for transfer purposes. Students who are considering fulfilling program requirements through standardized testing should consult an advisor prior to sitting for an exam to determine appropriate transfer course placement.

Students who have significant work experience may consider creating a credit for prior learning (CPL) portfolio. The Mount requires a one-credit online seminar designed to help students document experiences that duplicate the knowledge and skills taught in the classroom. Credit for prior learning earned in this manner may be applied to any requirements including major and core. However, these credits will not count toward the minimum number of credits taken from a four-year institution or toward the 30-credit minimum (residency requirement) for graduation from Mount St. Mary’s. Students may receive a maximum of 30 credits through CPL. Students interested in this option should discuss its applicability with their advisor.

TRANSFER AND ARTICULATION AGREEMENT POLICIES & PROCEDURES

The Department of Sociology (under the heading of the College of Liberal Arts) has developed an articulation agreement with Frederick Community College (Frederick, MD) for its Criminal Justice program. Under the terms of this agreement, students who complete the AS in Police Science at Frederick Community College and maintain the admissions standards prescribed by the Center for
Professional and Continuing Studies will be admitted to the university. Under ordinary circumstances, these students will be able to complete the requirements for the BA in Criminal Justice in two years.

The Division of Education has an agreement with all community colleges in the state of Maryland. Under the terms of this agreement, students who complete the AAT at a community college and maintain the admission standards prescribed by the Center for Professional and Continuing Studies will be admitted to the university. Under ordinary circumstances, these students will be able to complete the requirements for a bachelor’s degree in two years. Students interested in this program should seek guidance from the Director of the Education Division and the academic advising staff at the Center for Professional and Continuing Studies.

Honor Societies

ADULT LEARNER HONOR SOCIETY (ALPHA SIGMA LAMBDA)

At the end of the fall semester, students eligible for membership in Alpha Sigma Lambda (ASL) are sent invitations to join this adult learner honor society. To become eligible, students must complete a minimum of 24 graded semester hours at Mount St. Mary’s with a cumulative grade point average of 3.5 on a 4.0 scale. Only the highest 10 percent of the class who meet these qualifications are invited to join. An induction ceremony for each year’s inductees is held on the main campus or in Frederick in April. Students must attend the ceremony to become a member. Senior ASL members are recognized at the Mount’s Honors Convocation each spring.

PI LAMBDA THETA

Pi Lambda Theta is an international education honor association that recognizes scholarship and leadership in the field of education. The University’s chapter, Gamma Tau, hold an initiation ceremony once each spring semester. Nomination for initiation is made by Education faculty. To be nominated, a candidate must have a cumulative GPA of at least 3.5, have achieved sophomore status, and have a demonstrated record of leadership.

ALPHA PHI SIGMA

Alpha Phi Sigma recognizes academic excellence of Undergraduate and Graduate students of Criminal Justice, as well as Juris Doctorate students. The goals of Alpha Phi Sigma are to honor and promote academic excellence, community service, educational leadership, and unity. For more details about eligibility, contact the Mount’s Criminal Justice Program Director.

Academic and Other Resources

LEARNING SERVICES

See page 38.
LIBRARY

See page 38.

MOUNTcard holders may check books and articles out of the Phillips Library on the Mount St. Mary’s campus. They also have access to many computer-based research engines, journal databases and interlibrary loans. The library has access to interlibrary loans, and books ordered by students can be delivered to the Hood College Library for pick-up in Frederick.

INFORMATION TECHNOLOGY

Online Access

All Mount St. Mary’s students receive online access to course and account information, libraries and research opportunities through the University’s academic portal. Information is provided to students on portal access when they register for courses. Mount e-mail is essential for adequate communication with the faculty and administration and for important notices sent out periodically from the Continuing Studies programs. All Mount information from the division will be sent to students at their Mount e-mail address.

Mount Web Portal

The Mount Portal (portal.msmary.edu) is a Web portal that allows students to access enhanced services both inside and outside the Mount campus. Students can access course material, view a professor’s web page, view their grades and make account payments, all through this site. To access this site, students must have a Mount e-mail account (login and password are mailed to students upon registering for classes). For more information, contact the Mount information technology department at 301-447-5220.

CAREER SERVICES

Career Services and Graduate/Professional School Preparation

The University offers various programs of study in the liberal arts and sciences leading to the degree of Bachelor of Arts or Bachelor of Science. These courses have been designed to offer an excellent liberal education, to prepare students for careers in the professional or business worlds, and to enable them to gain admission to professional or graduate schools.

Career Center

The Career Center works to inspire, educate and motivate students and alumni to take an active role in their career development and to discover their vocation by providing career counseling, educational programming, and employer services.

The Career Center offers a comprehensive program to assist students and alumni in addressing career concerns and options to be successful in today’s global economy. Services include, but are not limited
to, career counseling, self-assessment inventories, assistance with cover letters and résumés, interview preparation, on-campus interviews, job fairs, graduate school search strategies and other job search strategies.

Additionally, organizations and graduate/professional schools are increasingly requiring candidates to have relevant experiences. With this in mind, the Career Center assists students in discerning their vocation and gaining practical experience to complement their educational pursuits by managing internships and other experiential education opportunities in local, regional, national and international offices. Internships are highly recommended throughout all majors and are centralized through the Career Center.

The Career Center strives to support all Mount students and alumni through the transition from academic learning to their lives as productive, responsible citizens. The Career Center also hosts numerous events and workshops throughout the semester. Please see www.msmary.edu/career for more information.

**BOOKSTORE**

Students may purchase textbooks by:

phone: 800-468-1808 or 301-447-5271

fax: 301-447-5629

Via secure e-mail: sm344@bncollege.com

Visit the bookstore on the Mount St. Mary’s campus in Emmitsburg.

Orders may be paid for by credit card or check.

**TRANSCRIPTS**

Official transcripts will be provided to schools, employers or to the individual at no cost to the student. Transcripts can be issued in either paper or electronic format.

Written request must be made for each transcript. The request will be made online through this link: www.msmary.edu/transcript

No request can be honored until the financial account has been cleared by the Finance Office. Requests will be processed as expeditiously as possible; however, a minimum of five working days should be allowed for processing. During examination periods, registration and the two-week period immediately before and after the end of semesters, there may be an additional delay.

Students who need a paper copy of their transcript more quickly may submit a rush transcript request. These requests can be processed and mailed within 24 hours of the request provided there are no
extenuating circumstances (such as unpaid bills). The charge for a rush transcript is $25 and must be paid at the time of request.

Funded Prizes and Medals

Friends of the University may establish in perpetuity a medal or prize to be awarded annually. Such awards, funded by the foundation established, will serve as a perpetual memorial to the donor and the one in whose name it is established.

The Bishop Allen Memorial Prize for the highest scholastic average maintained throughout the four years of the college course was founded by the late Rev. Msgr. James H. Casey, LL.D., C’1899, in memory of the Most Rev. Edward P. Allen, C’1878, bishop of Mobile, Ala., and president of the University from 1884 to 1897.

The Reverend Philip A. Barrett Scholarship Prize is awarded to the winner of a student competition in research projects. It was originated and initially funded each year by Professor John Morrison until his death in 1985. Now permanently endowed through gifts from alumni, family and others in memory of Fr. Barrett, who for decades was a beloved faculty member and administrator at the Mount.

The Dustin Bauer Memorial Award for Leadership was established in 2013 by Michael Holder, Class of 2009, in memory of his classmate Dustin Bauer. The award is for a junior who has demonstrated exceptional leadership within student clubs and organizations in the Richard J. Bolte, Sr. School of Business.

The Monsignor Bradley Memorial Prize is awarded for the highest scholastic average throughout the business administration course. Founded by the Council of the College in memory of Monsignor Bernard J. Bradley, LL.D., C’1889, president of the University from 1911 to 1936.

The Class of 2013 Leadership Award was established as the Class of 2013 Senior Class Gift. This award is given to a rising senior who has demonstrated outstanding or noteworthy leadership in the areas of Campus Activities, Campus Ministry, Student Government, Student Diversity, Outdoor Adventures, Social Justice, or Mount Athletics and who embodies the Mount’s four pillars of Faith, Discovery, Leadership, and Community.

The Leo T. Collier Memorial Prize for outstanding achievement in English and/or journalism was founded by Gertrude Collier Irwin, Robert Collier Irwin and W. Burke Irwin, the sister and nephews of the late Leo T. Collier, C’14.

The John E. Coyne, III Prize for Leadership was established by Thomas and Irene Powell as a tribute to John E. Coyne, III, Class of 1977 and Chairman of the Board of Trustees. This prize honors and recognizes the outstanding leadership of Mr. Coyne to his alma mater. Students are nominated by the Dean of Students and selected by the President. The prize is presented to a senior who exemplifies the Mount’s four pillars of Faith, Discovery, Leadership and Community in his/her work on campus.
The Brother Odran Austin Crowley, F.S.C., Memorial Prize is for the member of the senior class who has distinguished himself or herself in the study of the Spanish language during his or her attendance at the University. Founded by Edward T. Ryan, assistant professor of modern languages, in memory of the late Brother Odran Austin Crowley, F.S.C., professor of Spanish and former president of St. Mary’s College of California.

The Joanne Vignali Cushman Memorial Prize is given to a student who consistently demonstrates those qualities essential to dedication in the field of education. Founded by Joseph A. Vignali.

The Rev. James T. Delaney Award was founded by alumni of the sociology department and friends of Father James Delaney for that student who, through academic excellence and service to the University and the community, exemplifies the values that Father Delaney represents.

The Della Ratta Award was founded in 2014 by Raphael Della Ratta, Class of 1992, in conjunction with Mount St. Mary’s efforts to demonstrate eligibility to host a chapter of Phi Beta Kappa. The prize is for a junior who exhibits the highest standards of liberal learning through breadth and depth of study in the liberal arts and sciences, exceptional abilities of critical and creative thinking, and fine moral character.

The Erskine-Felber-Leonhardt Prize is awarded to the member of the senior class who has distinguished himself or herself in the study of the German language during his or her attendance at the University. Founded by Edward T. Ryan, former chairman of the foreign languages department, in honor of Inge Leske Erskine and in memory of Dr. Irma Felber and Dr. Hans Leonhardt, all members of the faculty of Michigan State University during World War II.

The Edward J. Flanagan Memorial Prize for the member of the senior class who best represents the tradition of Mount St. Mary’s University in scholarship, conduct and leadership. Founded by the Rev. Msgr. Hugh J. Phillips, C’31, president emeritus, in memory of Edward J. Flanagan, Lieut. U.S.M.C., C’51, Rahway, N.J., who died February 8, 1953, of wounds received in action in Korea.

The Monsignor Denis J. Flynn Memorial Prize is awarded for the highest average maintained throughout the course in English. Founded by the late Monsignor John J. Starr, LL.D., C’08, in memory of Monsignor Denis J. Flynn, LL.D., C’1880, president of the University from 1905-1911.

The Gene A Fuhrman, Sr., C’43, Memorial Award is for the member of the senior class who has distinguished himself/herself in the study of history, and maintained a GPA of 3.5. Founded by the late Monsignor Louis J. Mendelis, S.T.D., LL.D., C’24, in memory of the Rev. John J. O’Neill, M.A., C’06, professor of modern languages in the University from 1913 to 1956.

The Marianna Ring Gluth Prize is founded by the alumnae of St. Joseph’s College in memory of Marianna Ring Gluth, St. Joseph’s College, C’54, for the member of the senior class who has attained the highest average in sociology.

The Patrick Goles Prize for Leadership, established by Thomas and Irene Powell, is a tribute to Patrick Goles, C’64, past president of the National Alumni Association and trustee emeritus. This prize is presented to a junior who exemplifies the Mount’s four pillars in his/her work on campus. Students are
nominated by the dean of students and selected by the president. The student is presented with the prize at Fall Convocation.

The Professor Dominic G. Greco Prize is to be awarded to a predental or premedical student who has been accepted into dental or medical school, who has demonstrated dedication to his or her fellow students, and who has been a credit to Mount St. Mary’s University. Founded by Frank Merolla, D.D.S., C’63, in appreciation of the late Dominic G. Greco, professor of biology.

The William Heath Award, named for Professor Emeritus of English William Heath, is awarded to the student who demonstrates outstanding achievement in creative writing.

The Professor Robert J. M. Henke Memorial Prize in French is for the member of the junior class who has distinguished himself/herself in the study of the French language during his/her attendance at Mount St. Mary’s. Founded by Mrs. M. Dolores Joy Henke, C’82, and Dr. Robert J.M. Henke Jr., C’77, in memory of the late Professor Robert J. M. Henke, associate professor of languages at Mount St. Mary’s from 1946-1984.

The Edward T. Hogan Memorial Prize is given for the highest scholastic average throughout the four years of the prelegal course. Founded by Mrs. Edward T. Hogan in memory of her husband, Edward T. Hogan, LL.B., LL.D., C’14.

The Rev. John B. Holley Memorial Prize is for the senior who has distinguished himself or herself in service to church and community during his or her college career, to be named by the director of campus ministry and the president of the student government. Founded by the student government of Mount St. Mary’s University and the Rev. Daniel C. Nusbaum, former University chaplain, in memory of the late Rev. John B. Holley, member of the seminary and University faculty, 1968-1975.

The Thomas R. Holmes Prize was founded in 2006 by Prudence and Bruce Len, awarded to a junior accounting major for academic merit and contribution to Mount St. Mary’s University.

The Dr. Judy Ramoy Johnstone Endowed Prize was established by her students, friends, colleagues and family to honor the accomplishments of Dr. Johnstone, who served the University as professor for 28 years and as chair and director of teacher education from 1985-2000. Qualities that form the core of her character are leadership, initiative, creative thinking, respect for others and a love of literacy. This prize is awarded to a senior teacher candidate, chosen by the faculty of the education department, who embodies the qualities that define Dr. Johnstone’s character and demonstrates excellence in teaching and service to the University, school or home communities.

The Monsignor Robert R. Kline Prize is for the major in psychology who has attained the highest scholastic average. Founded by the class of 1941 in appreciation of the services of their classmate, Monsignor Robert R. Kline, president of the University from 1961 to 1967.

The J. Daniel Larsen Memorial Prize was founded by John Milton, lecturer in modern and classical languages, in memory of J. Daniel Larsen, B.A., M.A., at the University of California, Berkeley, and educator in San Francisco from 1962 to 1991, for the member of the senior class who has distinguished himself or herself in the study of the French and/or the Latin languages.
The Dr. Henry P. and M. Page Laughlin Prize is for a student of the junior class who has demonstrated outstanding scholarship and exemplary qualities of academic leadership.

The David T. and Allison McGinley Award for the Advancement of Religious, Political, and Economic Liberty was established in 2014 by David T. McGinley, Class of 2011, and Allison (Boyd) McGinley, Class of 2014. It is given to a rising sophomore, junior, or senior within the Richard J. Bolte, Sr. School of Business to attend a four day conference at Acton University that explores issues related to Judeo-Christian theology, religious liberty, philosophy, and free market economics.

The McGraw Memorial Prize is awarded for the highest average maintained throughout the year in analytical mathematics. Founded by the late John T. McGraw, Esq., LL.D. (Hon. ’07).

The Margaret E. and William P. Moyles Memorial Award was founded by Philip Vincent Moyles, Class of 1954, and his family in honor of his parents, for a rising senior who has demonstrated excellence in Pre-Law Studies by maintaining a minimum GPA of 3.0 and participating in Pre-Law student clubs, events, and programs.

The Monsignor George D. Mulcahy Memorial Prize is awarded to an undergraduate in the University who has distinguished himself or herself in service to his or her fellow man. Founded by the late Monsignor Louis J. Mendelis, S.T.D., LL.D., C’24, in appreciation of the services of the late Monsignor George D. Mulcahy, M.A., LL.D., former rector of the seminary.

The Professor Thomas J. Norris Memorial Prize is awarded to an outstanding student admitted to a school of medicine. The recipient is determined by a vote of the faculty of the science department. Founded by Franklin E. Verdon, M.D., C’32, in appreciation for the dedication and friendship of the late Professor Thomas J. Norris.

The Philip R. O’Connell Memorial Prize is for a member of the student body who has done outstanding work in the field of publications or communications arts. Founded by Mr. and Mrs. Charles D. Smith in memory of the late Philip R. O’Connell Jr., C’64.

The Thomas G. O’Hara Prize for Leadership, established by Thomas and Irene Powell, is a tribute to Thomas G. O’Hara, C’64, chairman emeritus of the Board of Trustees. This prize is presented to a junior who exemplifies the Mount’s four pillars in his/her work on campus. Students are nominated by the dean of students and selected by the president. The student is presented with the prize at Fall Convocation.

The Reverend John J. O’Neill Memorial Prize is for the member of the senior class who has attained outstanding achievement in international studies.

The Reverend John J. O’Neill Memorial Prize is for the member of the senior class who has attained outstanding achievement in political science studies.

The Gerald C. Orosz Memorial Prize is presented by the alumni of the education department to the member of the senior class in the education program with the highest scholastic average throughout the four years.
The Monsignor Hugh J. Phillips Prize is given to the member of the freshman class who has attained the highest average. Founded by the late Monsignor Louis J. Mendelis, S.T.D., LL.D., C’24, in appreciation of the services of Monsignor Hugh J. Phillips, M.A., president emeritus.

The Nona S. and Jerome V. Redmond Prize is for the member of the senior class who has distinguished herself or himself in the study of philosophy. Founded by the Rev. Paul V. Redmond, M.A., S.T.L., professor of philosophy, Mount St. Mary’s University, in honor of his parents, Nona S. and Jerome V. Redmond.

The Edmund Ryan Memorial Prize is awarded to the member of the sophomore class who has attained the highest general average throughout the two years of the University course. Founded by the late Monsignor Louis Mendelis, S.T.D., LL.D., C’24, in memory of the late Edmund J. Ryan, C’1888, faculty member from 1889 to 1926.

The Shannon Schieber Social Justice Prize was established by persons seeking to honor the memory of Shannon Schieber and the good work done to promote Social Justice in her name. The prize is awarded to a rising senior, whose character and actions, while attending Mount St. Mary’s University, demonstrates exemplary commitment to the promotion of Social Justice as informed by the Catholic Social Teaching.

The Seton Prize for the highest average maintained throughout the course in biology was founded by the late William Seton III, Captain, U.S.N., LL.D., C’1855, grandson of Saint Elizabeth Ann Seton, in memory of the members of the Seton family who are buried in the University cemetery.

The Francis E. and Helen E. Shaum Memorial Prize for the member of the senior class who has distinguished himself or herself in four years of chorale music and made it their avocation. Founded by the Rev. David W. Shaum, Ph.D., longtime professor of music at Mount St. Mary’s University.

The Monsignor Tierney Memorial Prize for the highest general average maintained by a member of the junior class throughout the three years of the college course was founded by the late Monsignor Louis J. Mendelis, S.T.D., LL.D., C’24, in memory of the Rev. Msgr. John J. Tierney, D.D., C’1880, a member of the faculty from 1884 to 1941.

The Agostino and Anna Trovaioli Memorial Prize is for the senior who has distinguished himself or herself in the area of history of art during his or her attendance at the University. Founded by their son and daughters in memory of their parents.

The Eugene M. Waldron, Jr. Prize for Leadership was established by Thomas and Irene Powell as a tribute to Eugene M. Waldron, Jr. Class of 1964 and Chairman of the Board of Trustees. Students are nominated by the Dean of Students and selected by the President. This prize honors and recognizes the outstanding leadership of Mr. Waldron to his alma mater. The prize is presented to a junior who exemplifies the Mount’s four pillars of Faith, Discovery, Leadership and Community in his/her work on campus.

The Watterson Memorial Prize for excellence in English (determined by the best essay on a literary topic) was founded by the late Mrs. A.V. D. Watterson in memory of her husband, a member of the class of 1875, and president of the National Alumni Association for many years.
The Class of 1950 Memorial Prize for Achievement was founded in 1995 by members of the class of 1950 to provide an annual monetary prize for achievement to either a student or a faculty member who has made the most significant contribution to the Mount community during the academic year. It was established in fond memory of departed friends and classmates.

Honor Societies

Alpha Kappa Delta

The international sociology honor society; encourages and rewards outstanding students of sociology and promotes intellectual and social activities that improve the human condition.

Alpha Mu Gamma

The national collegiate foreign language honor society for students who do outstanding work in the field of language; it encourages interest in the study of languages and foreign cultures and promotes international understanding.

Alpha Psi Omega

The national dramatics honor society; serves students who perform and produce the highest levels of University theatre.

Alpha Sigma Lambda

Alpha Sigma Lambda is the honor society for adult undergraduate learners. To become eligible, students must complete a minimum of 24 graded semester hours at Mount St. Mary’s with a cumulative grade point average of 3.50 on a 4.0 scale. Only the highest 10 percent of the class who meet these qualifications are invited to join ASL.

Beta Beta Beta

A national honor and professional society for students who have demonstrated outstanding academic achievement in the biological sciences; it is dedicated to improving the understanding and appreciation of biological study and extending boundaries of human knowledge through scientific research.

Delta Epsilon Sigma

Delta Epsilon Sigma is the national Catholic honor society and recognizes students of outstanding academic achievement at Catholic universities and colleges. Membership is granted to seniors who have a cumulative GPA of 3.65 and who receive nominations from two faculty members.

Delta Mu Delta
The national honor society in business administration is offered to those students with junior level status who have attained a grade point average of 3.25 or higher and who rank within the top 20 percent of their class of majors in Business, Accounting, Economics, and Sport Management.

Gamma Sigma Epsilon

The purpose of the Gamma Sigma Epsilon society is to recognize outstanding academic achievement in chemistry.

George Henry Miles Honors Society

The George Henry Miles Honors society is the student led co-curricular portion of the Honors Program. The society encourages scholastic excellence and nurtures an atmosphere of collegiality among the students and Honors faculty through a series of socials, study groups, discussion dinners, lectures, and field trips. The society also collaborates with other honors societies on campus.

Lambda Iota Tau

The honor society for literature whose purpose is to recognize and promote excellence in the study of literature in all languages.

Lambda Pi Eta

The official honor society of the National Communication Association is dedicated to recognizing, fostering, and rewarding outstanding academic achievement in Communication.

Monsignor Tierney Honor Society

Monsignor Tierney recognizes students of excellent academic merit. Membership is granted to seniors of all majors who maintain a cumulative GPA of 3.4 or better.

Phi Sigma Tau

The national honor society for students who have displayed an interest in pursuing philosophical knowledge and who have distinguished themselves in their philosophical studies.

Phi Alpha Theta

An honor society for students who are interested in the study of history who meet the necessary scholarship requirements, and who receive the appointment of an active chapter.

Pi Delta Phi

The national French honor society honors students for excellence in the study of the language and general academic achievement.

Pi Lambda Theta
Pi Lambda Theta is an international education honor association that recognizes scholarship and leadership in the field of education. The University’s chapter, Gamma Tau, holds an initiation ceremony once each spring semester. Nomination for initiation is made by Education faculty. To be nominated, a candidate must have a cumulative GPA of at least 3.5, have achieved sophomore status, and a demonstrated record of leadership.

Pi Sigma Alpha

The national political science honor society recognizes scholarship and academic distinction achieved by students of political science and encourages scholarship and interest in the study of political science, public administration and international affairs.

Psi Chi

The International Honor Society for psychology majors is restricted to students in the top third of their class who have completed Psychology 200. The organization’s purpose is to “encourage, stimulate, and maintain excellence in scholarship of the individual members in all fields, particularly in psychology, and to advance the science of psychology.”

Theta Alpha Kappa

The national theology and religious studies honor society for students who are excellent in theology and overall academic performance.

Sigma Delta Pi

The national Spanish honor society for students of superior ability in Spanish and of high general academic achievement fosters interest in and understanding of Hispanic life and culture.

Administration

OFFICERS OF THE UNIVERSITY

Timothy E. Trainor, Ph.D.  President
Wayne A. Green  Vice President and Chief of Staff
Jennie C. Hunter-Cevera, Ph.D.  Provost
Msgr. Andrew R. Baker, S.T.D.  Vice President and Seminary Rector
Simon Y. Blackwell  Vice President, Chief Transformation Officer
Robert J. Brennan  Vice President for University Advancement
Jack J. Chielli  
Vice President for Marketing and Communications

William E. Davies  
Vice President for Business and Finance

Pauline A. Engelstatter  
Vice President for University Affairs

Michael A. Post  
Vice President for Enrollment Management and Student Affairs

**ACADEMIC DEANS**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>David McCarthy, Ph.D.</td>
<td>Associate Provost</td>
</tr>
<tr>
<td>Paula M. Whetsel-Ribeau, Ph.D.</td>
<td>Associate Provost for Student Engagement &amp; Success</td>
</tr>
<tr>
<td>Peter Dorsey, Ph.D.</td>
<td>Dean of the College of Liberal Arts</td>
</tr>
<tr>
<td>Vacant</td>
<td>Dean of the Richard J. Bolte, Sr. School of Business</td>
</tr>
<tr>
<td>Jennifer Staiger, Ph.D.</td>
<td>Interim Dean of the School of Natural Science and Mathematics</td>
</tr>
<tr>
<td>Barbara Marinak, Ph.D.</td>
<td>Director of Education Division</td>
</tr>
<tr>
<td>Charles L. Kuhn</td>
<td>Dean of the Library</td>
</tr>
<tr>
<td>Carol Rinkoff</td>
<td>Executive Director of Graduate, Continuing, and Professional Studies</td>
</tr>
<tr>
<td>Dr. Timothy W. Wolfe</td>
<td>Director of Human Services</td>
</tr>
<tr>
<td>Dana Sauers, M.A.</td>
<td>Director of the Institute for Leadership Studies</td>
</tr>
<tr>
<td>Connie Dudley</td>
<td>Director of the Master’s Program in Biotechnology &amp; Management</td>
</tr>
<tr>
<td>Edward T. Egan, J.D.</td>
<td>Director of Pre-Law Program</td>
</tr>
<tr>
<td>Denise L. Marjarum, M.S.</td>
<td>Director of Learning Services</td>
</tr>
<tr>
<td>Christopher L. Weber, M.A.</td>
<td>Registrar</td>
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</tbody>
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**STUDENT LIFE**

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<tr>
<th>Name</th>
<th>Title</th>
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<tbody>
<tr>
<td>Kenneth L. McVearry</td>
<td>Dean of Students</td>
</tr>
<tr>
<td>Rev. Brian P. Nolan</td>
<td>Chaplain and Director of Campus Ministry</td>
</tr>
</tbody>
</table>
FACULTY EMERITI

Patricia M. Fergus, 1981, B.A., M.A., Ph.D.  Professor Emerita of Philosophy
Edward T. Ryan, 1985, B.A., M.A.  Associate Professor Emeritus of Modern Language
Raymond R. Lauer, 1988, B.S., M.S., Ph.D.  Professor Emeritus of Economics
Mary F. Hamel, 2010, B.A., M.A., Ph.D.  Professor Emerita of English
Thomas D. Ryan, 2011, B.S., M.A.  Professor Emeritus of Business and Mathematics
Sue Helder Goliber, 2012, B.A., M.A., Ph.D.  Professor Emerita of History
Carmen B. Schmersahl, 2013, B.A., M.A., Ph.D.  Professor Emerita of Communication
Byron L. Stay, 2013, B.A., M.A., Ph.D.  Professor Emeritus of Communication
Kirk K. Davidson, 2014, B.A., MBA, Ph.D.  Professor Emeritus of Business
Gertrude D. Conway, 2015, B.A., M.A., Ph.D.  Professor Emerita of Philosophy
William J. Collinge, 2015, B.A., M.Phil., Ph.D.  Professor Emeritus of Theology & Philosophy
George M. Springer, 1991, B.S., MBA, C.P.A.  Associate Professor Emeritus of Accounting
Helen Lee Jones, 1992, B.A., M.F.A.  Associate Professor Emerita of Art
Marie A. Campbell, 1994, B.S., M.A., Ph.D.  Associate Professor Emerita of English
William G. Meredith, 1998, B.A., M.S., Ph.D.  Professor Emeritus of Biology
Robert B. Karsteter, 2000, B.A., MBA  Professor Emeritus of Business, Accounting and Finance
Walter H. Nichols, 2001, B.F.A., M.A.  Professor of Fine Arts
Robert J. Gerard, 2001 B.S., M.S., Ph.D.  
Professor Emeritus of Business

John J. Dropp, 2003, B.A., M.S., Ph.D.  
Professor Emeritus of Science

Professor Emerita of Education

Provost and Professor Emeritus of Education

William R. Heath, 2007, B.A., Ph.D.  
Professor Emeritus of English

Charles A. Beitz, 2009, B.A., MBA, M.A., D.P.A.  
Professor Emeritus of Business

FACULTY

Joy E. Allison, associate professor of library science, 1985-
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Patrick A. Ryan, associate professor of education, 2008- 
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Susann T. M. Samples, professor of foreign languages, 1982- 
B.A., Northern Illinois University; M.A., M.Phil., Ph.D., Yale University

Sarah K. Scott, associate professor of English, 2006- 
B.A., University of Colorado; M.A., Ph.D., University of Arkansas

John V. Sherwin, lecturer of accounting, 2006- 
B.A., MBA, Mount St. Mary’s University; J.D., University of Maryland

Jeffrey A. Simmons, professor of environmental science, 2006- 
B.A., University of Rochester; M.S., Ph.D., Cornell University
Jonathan M. Slezak, assistant professor of psychology, 2013-
B.S., James Madison University; M.S., Ph.D., West Virginia University

Ernest L. Solar, assistant professor of Education, 2014-
B.S., East Carolina University, M.Ed., George Mason University, Ph.D, George Mason University

Andrea Solis, lecturer of foreign languages, 2003-
B.S., Autonomous University of Zacatecas; M.S., Ph.D., National Autonomous University of Mexico

Michael G. Sollenberger, associate professor of foreign languages, 1988-
B.A., Stockton College; M.A., Ph.D., Rutgers University

Raymond C. Speciale, associate professor of accounting, 1996-
B.A., Iona College; JD, Pace University School of Law; C.P.A., Maryland

Jennifer L. Staiger, associate professor of biology, 2004-
B.S., University of Delaware; Ph.D., Uniform Sciences University of Health Science

Timothy J. Stanton, associate professor of business and economics, 1989-
B.S., Edinboro State College; M.S., Ph.D., University of Kentucky

Roxanne S. Stefanik, lecturer of foreign languages, 2002-
B.A., M.A., Florida State University

Kathleen B. Sterner, instructor of library science, 1994-
B.A., Penn State University; M.L.S., University of Maryland

Charles T. Strauss, assistant professor of history, 2013-
B.A., College of the Holy Cross; M.A., University of Cape Town; M.A., Ph.D., University of Notre Dame

Elizabeth Strauss, assistant professor of history, 2016-
B.A., M.A., University of North Carolina, Chapel Hill, M.A., Ph.D., University of Notre Dame

Solomon Tesfay Tesfu, assistant professor of business and economics, 2011-
B.A., M.Sc., Addis Ababa University; Ph.D., Georgia State University

Barrett H. Turner, assistant professor of theology, 2015-
B.A., University of Virginia; MDiv, Covenant Theology Seminary; Ph.D., Catholic University of America

Michael J. Towle, professor of political science, 1991-
B.A., Georgetown University; Ph.D., University of Texas at Austin

Elaini G. Tsoukatos, assistant professor of foreign languages, 1990-
B.S., Shippensburg University; M.S., Ph.D., Georgetown University

Michael J. Turner, assistant professor of science, 2013-
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J. Kristen Urban, professor of political science, 1994-
B.S., University of Minnesota; M.S., University of Alabama; Ph.D., University of Tennessee
Luis G. Vera, assistant professor of theology, 2015-
B.A., University of Georgia; M.T.S., University of Notre Dame; Ph.D., University of Notre Dame

Joseph J. Vince Jr., lecturer of criminal justice, 2005-
B.A., Youngstown State; M.A., University of Detroit

Dana P. Ward, associate professor of biology, 2007-
B.S., Mount St. Mary’s University; Ph.D., Georgetown University

David Z. Wehner, associate professor of English, 2007-
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Scott A. Weiss, assistant professor of mathematics and computer science, 1997-
B.S., Carnegie Mellon University; M.S., Johns Hopkins University

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Morgan Wilson, assistant professor of management, 2013-
B.A., Hope College; Ph.D. Candidate, University of Illinois at Chicago

Timothy W. Wolfe, associate professor of sociology, 1997-
B.A., Roanoke College; M.S., Ph.D., Virginia Polytechnic Institute and State University

Bruce E. Yelovich, assistant professor of information technology, 1988-
B.A., Moravian College; M.Div., Lutheran Theological Seminary, Gettysburg; M.L.S., University of Pittsburgh