

Table of Contents

The Mount	6
Traditional Undergraduate Admission	8
ADMISSION	8
APPLICATION PROCEDURES	8
REGULAR FRESHMAN ADMISSION	8
EARLY ACTION FRESHMAN ADMISSION	9
CAMPUS VISITS	9
ADVANCED PLACEMENT	10
INTERNATIONAL BACCALAUREATE	11
TRANSFER STUDENTS	11
INTERNATIONAL STUDENTS	12
VETERANS AND MILITARY PERSONNEL	13
RESIDENCY AGE POLICY	13
FEES AND FINANCIAL INFORMATION	14
FEES	14
PAYMENT OF BILLS	14
ANNUAL EXPENSES	15
ENROLLMENT DEPOSIT FEE	15
APPLIED MUSIC FEE	15
COURSE AUDIT FEE	16
INTERNSHIP FEES	16
FOREIGN STUDY FEE	16
RUSH TRANSCRIPT FEE	16
DECLINING BALANCE (DEBIT CARD)	16
WITHDRAWAL FROM THE UNIVERSITY	16
FINANCIAL AID	19
FINANCIAL AID APPLICATION PROCEDURES	19
FEDERAL AID PROGRAMS	19
GRANTS	19
WORK STUDY	20
LOANS	20
ROTC SCHOLARSHIPS	20
SATISFACTORY ACADEMIC PROGRESS	21
MARYLAND STATE AID PROGRAMS	21
INSTITUTIONAL AID AND SCHOLARSHIPS	21
GUARANTEED ACADEMIC SCHOLARSHIPS	21
ADDITIONAL UNIVERSITY SCHOLARSHIPS	22
NEED BASED FINANCIAL AID	22
ENDOWED SCHOLARSHIPS	23
ACADEMIC PROGRAM	35
REQUIREMENTS FOR THE DEGREE	35
UNIVERSITY SCHOOLS, DEPARTMENTS, AND ASSOCIATED PROGRAMS	35
THE VERITAS PROGRAM: THE COMMON EDUCATIONAL EXPERIENCE	35
SUGGESTED VERITAS SEQUENCE	40
MAJORS, MINORS AND OTHER STUDIES	41
MINORS	41
THREE-YEAR DEGREE OPTION	42
RELATED ACADEMIC PROGRAMS	43
HONORS PROGRAM	43
INTERNSHIPS	43
SERVICE-LEARNING	44
SUMMER SESSIONS	44
STUDY ABROAD	44

ACADEMIC AND OTHER RESOURCES.....	46
FACULTY ADVISING OF STUDENTS.....	46
LEARNING SERVICES.....	46
WRITING CENTER.....	47
LIBRARY.....	47
INFORMATION TECHNOLOGY.....	47
CAREER SERVICES.....	48
PRE-LAW PROGRAM.....	49
HEALTH PROFESSIONS ADVISING.....	49
POST-GRADUATE FELLOWSHIPS.....	49
POST-GRADUATE SOCIAL SERVICE.....	49
STUDENT AFFAIRS.....	49
ACADEMIC POLICIES AND REGULATIONS.....	52
REGISTRATION.....	52
COURSE LOAD.....	52
UNIT OF INSTRUCTION.....	52
INDEPENDENT STUDIES AND TUTORIALS.....	53
PROGRESS IN THE VERITAS PROGRAM AND MAJOR.....	53
CLASS ATTENDANCE.....	53
GRADING SYSTEM.....	53
PASS/FAIL.....	54
GRADE OPTIONS FOR COURSES NOT COMPLETED.....	54
SEMESTER EXAMINATIONS.....	55
GRADE POINT AVERAGE.....	55
RETAKEING A COURSE.....	55
GRADE REPORTS.....	55
ACADEMIC STANDING.....	55
MOUNT ST. MARY'S UNIVERSITY STANDARDS OF ACADEMIC INTEGRITY.....	57
GRADE APPEALS.....	58
ACADEMIC APPEALS BOARD.....	58
CONFIDENTIALITY OF STUDENT RECORDS.....	58
TRANSCRIPTS.....	59
GRADUATION PROCEDURE.....	60
DEGREES WITH HONORS.....	60
COURSES AT OTHER INSTITUTIONS.....	61
TRANSFER AND ARTICULATION AGREEMENT POLICIES & PROCEDURES.....	61
Richard J. Bolte, Sr. School of Business.....	62
ACCOUNTING MAJOR.....	63
ACCOUNTING MINOR.....	63
BUSINESS MAJOR.....	63
ACCELERATED B.S. IN BUSINESS.....	64
BUSINESS MINOR.....	64
ECONOMICS MAJOR.....	64
ECONOMICS MINOR.....	64
INFORMATION SYSTEMS MAJOR.....	64
INFORMATION SYSTEMS MINOR.....	64
SPORT MANAGEMENT MAJOR.....	65
SPORT MANAGEMENT MINOR.....	65
ACCOUNTING COURSE DESCRIPTIONS.....	65
BUSINESS COURSE DESCRIPTIONS.....	66
ECONOMICS COURSE DESCRIPTIONS.....	70
INFORMATION SYSTEMS COURSE DESCRIPTIONS.....	73
SPORT MANAGEMENT COURSE DESCRIPTIONS.....	74
Department of Education.....	76
REQUIREMENTS FOR ENTERING TEACHER EDUCATION PROGRAMS.....	77
REQUIREMENTS FOR TEACHER INTERNSHIP.....	77
PROGRAM COMPLETION AND CERTIFICATION.....	77
PROFESSIONAL DEVELOPMENT SCHOOL (PDS).....	77
CENTER FOR CATHOLIC SCHOOL EXCELLENCE.....	78
SUPPORT SERVICES FOR EDUCATION STUDENTS.....	78
ELEMENTARY EDUCATION MAJOR.....	78
ELEMENTARY/SPECIAL EDUCATION MAJOR.....	79
SECONDARY EDUCATION SOCIAL STUDIES MAJOR.....	79

SECONDARY EDUC ENGLISH, MATH., AND FOREIGN LANGUAGES MAJORS	79
ART EDUCATION	79
EDUCATION MINOR.....	79
EDUCATION COURSE DESCRIPTIONS	80
Department of Sociology	84
SOCIOLOGY MAJOR	84
SOCIOLOGY MINOR	84
CRIMINAL JUSTICE MAJOR	84
CRIMINAL JUSTICE MINOR	85
ACCELERATED B.A. IN CRIMINAL JUSTICE.....	85
DOUBLE MAJOR IN SOCIOLOGY/CRIMINAL JUSTICE.....	85
SOCIOLOGY COURSE DESCRIPTIONS.....	85
CRIMINAL JUSTICE COURSE DESCRIPTIONS (ALL STUDENTS).....	88
Department of Mathematics and Computer Science	90
COMPUTER SCIENCE MAJOR.....	90
COMPUTER SCIENCE MINOR	90
CYBER SECURITY MINOR.....	90
MATHEMATICS MAJOR.....	91
MATHEMATICS AND COMPUTER SCIENCE DOUBLE MAJOR.....	91
MATHEMATICS MINOR	91
COMPUTER SCIENCE COURSE DESCRIPTIONS	92
MATHEMATICS COURSE DESCRIPTIONS	94
Department of Psychology	97
PSYCHOLOGY MAJOR.....	97
PSYCHOLOGY MINOR	97
BIOPSYCHOLOGY MAJOR.....	97
PSYCHOLOGY COURSE DESCRIPTIONS	97
Department of Science	100
BIOCHEMISTRY MAJOR.....	100
BIOLOGY MAJOR	100
BIOLOGY/NURSING AND HEALTH SCIENCES/NURSING (DUAL-DEGREE PROGRAMS) 101	
BIOLOGY/OSTEOPATHIC MEDICINE (DUAL-DEGREE PROGRAM).....	102
BIOLOGY MINOR	102
CHEMISTRY MAJOR.....	103
CHEMISTRY MINOR.....	103
ENVIRONMENTAL SCIENCE MAJOR.....	103
HEALTH SCIENCES MAJOR.....	103
HEALTH SCIENCES/OCCUPATIONAL THERAPY (DUAL-DEGREE PROGRAM)	104
BIOCHEMISTRY COURSE DESCRIPTIONS	104
BIOLOGY COURSE DESCRIPTIONS	104
CHEMISTRY COURSE DESCRIPTIONS	108
PHYSICS COURSE DESCRIPTIONS.....	110
GENERAL SCIENCE COURSE DESCRIPTIONS.....	110
Department of Communication Studies	112
COMMUNICATION STUDIES MAJOR	112
COMMUNICATION STUDIES MINOR (18 CREDITS)	113
CREATIVE WRITING MINOR (18 CREDITS)	113
COMMUNICATION STUDIES COURSE DESCRIPTIONS	113
Department of English.....	117
ENGLISH MAJOR.....	117
ENGLISH MAJOR WITH SECONDARY EDUCATION CERTIFICATION	117
ENGLISH MINOR.....	118
CREATIVE WRITING MINOR	118
ENGLISH COURSE DESCRIPTIONS.....	118

Department of Foreign Languages and Literatures	122
STUDY ABROAD	122
<i>VERITAS</i> CORE LANGUAGE COURSES.....	123
CREDIT FOR PRIOR LEARNING IN FOREIGN LANGUAGE	123
ENGLISH AS A SECOND LANGUAGE.....	124
INTERNATIONAL STUDIES	124
SECONDARY TEACHER CERTIFICATION	124
PROGRAMS IN MODERN LANGUAGES.....	124
STUDENT-DESIGNED INTERDISCIPLINARY MAJORS AND MINORS	125
FOREIGN LANGUAGES COURSE DESCRIPTIONS	125
FRENCH COURSE DESCRIPTIONS	126
GERMAN COURSE DESCRIPTIONS	128
GREEK COURSE DESCRIPTIONS.....	130
ITALIAN COURSE DESCRIPTIONS.....	130
JAPANESE COURSE DESCRIPTIONS.....	131
LATIN COURSE DESCRIPTIONS.....	132
SPANISH COURSE DESCRIPTIONS	132
Department of History	137
CORE CURRICULUM REQUIREMENTS	137
HISTORY MAJOR.....	137
TEACHER CERTIFICATION	138
HISTORY MINOR.....	138
HISTORY COURSE DESCRIPTIONS.....	138
Department of Philosophy	146
PHILOSOPHY MAJOR	146
PHILOSOPHY MINOR	146
PHILOSOPHY COURSE DESCRIPTIONS.....	147
Department of Political Science.....	150
POLITICAL SCIENCE MAJOR.....	150
REQUIREMENTS FOR THE POLITICAL SCIENCE MAJOR	151
REQUIREMENTS FOR THE POLITICAL SCIENCE MINOR.....	151
INTERNATIONAL STUDIES MAJOR.....	151
REQUIREMENTS FOR THE INTERNATIONAL STUDIES MAJOR	152
REQUIREMENTS FOR THE INTERNATIONAL STUDIES MINOR	152
DOUBLE-MAJORS IN POLITICAL SCIENCE AND INTERNATIONAL STUDIES	152
POLITICAL SCIENCE COURSE DESCRIPTIONS.....	152
Department of Theology.....	158
THEOLOGY MAJOR.....	158
THEOLOGY MINOR.....	158
PROFESSIONAL CERTIFICATION IN CATECHETICS.....	159
PROFESSIONAL CERTIFICATION IN YOUTH MINISTRY	159
THEOLOGY COURSE DESCRIPTIONS	159
Department of Visual and Performing Arts.....	164
FINE ARTS MAJOR	164
FINE ARTS MINORS.....	165
ART COURSE DESCRIPTIONS.....	165
MUSIC COURSE DESCRIPTIONS	167
INSTRUCTIONAL MUSIC COURSES.....	167
THEATRE COURSE DESCRIPTIONS.....	168
Interdisciplinary Minors	170
CONFLICT, PEACE AND SOCIAL JUSTICE MINOR.....	170
CREATIVE WRITING MINOR.....	172
CROSS-CULTURAL STUDIES MINOR.....	173
ENVIRONMENTAL STUDIES MINOR	174
GENDER STUDIES MINOR	175
LATIN AMERICAN STUDIES MINOR.....	176
LEGAL STUDIES MINOR.....	177
MILITARY SCIENCE/ROTC	179
MILITARY SCIENCE COURSE DESCRIPTIONS.....	179

Undergraduate Continuing Studies Programs	182
ADMISSION	182
FEES AND FINANCIAL INFORMATION.....	183
PAYMENTS.....	183
FINANCIAL AID	184
VETERANS BENEFITS.....	184
UNDERGRADUATE ACADEMIC PROGRAMS	185
REQUIREMENTS FOR THE DEGREE	185
THE CORE CURRICULUM	186
UNIT OF INSTRUCTION	186
REQUIRED ADDITIONAL CREDITS.....	187
COURSE SEQUENCING	187
MOUNT SEMINAR.....	187
BACHELOR OF SCIENCE IN BUSINESS.....	188
BACHELOR OF ARTS PROGRAM IN CRIMINAL JUSTICE.....	189
CRIMINAL JUSTICE COURSE DESCRIPTIONS.....	189
BACHELOR OF SCIENCE PROGRAMS IN EDUCATION	191
ELEMENTARY EDUCATION MAJOR	193
ELEMENTARY/SPECIAL EDUCATION	193
BACHELOR OF SCIENCE PROGRAM IN HUMAN SERVICES.....	195
HUMAN SERVICES COURSE DESCRIPTIONS	196
ACADEMIC POLICIES AND REGULATIONS	197
REGISTRATION	197
COURSE LOAD	197
INDEPENDENT STUDIES AND TUTORIALS	197
PROGRESS/MAINTAINING ENROLLMENT	197
CLASS ATTENDANCE.....	197
GRADING SYSTEM	197
DROPPING CLASSES	198
WITHDRAWING FROM A CLASS	198
INCOMPLETE	198
ADDING CLASSES	198
GRADE POINT AVERAGES.....	199
RETAKING A COURSE.....	199
ACADEMIC STANDING	199
ACADEMIC DISMISSAL.....	199
MOUNT ST. MARY'S UNIVERSITY STANDARDS OF ACADEMIC INTEGRITY	199
GRADE APPEALS.....	200
ACADEMIC APPEALS BOARD.....	201
CONFIDENTIALITY OF STUDENT RECORDS.....	201
ADVISING OF STUDENTS.....	202
ADULT LEARNER HONOR SOCIETY (ALPHA SIGMA LAMBDA).....	202
PI LAMBDA THETA	202
LEARNING SERVICES.....	202
LIBRARY	202
INFORMATION TECHNOLOGY.....	202
CAREER SERVICES	203
BOOKSTORE.....	203
TRANSCRIPTS	203
GRADUATION PROCEDURE	203
DEGREES WITH HONORS.....	204
TRANSFER OF CREDIT.....	204
TRANSFER AND ARTICULATION AGREEMENT POLICIES & PROCEDURES	205
Funded Prizes and Medals	206
Honor Societies	210
Administration	212
OFFICERS OF THE UNIVERSITY.....	212
ACADEMIC AFFAIRS.....	212
STUDENT LIFE	212
Faculty	212
FACULTY EMERITI	212
FACULTY	213

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 Brute, 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 Brute 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, Bishop William E. Lori of Bridgeport, 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.

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. Students who possess strong academic credentials, and who may be considered for academic scholarships and the Honors Program, will be notified early of their admission decisions. This will facilitate their timely consideration for merit-based academic scholarships.

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

1. 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 the College Board's Fee Waiver Request Form.
2. Secondary School Report and high school transcript(s): 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. Have your high school transcript sent directly to the Admissions Office. If you have already graduated, a complete and final transcript should be sent. If you are a high school senior and have 40 or more college credits we have the right to review and determine whether you would be an incoming freshman or transfer student.
3. 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.
4. 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 the high school transcript and SAT results through the junior year, 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 Christmas.

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 or SAT results 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.17.

CAMPUS VISITS

We strongly encourage prospective students to visit the Mount campus. While we welcome visitors throughout the year, we encourage students to visit when the University is in session. Tours of the campus with student tour guides can be arranged, as can individual appointments for meetings with faculty, coaches, or other administrative offices such as Financial Aid.

Please call the Admissions Office at 800-448-4347 or 301-447-5214 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 of the 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 the College Board. Generally, AP grades of three or better will receive University course credit. The AP credit policy is listed below.

AP Course/Exam	Score Required	Hours of Credit Given	Course Waiver Given	Veritas, Major or General
Studio Art: Drawing	3	3	None	Major; Domain
Art History	3	3	None	Major; Domain
Biology	Varies: See below	Varies: See below	Varies: See below	Varies
Calculus AB	3	4	Math 247	Major and Domain
Calculus BC	3	8	Math 247, Math 248	Major and Domain
Chemistry	Varies: See below	Varies: See below	Varies	Varies
Computer Science A	3	3 or 6	CMSCI 120	Major; Domain
Computer Science B	5	6	CMSCI 120, CMSCI 125	Major; Domain
Macroeconomics	3	3	ECON 101	Major; Domain
Microeconomics	3	3	ECON 102	Major; Domain
English Lang/Comp	4	3	None	Writing intensive (WI)
English Lit/Comp	3	3	None	Major; Domain
Environmental Science	Varies: See below	Varies: See below	Varies: See below	Varies
Foreign Language	Varies: See below	Varies: See below	Varies: See below	Major; Elective
Human Geography	3	3	GEOG 200	General elective, Major
Govt & Politics (US)	3	3	PSCI 100	Major; Domain
Govt & Politics (comp)	3	3	PSCI 200	Major; Domain
European History	3	3	None	Major; Domain
US History	3	3	VTAGC 301	Veritas, Major
World History	3	3	HIST 299	Major; Domain
Music Theory	3	3	FAMU 100	Major; Domain
Physics B	Varies: See below	Varies: see below	Varies: see below	Varies
Physics C	Varies: See below	Varies: see below	Varies: see below	Varies
Psychology	3	3	PSYCH 100	Major; Domain
Statistics	3	3	MATH 105	Domain

Policies for Foreign Language and Natural Science AP Credit

Foreign Language: If students score a 3 or 4 on an AP foreign language exam, they will receive credit for the 202 course (3 credits). If they score a 5, they will receive credit for the 301 course (3 credits). **Note that students who earn credits for FL through AP must still complete 2 semesters of foreign language at the Mount, starting at the level above their AP credit** (Example: Students receiving AP credit for the 202 level will enroll in the 301 course.).

Natural Science: For biology, chemistry, environmental science, and physics, an AP exam score of 3 will fulfill one semester of the non-lab science Natural World Domain requirement (3 hours) in that subject, but not any requirements for science majors. A score of 4 or 5 satisfies the one semester lab science Natural World Domain requirement for non-science majors (4 hours). Science majors earning a score of 4 or 5 on the biology, chemistry or physics AP exam will receive 8 hours credit for appropriate courses (see table below). Biology majors who score a 4 or 5 on the Environmental Science AP exam score will earn credit (4 hours) for BIOL 225 (see table). Environmental Science majors must score a 5 to earn credit for BIOL 225. However, students may not receive credit for both Domain courses through AP credits in a single subject (regardless of the number of AP credits earned in that subject).

AP Course/Exam	Course Waiver Given	Hours of Credit Given
Biology	Biol 110-11	8
Chemistry	Chem 101-102	8
Physics B	Phys 101-102	8
Physics C—Mech	Phys 201	4
Physics C—Electr/Magnetism	Phys 202	4
Environmental Science	Biol 225	4

INTERNATIONAL BACCALAUREATE

To students who have achieved scores of 5 or higher, Mount St. Mary's awards credit for higher level exams only. Actual distribution of credit will be determined by individual departments on a case by case basis.

Students who receive a score of 4 or higher on the higher level exams may be eligible for possible waiver of a requirement on a case by case basis, but they would be required to replace the credits associated with the waiver.

TRANSFER STUDENTS

Transfer students are considered for admission in either the fall or spring semesters. Each year, 75 to 100 students transfer to Mount St. Mary's, some from other four-year colleges and some from community or junior colleges. To be eligible for advanced standing as a transfer, a student needs to have taken generally equivalent coursework elsewhere, 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 normally at least half of the credits in the major and minor fields and certain core 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. If you are a high school senior and have 40 or more college credits, we have the right to review and determine whether you would be an incoming freshman or transfer student.

The University tries to be flexible with respect to *Veritas* curricular requirements for transfer students. Courses from the students' previous institutions will fulfill many of the University's *Veritas* requirements.

Ordinarily, along with a letter of acceptance, transfer students will receive a written summary of their transfer credits accompanied by an 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. Students will also be notified of any possible scholarships with a letter of acceptance.

An application for transfer admission should include:

- A completed personal application form, along with the \$45 application fee, and an accounting for all elapsed time since secondary-school graduation.
- A complete and 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 copies of transcripts of all previous post-secondary enrollment (if more than one institution, copies from each attended). A copy of the appropriate catalog from the previously attended institution(s) may be required.

If you have attended another institution within the last two years, at least one recommendation from a professor who has taught you in an academic course; if not, then at least one personal recommendation (an employer, for example).

Transfer students should submit all application materials by June 1 for fall entrance or by December 1 for spring entrance. The Admissions Office will normally notify transfer applicants of its decision within two weeks of the completion of the application. 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 following materials:

- The completed personal application form, along with the \$45 application fee
- Certified copies in English translation of secondary-level courses and grades, state or national examination results, and the appropriate diploma or certificate received in secondary school. The University highly recommends the use of the World Education Services Credential Evaluations www.wes.org/application/index.asp so that we can best assess your candidacy.
- Official results of the Test of English as a Foreign Language (TOEFL) if English was not the language of instruction. International students for whom English is not the native language are required to take the TOEFL and, generally, 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.

For those offered admission and who will enroll:

- 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.

For those offered admission and who will enroll:

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

Mount St. Mary's University participates in the Yellow Ribbon program. For information, contact the Associate Provost.

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

(2014-15 academic year)

	Residential Student	Nonresidential Student
Tuition	\$35,021	\$35,021 (up to 16 hours maximum each semester)
Comprehensive fees*	\$1,000	\$1,000
Board (basic charge)**	\$6,115	
Room***	\$5,860	
<i>Suites/Apt</i>	\$6,521	
<i>Cottages</i>	\$6,760	
Insurance****	TBA	
TOTAL	\$48,657	\$36,021

* 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.

**** All full-time students are eligible for participation in the blanket accident and health policy, which provides coverage on and off campus.

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. The first \$50 of this fee will be credited immediately to the student's account, the next \$200 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 \$1,167 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 \$584 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 \$416 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

Internship I	\$228
Internship II	\$283

FOREIGN STUDY FEE

A fee of \$100 per semester and \$50 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 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:

Aid to be returned = (100% of the aid that could be disbursed minus the percentage of earned aid) 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: December

If you plan on submitting your Free Application for Federal Student Aid (FAFSA) online, go to www.pin.ed.gov at least two weeks prior to completing the form to apply for two separate electronic PINs, one for you and one for a parent.

2. Recommended time: January 1—February 15

Complete the FAFSA and submit it to the Federal Processing Center electronically* at www.fafsa.ed.gov. The Mount St. Mary's Title IV School Code is 002086. If you have yet to complete your income tax forms, we encourage you to file the FAFSA using estimated income so that you meet all deadlines. You will be given an opportunity to correct your estimates when your actual income is determined.

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.

*If you wish to complete a paper FAFSA and submit it via mail, call 1-800-4FEDAID to obtain a copy of the application. Families filing a paper application should submit the FAFSA no later than February 1 to meet the Mount's March 1 deadline.

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 as soon after January 1 as possible, 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 3.86% 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 3.86% 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 6.41% 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:

Semesters completed	2	3	4	5	6	7	8	9	10
Credits earned	21	33	45	57	69	81	93	105	120
Cumulative GPA	1.5	1.6	1.7	1.9	2.0	2.0	2.0	2.0	2.0

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 2014: (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 (\$20,000 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 16 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.

ENDOWED SCHOLARSHIPS

The following endowed scholarships have been made possible through the generous contributions from many alumni and friends of the University. Most of these awards, unless designated otherwise, are made during a student's freshman year and help to offset some of the costs of the University's academic scholarship program. (See Mount Scholarships on previous pages.) Upper class scholarships that require academic and/or extracurricular achievements while at Mount St. Mary's are typically awarded in addition to any previous scholarships given by the University.

Fred J. Archibald Business Scholarship

Established in 1997 by Fred J. Archibald, friend of Mount St. Mary's University. Awarded to business, accounting and economics majors and/or communication studies majors entering their senior year.

Professors Dunbar Ashbury, Robert Seidel & George Springer Accounting Scholarship

Established in 2007 by the Class of 1968 in honor of their beloved professors and in gratitude for their education. Awarded to deserving accounting majors based on academic merit and financial need. Preference will be given to disabled veterans seeking a career in accounting.

Baird Memorial Scholarship

Established by the Baird family in memory of Mildred Batchelder Baird and David Graham Baird. Mr. Baird was a pioneer in the securities industry and a renowned philanthropist who received a Mount honorary degree in 1970. Awarded for academic achievement and involvement in the school and community.

Andrew Hull Baker Scholarship

Established by Hon. Daniel W. Baker, C'1887, in memory of his father, Andrew Hull Baker, C'1845, for the benefit of students from Montgomery County, MD. Awarded based on financial need and academic merit.

Pauline Cobb Barrett Scholarship

Established in 1995 by Joseph A. Barrett Sr. in memory of his beloved wife, Pauline Cobb Barrett. Awarded to a student based on academic merit and financial need.

Ryan C. Bolte Memorial Scholarship

Established by Richard J. Bolte Sr. in memory of Ryan C. Bolte, son of Richard J. Bolte Jr., C'79. Awarded to a student majoring in international studies, with a preference to students who have an interest in international business. The recipient must be a native citizen of the United States.

Most Reverend Simon G. Brute Scholarship

Established in memory of the first Spiritual Director of Mount St. Mary's Seminary (1812-1815, 1818-1834), by the members of St. Alphonsus Church in Baltimore, MD., and the Rev. Louis J. Mendelis, C'24, in appreciation of the services of Msgr. Robert Kline, former President of the University, and George D. Mulchany, former Rector of the Seminary. Awarded to students based on SAT scores. The scholarship is held for the entire University course provided the recipients maintain a certifying average in all subjects and manifest both ability and willingness to make the most of the advantage thus accorded.

Edward J. Burns Memorial Scholarship

Established in memory of Edward (Ted) Burns, C'80, by his friends and family. Awarded to a student from the Philadelphia five-county area with high academic standards and outstanding contributions to the campus community.

Robert J. Burns Scholarship

Established by Robert J. Burns, C'52. Awarded to an incoming student based on academic merit and financial need and will be maintained for four years as long as the student meets the requirements.

James F. Callaghan Scholarship

Established by Rev. James F. Callaghan, C'1883, Chicago, IL. Awarded to a student based on SAT scores and financial need. Scholarships so awarded are held for the entire University course provided the recipient maintains a certifying average in all subjects and manifest both ability and willingness to make the most of the advantage thus accorded.

Michael Martin Carmody Memorial Scholarship

Established in 2012 through a bequest from the estates of Dolores C. Carmody and Cornelius J. Carmody, C'53, in memory of their son who passed away in 1980 at the age of 16. Awarded to incoming freshman(s) based on academic merit and financial need.

Dr. William H. Carr Scholarship

Established in 1993 by an anonymous alumnus in honor of his friend and mentor, Dr. William H. Carr, an outstanding veterinarian as well as a man dedicated to his Church, his community and his family. Awarded to incoming freshmen who have demonstrated throughout high school and other activities an interest in service to their church, community, or school. Preference will be given to students who indicate an interest in science as a major.

Mr. and Mrs. John Cassidy Memorial Scholarship

Established by Rev. Francis P. Cassidy, C'15, Washington, D.C. Awarded to students based on SAT scores. The scholarship is held for the entire University course provided the recipients meet the requirements.

Charles Family Pastoral Scholarship

Established by the Charles family, whose three brothers attended the University: Thomas J. Charles, CDR, (DC), USN, C'43; Joseph G. Charles, C'52, and Kevin P. Charles, C'55. Their generosity is prompted by gratitude to their alma mater and remembrance of all the priests who have touched their lives. Awarded to a University student seeking a vocation to the priesthood.

Christ, The Prince of Peace Scholarship

Established by the members of St. Alphonsus' Church, Baltimore, MD, and Rev. Louis J. Mendelis, C'24, Pastor, in memory of the late Rev. Bernard J. Bradley, C'1888, former University President, and Rev. John J. Tierney, C'1880, former Dean of the Faculty. Awarded to a deserving student based on financial need and academic merit.

Class of 1941 Scholarship

Established by the Class of 1941, as a memorial tribute to their classmate William “Pat” Kain. Awarded annually to full-time undergraduate students who reflect the traditional values of Mount St. Mary’s University and the Catholic faith.

Class of 1943 Scholarship

Established by the Class of 1943 at their golden jubilee reunion in 1993 in memory of family members, friends and classmates—particularly classmates who lost their lives in World War II. Awarded to an incoming student based on academic merit and financial need and will be maintained for four years as long as the student meets the requirements.

Class of 1951 Endowed Scholarship

Established by the Class of 1951 at their 40th reunion. Awarded annually to full-time undergraduate students primarily on the basis of need, and secondarily, on the basis of academic merit.

Class of 1952 Scholarship

Established by the Class of 1952. Awarded to an incoming student based on financial need and academic merit.

Class of 1956 Scholarship

Established in 2006 by the Class of 1956 for their 50th reunion in memory of Father James Forker and deceased members of their class. Awarded annually to a deserving student on the basis of need and academic merit.

Class of 1961 Endowed Scholarship

Established in 2001 by the Class of 1961 at their 40th reunion, in gratitude to their alma mater. Awarded to students who have demonstrated service to the Church and community, were active leaders in high school or church activities and are conscientious students.

Class of 1963 Scholarship

Established in 1993 by the Class of 1963 on the anniversary of their 30th reunion, in gratitude to their alma mater. Awardees will be selected on the basis of financial need and all-around leadership qualities. First-time awardees will have maintained a B (or 3.0) high school grade point average.

Class of 1966 Scholarship

Established by the Class of 1966 in honor of their 30th reunion. Awarded to a student based on academic merit and financial need. Preference given to the children of Mount alumni who served in the armed forces, law enforcement, or as fire fighters. If no student meets the aforementioned criteria, the scholarship can be awarded to a deserving student.

Class of 1986 American Hero’s Scholarship

Established in 2006 by the Class of 1986 on the occasion of their 20th reunion, in memory of their deceased classmates. Awarded to students whose parents have served in the armed forces, law enforcement or as firefighters.

Class of 1991 Endowed Scholarship

Established by the Class of 1991 as their senior class gift. Awarded to a rising senior who has demonstrated community spirit through campus activities, with a 2.5 GPA or better, and who has demonstrated financial need.

Philip and Ann Cogan Memorial Scholarship

Established by John F. Cogan, C’1880, Patrick H. Cogan of Brooklyn, N.Y., and Philip J. Cogan, C’1882, in memory of their parents. Awarded to students based on SAT scores, academic merit and financial need.

Virginia O’Donnell Cole Scholarship

Established in 2001 in memory of Virginia O’Donnell Cole, C’80, a loving wife, mother and friend. She epitomized the Mount spirit, excelled academically as well as athletically, and was the first woman in Mount history to be inducted into the University athletic hall of fame. Awarded

to a member of the Mount's tennis team who has demonstrated success in the classroom and a commitment to others.

Michael C. Cunningham Memorial Scholarship

Established in 1997 through the estate of Dr. Michael C. Cunningham, C'73. Awarded to students based on academic merit and financial need.

Reverend Thomas A. Cunningham Scholarship

Founded by the late Rev. Thomas A. Cunningham, C'16. Awarded to a student based on academic merit and financial need.

Most Reverend Michael J. Curley Scholarship

Established by the members of St. Alphonsus Church in Baltimore, MD., and the Rev. Louis J. Mendelis, C'24, in memory of His Excellence, Archbishop of Baltimore from 1921 to 1947 and also to honor the special achievements and devotion of the late Richard J. McCullough, former Professor of Mathematics, and Dominic Greco, Professor of Biology. Awarded to students based on SAT scores. The scholarship is held for the entire University course provided the recipients maintain the requirements.

James and Margaret Deegan Scholarship

Established in 2006 by Mount St. Mary's University in honor of Coach Jim Deegan for his outstanding service to Mount St. Mary's University as the Track and Soccer Coach. Awarded to a track athlete one year and a soccer athlete the next year. This scholarship will be maintained and reoccurring for four years as long as the recipient meets the requirements.

Frank DeLuca, C'68 Endowed Scholarship

Established in 2006 at the retirement of Frank De Luca, C'68. Awarded to students from Baltimore who have demonstrated their commitment to others and their dedication to the Church, based on academic merit and financial need. The scholarship will be maintained for four years as long as the recipient meets the requirements.

Class of 1950 Father James P. Diamond Memorial Scholarship

Established in 2000 by the Class of 1950 on the occasion of their 50th reunion in honor of Father James P. Diamond. Awarded primarily to full time, first year undergraduates. This scholarship will be retained throughout the four years of study, as long as the criteria is met.

Sebastian J. DiMeglio Scholarship

Established in 1997 by Sebastian J. DiMeglio, C'53. Students receiving the awards will be identified as DiMeglio Scholars. Awarded to an incoming freshman, transfer student and/or a current Mount student based on financial need.

Elizabeth S. DiNunzio Memorial Scholarship

Established in July 2010 in memory of Elizabeth S. DiNunzio, C'09 who was tragically killed while training for a marathon two weeks before her graduation. Awarded to a rising junior majoring in education with an interest in Spanish based on financial need and academic merit.

Eleanor I. Donovan Scholarship

Established by an anonymous alumnus in honor of Ella I. Donovan, who taught the donor English and grammar. Awarded to a student for outstanding performance in English.

Most Reverend John DuBois Scholarship

Established in memory of the first president of Mount St. Mary's University (1808- 1826) by the members of St. Alphonsus Church in Baltimore, MD., and the Rev. Louis J. Mendelis, C'24, to honor the special achievements and devotion of John J. Dillon Jr., Professor of English, and John W. Richards, Professor of Physics. Awarded to students based on SAT scores and will be held for four years as long as the recipients meet the requirements.

Edward F. Egan Memorial Scholarship

Established in 2007 through the bequest of Edward F. Egan, C'52. Awarded to an incoming student based on academic merit and financial need. The scholarship will be maintained for four years as long as the student meets the requirements.

Emmitsburg Presbyterian Church Scholarship

Established in 1993 by the members of the Emmitsburg Presbyterian Church as an act of benevolence toward the people of the nearby area and to the Mount. Awarded to students who come from within a 25-mile radius of Emmitsburg, based on academic merit and/or need.

Christopher Evensen Memorial Scholarship

Established by classmates, family and friends to memorialize Chris Evensen, C'81, and augmented by a bequest from his parents, Lorraine M. and Richard H. Evensen. Awarded with preference to students majoring in psychology.

Reverend Carl J. Fives National Alumni Scholarship

Established by the National Alumni Association and in memory of long-time Alumni Chaplain Rev. Carl J. Fives, C'38, S'42, H'99. Awarded to rising seniors in the University and two fourth-year seminarians based on academic excellence, financial need and service to the Mount community.

Flynn Family Scholarship

Established in 1992 by the Humana and CES Foundations of Louisville, KY., in honor of Thomas J. Flynn, C'58, for his years of distinguished service to Humana, Inc. Awarded to a student based on academic achievement and leadership qualities.

Agnes Taylor Garner Scholarship

Established in honor of Agnes Taylor Garner by her sons William H. Garner, C'49, and John T. Garner. Mrs. Garner was an Emmitsburg native and friend of many Mount priests, faculty, staff and students. The scholarship was also established in the memory of Rev. John F. Cogan. Preference given to members of St. Anthony Shrine and St. Joseph parishes in Emmitsburg. Should a recipient not be available from the two aforementioned parishes, the recipient will be chosen by the University scholarship committee.

Giangiaco Scholarship

Established in 1988 by Dr. Joseph Giangiacomo, C'64, in honor of Valentino and Margaret Giangiacomo. Awarded to students who are especially industrious, determined and motivated, and who perform their academic work to the best of their ability.

Charles McDonald Grace Scholarship

Established by Mr. Charles M. Grace, C'51, to benefit students with learning or physical disabilities. Awarded to a student possessing learning or physical disabilities and who, despite the disabilities have demonstrated a commitment to academic excellence and service to their community.

Margaret V. Grace Scholarship

Established by Mr. Charles M. Grace, C'51, in loving memory of his wife. Awarded to two female students who are identified by their involvement in leadership activities before attending college and meet the requirements for academic merit and financial need.

James H. Grove Scholarship

Established by M.J. Grove in memory of his father. Preference given to a student from Frederick County, MD., with a GPA of 3.0 or greater.

William J. Grove Scholarship

Established by M.J. Grove in memory of his uncle. Awarded to a junior or senior majoring in Business, Accounting and Economics, Education, English or Theology. Based on academic achievement, character and financial need. Preference given to a student from Frederick County, MD.

Monsignor Hassett Memorial Scholarship

Established by Rev. Maurice M. Hassett, S'1895, for the benefit of a student from St. Edwards Parish, Shamokin, PA. Awarded to students based on SAT scores. The scholarship is held for the entire University course provided the recipients maintain a certifying average in all subjects and manifest both ability and willingness to make the most of the advantage thus accorded.

William Randolph Hearst Endowed Scholarship

Established in 2001 for minority retention. The scholarship provides financial support for promising minority students to take part in academically-enriching experiences and stay on course for graduation. Awarded to students who intend to permanently reside in the United States after graduation.

LTC John Gregory Heck, USA (Ret.) Leadership Scholarship

Established by Eugene M. and Renee D. Waldron to honor the memory of LTC John Gregory Heck, C'84 who died suddenly on September 12, 2011. LTC Heck served his country for 20 years in the U.S. Army and was awarded the Bronze Star for his service during Desert Storm in 1991. The scholarship will be awarded to a rising senior, who, while attending Mount St. Mary's University, demonstrates the exemplary skills, character and knowledge needed to becoming a caring and ethical leader. Fulfilling Mount St. Mary's four pillars: Faith, Discovery, Leadership and Community.

Dr. John Mullen Herndon Scholarship

Established in honor of Ann E. Rogan and in memory of John M. Herndon, C'29. Four or more awards will be made each year, at least one to a member of each of the four undergraduate classes.

Hite Scholarship

Established by Mrs. Elizabeth Hite of Baltimore, MD. Awarded to students based on SAT scores. The scholarship is held for an entire college course of study provided the recipients maintain a certifying average in all subjects and manifest both ability and willingness to make the most of the advantage thus accorded.

Patrick Hogan Scholarship

Established in 2004 in loving memory of John Patrick Hogan, C'92, by his parents, John Hogan, C'64, and Rosemary Hogan. Awarded to a sophomore on the basis of academic merit, financial need, extracurricular activities, community service and U.S. born citizenship. The scholarship will be held for the entire University course as long as the recipient meets the requirements.

Marie and Caswell F. Holloway, Jr. Scholarship For An Entering College Freshman

Established by Patricia and Brian T. Holloway in honor of Brian's parents, Cas and Marie Holloway for the care, affection, leadership, and service they generously gave to family, friends and the community. Mount St. Mary's University has specifically benefited from Cas and Marie's generosity, leadership and service given their consistent support of the seminary and college, and Cas' dedicated work as a member of the Board of Trustees. Awarded to an incoming freshman, with preference given to students graduating from Saint Augustine College Preparatory in Richland, NJ, based on academic merit and financial need. The scholarship will be offered annually through degree completion. If a recipient from the above named school is unavailable, a student from a similar institution may be selected by the University scholarship committee.

Holy Family Scholarship

Established by the people of St. Alphonsus Church in Baltimore, MD., and the Rev. Louis J. Mendelis, C'24, in appreciation of the services of the late Rev. John L. Sheridan, former Mount St. Mary's President, and the late Rev. William F. Culhan, former Mount St. Mary's Vice President and Professor of Philosophy. Awarded to students based on SAT scores. The scholarship is held for the entire University course provided the recipients maintain a certifying average in all subjects and manifest both ability and willingness to make the most of the advantage thus accorded.

Lawrence E. Horning Lacrosse Scholarship

Established 2003 by the Horning family in memory of Lawrence E. Horning, C'56. Awarded to a member of the men's varsity lacrosse team. Recipients must meet academic standards and the ideals of sportsmanship, values, and dedication.

Lawrence E. Horning Memorial Scholarship

Established in 2000 by the Horning family in memory of Lawrence E. Horning, C'56. A distinguished alumni leader and benefactor, Larry was known for his enthusiasm, dedication and loyalty to his alma mater. Awarded to students based on financial need.

George R. Houston Jr. Scholarship in Business

Established in honor of George R. Houston Jr., the 23rd President of Mount St. Mary's University, 1994-2003, in recognition of his years of dedicated service, leadership and extraordinary accomplishments for "this old house." Awarded to students pursuing a degree in business, with a preference given to accounting majors. Additional consideration will be given to those students with financial need and merit in academics, extracurricular activities, and community service.

George C. Jenkins Scholarship

Established by George C. Jenkins, C'1855. Awarded to a student based on SAT scores and financial need. The scholarship will be held for the entire college course provided the recipient maintains a certifying average in all subjects and manifest both ability and willingness to make the most of the advantage thus accorded.

Most Reverend Francis P. Keough Scholarship

Established by the members of St. Alphonsus Church, Baltimore, MD., and the Rev. Louis J. Mendelis, C'24, in memory of His Excellence, Archbishop of Baltimore from 1947-1961. Awarded to students based on SAT scores and will be held for the entire University course provided the recipients meet the requirements.

Dr. Henry P. and M. Page Laughlin Program for Scholarly Studies

Established in 1999 by Dr. Henry P. Laughlin, distinguished physician, psychiatrist, psychoanalyst, academician and civic and business leader, and his wife, M. Page Laughlin. Awarded to a junior who has demonstrated outstanding scholarship and exemplary qualities of academic leadership.

Daniel Mannion Scholarship

Established by James Mannion, C'68 in memory of his brother Daniel Mannion, C'66. Awarded to a current student based on academic performance, financial need and community activities on and off campus.

Joseph F. and Elizabeth S. Marcey Memorial Scholarship

Established in June 2011 through a generous bequest from Joseph F. Marcey, Jr., C'59, in memory of his parents, for the education of seminarians to the priesthood.

Joseph F. Marcey, Jr. Scholarship

Established in June 2011 through a generous bequest from Joseph F. Marcey, Jr., C'59. Awarded to an incoming freshman based on academic merit and financial need. Preference will be given to those student with Slavic decent and/or those interested in pursuing a degree in History or English.

Nancy McClary and Lewis William McAllister Music Scholarship

Established in 1998 by Nancy and Lewis McAllister (Associate Professor Emeritus), with gratitude to the many students who enriched their lives during his tenure from 1968 to 1990. Awardees will be selected on the basis of academic and music ability and who have shown evidence of merit and service in campus musical performance and/or composition.

McCafferty Family Scholarship

Established in 2000 by Michael McCafferty, C'64, in honor of his parents, Charles F. and Verna M. McCafferty. Awarded to first generation students majoring in business or computer science, based on financial need.

William G. McGowan Scholarship in Business

Established in 1995 by the William G. McGowan Charitable Fund, Inc in recognition of William G. McGowan, Founder of MCI, Inc. and friend of the Mount. Awarded to rising seniors majoring in business, economics or accounting. Students apply for the scholarship in the spring of their junior year. Eligibility criteria include a demonstration of financial need and a GPA of 3.2 or above.

Margaret E. and Eugene C. McKeon Sr. Memorial Scholarship

Established by Eugene C. McKeon Jr., C'53, in loving memory of his parents, Margaret E. and Eugene C. McKeon Sr. Awarded to one or more rising seniors based on need and academic merit.

Kathleen McCaffrey McKinley Scholarship

Established in 1990 by Robert and Dorothy McCaffrey in honor of their daughter, Kathleen Mary McCaffrey, C'90. Awarded annually to benefit a female student participating in interscholastic sports.

McSherry Family Scholarship

Established in 1997 by M. Natalie McSherry and James and Marian McSherry. Awarded with preference to a graduate of St. Ignatius Loyola Academy of Baltimore, MD. Should there be no graduates from the Academy who apply to the Mount, preference will then go to students from one of the local Catholic high schools in Baltimore or Frederick based on financial need.

William G. Meredith Scholarship

Established in 1998 by the Mount faculty to honor Dr. Meredith for his outstanding 41 years of devoted service as a member of the Mount faculty and his leadership as Chair of the Science Department. Awarded to a student who has demonstrated academic excellence and financial need.

Thomas Merton Award

Established by Peter F. O'Malley, C'60, and his wife Janice O'Malley, in memory of Eleanor and Peter F. O'Malley, Sr. Awarded to a senior who is a Catholic in good standing, has shown academic merit, and is recommended by his/her peers for their commitment to the Church.

Carol A. Mikules Memorial Scholarship

Established in 2001 by Paul Kelly Mikules, C'67, in honor of his wife, Carol A. Mikules, and in remembrance of the victims of the September 11, 2001, terrorist tragedies. Awarded to children of the victims of the September 11th tragedies, or children of parents who served in the United States military.

Joseph S. Molinaro, C'74 Memorial Scholarship

Established in 2008 through the generous gift of Scott J. Newkam, C'72, in memory of his lifelong friend and Mount alumnus, Joseph S. Molinaro, C'74. The scholarship will be awarded to an accounting student(s) based on academic merit and financial need.

Monumental Life Insurance Scholarship

Established in 1995 by a gift from the Monumental Life Insurance Company for undergraduate students. Eligibility requirements include a cumulative GPA of 3.2 or above and evidence of exemplary leadership abilities.

KPMG-William J. Mooney Jr. Endowed Scholarship

Established in 2008 in memory of William J. Mooney Jr, C'70. Awarded to incoming accounting major student(s) from the greater Baltimore area (Baltimore City, Baltimore County, Anne Arundel County, Howard County, Harford County and Carroll County) based on academic merit and financial need.

Dr. George L. Morningstar Memorial Scholarship

Established in 1988 by students, faculty, staff, alumni and Emmitsburg area residents, as a tribute to Dr. Morningstar's devoted service as Mount and community physician for nearly 30 years. Awarded to a student based on academic merit and financial need.

Alice and Richard Nallin Memorial Scholarship

Established in 1992 by a landmark bequest from Mrs. Nallin and in perpetual remembrance of the Nallin's, who were longtime residents of the Frederick area and devoted friends of the Mount. Awarded to Frederick County commuter students based on academic merit.

Patrick J. Neary Scholarship

Established in 1987 in memory of Patrick J. Neary, C'62, by his mother, Mrs. Virginia Neary Manning and Mr. Raymond E. Manning. Awarded to a student majoring in accounting.

Neuer Family Scholarship

Established in 1989 by Fred Neuer, M.D., C'67, and Paula Neuer to honor the dedication and sacrifices of immigrant parents Otto and Dorothy Enteneure and grandparents Adolf and Hermine Sauter. Awarded to graduates of York Catholic High School, York, PA. Preference is given to students interested in science and mathematics.

Reverend Daniel C. Nusbaum Visual and Performing Arts Scholarship

Established in 1999 in honor of Rev. Daniel C. Nusbaum, known as the Renaissance Priest, who served the University for more than 30 years as Chaplain, Undergraduate Associate Provost, Professor and Chair of the Department of Visual and Performing Arts. Awarded to rising sophomores majoring in the fine arts based on academic merit and financial need. The recipient will retain the scholarship for three years, providing academic and campus-life standards are met.

Frank A. O'Brien, III Scholarship

Established by Frank A. O'Brien, Jr., Esq., C'35, and Mrs. Amelia O'Brien, in memory of their son, Frank A. O'Brien, III, C'66 who was killed in action in the Quang Nam Province of the Republic of South Vietnam, on March 28, 1969, while serving as a First Lieutenant in the U.S. Seventh Marine Corps. Awarded to students who have active or inactive reserve status with the U.S. Armed Forces. Preference given to residents of West Virginia and students rated average in the scholarship achievement tests.

Margaret M. and Walter J. Opekun Seminary Scholarship

Established by the 2003 bequest of Margaret "Peg" M. Opekun for seminarians of Mount St. Mary's. As an employee of the Mount she worked as a secretary in the library, treasurer's office and president's office, until her retirement in 1969. Peg died September 3, 2002. She was the beloved wife of Walter J. "Wally" Opekun, who worked at the Mount as a member of the faculty and coaching staff and was the first director of buildings and grounds. Wally Opekun died in 1996. The recipient is chosen by the Rector of the seminary.

Margaret M. and Walter J. Opekun University Scholarship

Established by the 2003 bequest of Margaret "Peg" M. Opekun for undergraduate students and seminarians of Mount St. Mary's. As an employee of the Mount she worked as a secretary in the library, treasurer's office and president's office, until her retirement in 1969. Peg died September 3, 2002. She was the beloved wife of Walter J. "Wally" Opekun, who worked at the Mount as a member of the faculty and coaching staff and was the first director of buildings and grounds. Wally Opekun died in 1996. The University recipient is chosen by the University scholarship committee.

Glenna DeWitt Osnos Scholarship

Established in 1989 by David M. Osnos, member of the Board of Trustees, in honor of his wife, Glenna DeWitt Osnos. Awarded primarily on merit to an undergraduate student with a demonstrable interest in one or more of the fields of history, art, horticulture and botany.

Our Lady of Fatima of the Rosary Scholarship

Established by the members of St. Alphonsus Church in Baltimore, MD., and the Rev. Louis J. Mendelis, C'24, in memory of Rev. John J. O'Neill, C'1906. Awarded to students based on SAT scores. The scholarship is held for the entire University course provided the recipients meet the requirements.

Our Lady of the Mount, Queen of Peace Scholarship

Established by the members of St. Alphonsus Church in Baltimore, MD., and the Rev. Louis J. Mendelis, C'24, in memory of Professors Edmund J. Ryan, C'1888, and John J. Crumlish, C'1889. Awarded to students based on SAT scores. The scholarship is held for the entire University course provided the recipients meet the requirements.

John C. Pangborn Scholarship

Established by a bequest from the estate of John C. Pangborn, H'54 from Hagerstown, MD. Awarded to students from Maryland based on academic merit and financial need.

Thomas W. Pangborn Scholarship

Established by the Pangborn family of Hagerstown, MD. Awarded to students based on academic merit and financial need.

Larry and Vivian Peterson Memorial Scholarship

Established in 1987 as a tribute to Larry Peterson Sr., C'37, and Vivian Peterson by their family and friends. Awarded annually to a University freshman and a first-year seminarian based on financial need and academic merit.

Monsignor Hugh J. Phillips Memorial Scholarship

Established in 2005 by a bequest of Rev. Msgr. Hugh J. Phillips, MA, P'27, C'31, S'35, H'95, President Emeritus, Chaplain and Director of the Grotto, who dedicated his life to priestly service at Mount St. Mary's. Awarded to a sophomore majoring in education and preparing to be a teacher in a Catholic school. The scholarship will be renewed as long as the recipient maintains at least a 3.0 GPA.

Sean Popper Memorial Scholarship

Established in 2005 by the Sean Popper Foundation in memory of Sean Popper, C'02, son of Christopher C. Popper, C'76, and Denise Buegler Popper, C'77. Awarded to a student from the greater Philadelphia area, based on academic merit, extracurricular activities and community service.

Charles Adrian Posey/Golibart Family Scholarship

Established by Sister Lauretta Posey and Sister Justine Posey in memory of their brother Charles Adrian Posey, P'33. Awarded to a deserving student based on financial need.

Irene Quinn Powell Scholarship

Established in 2007 in honor of Irene Quinn Powell, the scholarship will be awarded to an incoming female student intending to teach in a Catholic school.

Kenneth E. and Anna B. Pryor Scholarship

Established in 1996 by Anna B. Pryor of Waynesboro, PA. Awarded to a student based on academic merit and financial need with preference given to students from the southern half of Franklin County, PA.

Ralston, Brigide, Peters Scholarship

Established in loving memory of James A. Ralston Sr., Aldo P. Brigide and Eileen S. Brigide, Mary Margaret Peters and Donald J. Peters Sr. by family and friends. Awarded to a student based on financial need and academic merit and will be awarded annually through degree completion. First consideration will be given to students majoring in accounting.

Daniel C. Romeika Biology Scholarship

Established in 1984 by Daniel C. Romeika, C'48. Awarded to outstanding students in biology.

John J. Rooney Track and Field Scholarship

Established in 2010 in honor of John J. Rooney, C'60, by his loving wife JoAnn W. Rooney on the occasion of his birthday. Awarded to a freshman track and field student athlete. The scholarship will be renewable for three additional years as long as the student maintains a 2.5 GPA and is in good standing with the University.

Saint Joseph Scholarship

Established in 1998 by Edward J. O'Connell, C'66, and Constance O'Connell, SJU'67. Awarded to students majoring in business and minoring in a foreign language or vice versa. The scholarship will be renewed as long as the recipient meets the requirements.

Bernard F. Saul Scholarship

Established by Bernard F. Saul, C'19, of Washington, D.C. Awarded to a deserving student based on need and academic merit and will be maintained for four years as long as the recipient meets the requirements.

Mary Rita Sawicki Scholarship

Established in 1985 by her son, John R. Sawicki. Awarded to a student in the American studies program or a student majoring in English or history.

Monsignor Joseph A. Schmidt Scholarship

Established in 1993 by family, friends and other admirers in memory of Msgr. Joseph A. Schmidt, P'11, C'15, S'18, and in tribute to his half-century of distinguished service to the Diocese of Harrisburg. Awarded to students from the Diocese of Harrisburg.

Saint Elizabeth Ann Seton Scholarship

Established by the members of St. Alphonsus Church in Baltimore, MD., and the Rev. Louis J. Mendelis, C'24, in appreciation of the services of Rev. John C. Gordon, Ph.D., former Professor of Chemistry, and Rev. Hugh J. Phillips, P'27, C'31, S'35, H'95, former Director of the Grotto and University Librarian. Awarded to students based on SAT scores. The scholarship is held for the entire University course provided the recipients meet the requirements.

Laura McCarthy Sherald Memorial Scholarship

Established in 1988 in memory of Laura Sherald, daughter of Thomas and Peggy Sherald. Awarded to students from Frederick County, MD., and available for four full years.

Class of 2009 Nicole M. Spencer Memorial Scholarship

Established in 2009 in memory of Nicole M. Spencer, C'09. Awarded to a rising senior majoring in education based on financial need, academic merit and participation in Campus Ministry.

Erwin T. and Ella J. Straw Scholarship

Established in 2000 by Erwin T. Straw, C'52, retired chief executive officer and chairman of Prime Bancorp (Philadelphia) and his wife, Ella J. Straw. Awarded to deserving students who graduated from Philadelphia area Catholic high or preparatory schools, with a preference given to students from Northeast Catholic High School for Boys in Philadelphia.

Tremonti Family Scholarship

Established in 2009 by Dr. Lawrence P. Tremonti, C'60. Awarded to a student who has expressed interest or intent in pursuing a career in medicine or dentistry based on financial need and academic merit.

Eugene M. Waldron Sr. and Julia Mohler Waldron Education Scholarship

Established in 1999 by Eugene M. Waldron Jr., C'64, and his wife, Renee Disdier Waldron, in loving memory of his parents, Eugene M. Waldron Sr. and Julia Mohler Waldron. Awarded to juniors with a declared major in education. Consideration for awards will also be given based on the student's overall merits which would include academic effort, extracurricular activities, and community service.

Julia V. Waldron Nursing Scholarship

Founded in 1996 by Eugene M. Waldron Jr., C'64, in loving memory of his sister. Awarded to a sophomore or junior interested in seeking a career in nursing. Based on academic achievement, preference will be given to students pursuing one of the dual degree (B.S./B.S.N.) programs. In the case where there is no qualified student from a dual degree nursing program, the scholarship will be offered to a student majoring in biology. The scholarship will be renewed as long as the recipient meets the requirements. Financial need will be considered as a secondary criteria.

Agnes Cogan Waterman Memorial Scholarship

Established by the generosity of Philip Cogan Waterman, C'51, in memory of his mother Agnes Cogan Waterman, an alumna of St. Joseph's College. Mrs. Waterman was also the daughter of Philip Joseph Cogan, C'1882 and grandmother of Kenneth Cogan Waterman, C'84. Awarded to incoming students based on academic merit and financial need.

Albert F. Wheltle, Sr. Memorial Athletic Scholarship

Established in 2006 in memory of Albert F. Wheltle, C'16 and MA'19. Awarded to an incoming student athlete based on academic merit and financial need and will be maintained for four years as long as the recipient meets the requirements.

Margaret Wickenheiser Scholarship

Established in 1989 by trustees, emeriti, alumni and friends of the Mount as a tribute to the qualities and values of the mother of the 21st President of Mount St. Mary's University, Dr. Robert Wickenheiser. Awarded to an incoming student based on academic merit and financial need and will be maintained for four years as long as the student meets the requirements.

Robert Wickenheiser Scholarship

Established in 1992 by Peter H. Plamondon, Trustee Emeritus, in honor of the 21st President of Mount St. Mary's. Awarded to students based on financial need.

Wilfong Family Scholarship

Established in 2007 through the generosity of J. Scott Wilfong, C'72, and member of the Mount St. Mary's University Board of Trustees. Awarded to an incoming freshman with preference given to a student who graduated from Cristo Rey Jesuit High School in Baltimore and the Cristo Rey Jesuit High School in Takoma Park, MD which serves the Washington, DC area. If there are no students that meet this criteria, then the scholarship will be awarded to a student based on academic merit and financial need.

Thomas H. and Mary K. Williams Endowed Scholarship

Established in 2008 by Thomas H. Williams, C'56, and Mary K. Williams. Awarded to incoming student(s) based on academic merit and financial need. Preference will be given to those students interested in pursuing a degree in a Natural Science (Chemistry, Biology, Biochemistry or Physics). The scholarship will be maintained for 4 years as long as the student(s) meets the requirements.

Women in Science Leadership Scholarship

Established in 2000 by the George I. Alden Foundation for women who have demonstrated leadership qualities in one of the areas of mathematics, computer or natural science. The awardees will serve as leaders on the Women in Science Hall. Applications and/or nominations will be accepted in the spring semester for students to serve in the following academic year.

Phillip E. Wychodski Theatre Scholarship

Established in 1998 by Nancy McClary and Lewis William McAllister (Associate Professor Emeritus), in memory of the enthusiasm and charisma of the late Assistant Professor Phillip Wychodski, Director, Playwright and friend, who taught at the Mount from 1967-1970 and 1973-1976. Awarded to a student involved in the arts who has shown evidence of merit and service in campus theatrical performance, production or playwriting.

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 *Veritas* 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 99 credits at the end of the fall semester prior to commencement. 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

Dr. Karl Einolf, Dean

Departments

Business; MBA Program; MHA Program

School of Education and Human Services

Dr. Barbara Martin Palmer, Dean

Departments

Sociology; Teacher Education; M.Ed. Program; MAT Program

School of Natural Science and Mathematics

Jeffrey Simmons, Ph.D., Dean

Departments

Mathematics and Computer Science; Psychology; Science; MS–Biotechnology and Management

College of Liberal Arts

Dr. Joshua Hochschild, Dean

Departments

Communication Studies; English; Foreign Languages and Literatures; History; Philosophy; Political Science; PreLaw; Theology; Visual and Performing Arts

THE VERITAS PROGRAM: THE COMMON EDUCATIONAL EXPERIENCE

The Veritas Program

The *Veritas* Program 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.

Veritas 101 (VERIT 101): Being Human: The Catholic liberal arts symposium (3 cr.)

The goal of the *Veritas* Symposium is to initiate students into membership in a Catholic liberal arts community dedicated to the pursuit of truth. This course helps students explore a fundamental question: What does it mean to be human? This expansive and general question is explored through readings that raise more particular questions about the human condition: How does technology form human life? What makes us happy? What is our relationship to our bodies? What is the role of beauty in a meaningful life? What is true friendship? How should we order our lives?

The course consists of small meetings with individual professors (Seminars), and larger group sessions (Freshman Forum). It seeks to enable students to think critically through reading, writing, speaking, and listening. Assignments designed to help initiate students into college-level writing are a key part of the way students engage the course readings and explore answers to fundamental questions about the human condition.

By preparing students to appreciate and succeed in a mode of learning that is not the prerogative of any single discipline, the *Veritas* Symposium is intended to serve as a cornerstone to the rest of the *Veritas* Program, the Mount's common, integrated four-year liberal arts curriculum.

Communicating in a Global World: Foreign language (6 cr.)

Students must take two 3-credit courses of foreign language, either beginning a new language or broadening mastery of a language already studied in high school. If continuing a language, students will be placed at the appropriate level based on a language placement exam and number of years of language study. Language study disciplines the mind, provides appreciation of pluralism and intercultural communication, and is useful for functioning in a global age.

Veritas 111 (VTMA 111): Mathematical Thought and Problem-Solving (3 cr.)

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.

Veritas 102 (VTCV 102): Origins of the West (3 cr.)

This course is a multidisciplinary introduction to the classical and Judeo-Christian roots of the Western tradition. Students will encounter primary texts, both written and non-written, in a variety of genres.

Veritas/Philosophy 103 (VTPH 103): Classical Philosophy (3 cr.)

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, and the nature of the human good.

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

This course explores key creative moments in the Western Tradition from circa 1400 to the First World War. Instructors will approach the course primarily from the viewpoint of their own disciplines, while incorporating themes and texts from the fine arts, literature and history. The course will focus on great innovators, their creations, and the societies in which they lived and worked.

Veritas 202 (VTAMC 202): American Experience (3 cr.)

VTAMC 202 explores American events, themes, and literature from the pre-Columbian era through 1898. It will focus on Native American culture, the founding of the United States, slavery, the Civil War, reconstruction, industrialization, urbanization and immigration.

Veritas/Theology 203 (VTTH 203): Jesus Christ & the Church: An Introduction to Catholic Theology (3 cr.)

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 are Scripture, Jesus, Church, Sacraments, and the Moral Life.

Veritas 301 (VTAGC 301): America in the Global Context (3 cr.)

Through the lens of history, VTGC 301 examines significant developments in America's role in the modern world from 1898 to contemporary times. Students will examine themes such as how and why America moved toward internationalism, how the images of the nation and its peoples changed, and how the spread of American values, both positive and negative, have impacted the modern world. Through selective comparisons with other modern societies, the course will critically examine traditional claims to American exceptionalism.

Veritas/Philosophy or Theology 300 (VTPH or VTTH 300): Ethics and the Human Good (3 cr.)

An integrative course for juniors in which they reflect on the communal contexts, goods, and ends of the moral life as well as the critical moral questions they will face in the practices of their personal and professional lives. Taught from either a philosophical or theological perspective, the course emphasizes character and virtue especially as articulated by Aristotle and Thomas Aquinas.

Veritas 498 (VTLP 498): The Veritas Leadership Portfolio (1 cr.)

All undergraduate students in the *Veritas* program will create an electronic leadership portfolio (or eFolio) as a requirement for graduation. The leadership portfolio seeks to assist students discover how to lead a good life, by helping them develop and showcase their individual gifts and talents. Students will work on their eFolio throughout their time at the Mount, and assemble and present their eFolio during the senior year. The eFolio combines curricular and co-curricular dimensions. A completed eFolio may include: a resume and professional cover letter; personal reflections based on an experiential program with a leadership dimension; a term paper from a leadership portfolio (LP) course; and, other examples of the student's work at the Mount. VTLP 498 is a pass/fail course, offered by the Institute for Leadership.

Domains of Guided Exploration

Through the *Veritas* Program or the major, students complete courses in each of the four domains as a way of enhancing the coursework in the common educational experience (described above) and providing a means to integrate the core curriculum with coursework in the academic majors. Courses in the domains are the responsibility of the appropriate academic departments, but courses developed for the domains presume broader dialogue among departments to address student needs. Courses included in domains may include currently offered courses and/or specially designed courses. In some cases, courses in the common educational experience will be prerequisites for domain-based courses.

First Principles: Faith and Reason—Students must take one course in philosophy (PHIL 203) and one course in theology. Please note that domain Philosophy 203 should be taken in the fall semester of the sophomore year, and domain Theology 400 should be taken in the fall semester of the senior year. (6 credits)

The Natural World—Students must take two courses from among science, mathematics, or computer science courses, at least one of which must be a lab science course. (7 or 8 credits)

History, Arts, Letters—Students must take two courses from among History, Literature, or Fine Arts courses. One of the courses in this domain must be a modernity course in literature or the arts. (6 credits)

Human and Behavioral Sciences—Students must take 2 courses from among Economics, Education, Political Science, Psychology, or Sociology. (Please note that social science majors must take courses in this domain from two different disciplines). (6 credits)

Integrative Requirements

In addition to the common educational experience and domain courses, all students will satisfy requirements for an additional Writing Intensive course and a Global Encounters course (both may be double-counted in the major and the domain).

Writing Intensive course (3 credits)

The writing intensive course serves to introduce students to some of the fundamental issues of writing in the discipline, broadly conceived. The WI course will count as academic credit for a major in that discipline or as elective credit for students majoring in another field of study. In either case, successful completion of the course will fulfill the writing intensive course requirement for graduation. Ideally, students will complete a WI course by the end of their first year, but no later than the end of their sophomore year.

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.

Culture/Enrichment Event requirements

This non-credit component of the core allows students to build on their coursework and understanding of the liberal arts through exploration of select cultural events (e.g., plays, concerts, readings, museum visits, faith expression) as well as lectures and development opportunities (spiritual retreats, leadership training, financial literacy seminars, etc.) offered on campus and in the community. All students must attend and reflect on at least 3 culture/enrichment events every year.

The Veritas Student Leadership Portfolio

Consistent with the mission of the University, the Institute for Leadership seeks to develop leadership knowledge and skills in each student. To this end, all undergraduate students are to complete a Leadership Portfolio as a requirement for graduation. The portfolio is a four-credit leadership formation program, combining curricular and co-curricular dimensions. These include an approved course, an experiential program, and a resume workshop offered by Career Services. It will conclude with a final presentation of a completed portfolio. This comprehensive and integrated blend of experiences will assist students to prepare

for interviews, jobs, fellowships, and graduate or professional school. It will also help each student to better understand leadership, and the particular role each might play in his or her own professional career, and in a larger sense, in seeking to help resolve the problems facing humanity.

Proficiency in Writing

Because the ability to communicate effectively in writing is such an important academic and professional competency, students have multiple opportunities in the *Veritas* program and in the major to develop and practice their skills in writing. Developing college-level skills in writing is one of the key components of *Veritas* Symposium and the writing intensive course. Students should have met these college writing proficiency standards by the end of sophomore year. Any student who does not pass VERIT 101 will be required to take an additional writing intensive course (see description of writing intensive course above).

SUGGESTED VERITAS SEQUENCE

Note: does not include domain requirements

Veritas Core Requirements:			
All Majors, except Education* and Science**			
Freshman Year:			
Fall	Credits	Spring	Credits
VERIT 101: Catholic Liberal Arts-Veritas Symposium	3	VT__ : Foreign Language II	3
VT__ : Foreign Language I	3	VTCV 102: Origins of the West	3
VTMA 111: Mathematical Thought/ Problem Solving (<i>fall or spring</i>)	3	VTPH 103: Classical Philosophy	3
		__WI: Writing Intensive Course (<i>fall or spring</i>)	3
Sophomore Year			
Fall	Credits	Spring	Credits
PHIL 203: Modern Philosophy	3	VTAMC 202: American Experience	3
VTCV 201: The Western Imagination: The Renaissance to the Great War	3	VTTH 203: Jesus Christ & the Church: A Biblical Introduction to Catholic Theology	3
Junior Year			
Fall	Credits	Spring	Credits
VTAGC 301: America In Global Context	3	__GE: Global Encounters Course (<i>fall or spring</i>)	3
VTPH/VTTH 300: Ethics & the Human Good (<i>fall or spring</i>)	3	__MO 300: Modernity in Literature/ Arts (<i>fall or spring</i>)	3
Senior Year			
Fall	Credits	Fall or Spring	Credits
THEOL 4XX: Theology	3	__LP: Leadership Portfolio	1
Total Core Credits Required:		49	

* Education majors will take the junior and senior years out of sequence because of student teaching. See the majors suggested course sequencing for details.

** Science majors will push every year of *Veritas* work forward one year.

Transfer Students and Veritas

All transfer students complete a specially planned sequence of courses in consultation with the Office of the Registrar. *Veritas* 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

Communication Studies
Criminal Justice
English
Fine Arts
French
German
History
International Studies
Philosophy
Political Science
Sociology
Spanish
Theology

Bachelor of Science

Accounting
Biochemistry
Biology
Business
Chemistry
Computer Science
Economics
Education
Environmental Science
Health Sciences
Information Systems
Mathematics
Psychology
Sport Management

Self-Designed Interdisciplinary Majors

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. 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.

Any student proposing to design an interdisciplinary major 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 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, the department chair of the proposed major, 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 and by the chair of the department 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.

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
- Environmental Studies
- Gender Studies
- Latin
- 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

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 expected to maintain an overall GPA of 3.4 to enter, remain in good standing, and graduate from the program.

The Honors course sequence fulfills the *Veritas* requirements. It is expected that honors students will complete the following honors *Veritas* courses: Being Human: the Catholic Liberal Arts Symposium (VERIT 101), Classical Philosophy (VTPH 103), Origins of the West (VTCV 102), The Western Imagination: the Renaissance to the Great War (VTCV 201), Philosophy in the Modern Age (PHIL 203); The Bible and Jesus: Introduction to Catholic Theology (VTTH 203), American Experience (VTAMC 202), America in the Global Context (VTAGC 301); Domain Modernity Literature/Arts; and Ethics and the Human Good (VTPH or VTTH 300). All honors students must complete the senior honors project (HP 470 and HP 471). In the event of unavoidable scheduling conflicts, honors students may be permitted to take non-honors versions of honors courses. Students that desire to do this should request permission from the Honors Director.

Every honors student's 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 each 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 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 George Henry Miles Honor 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 the world beyond campus. Internships give students the opportunity to practice work skills, to reflect on the relationship between work and study in off-campus settings, and to represent the University. 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 junior or senior with a cumulative grade point average of 2.5 or higher and not on disciplinary or academic probation may apply for an internship. Sophomores who are in the second semester and have declared their major and received permission from the dean of their college/school, as well as meeting the above standards, can apply for credit-based internships.

A student must read the Experiential Education Policy 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 School of Education and Human Services, all internships are processed through the Career Center. Students can find the guidelines and procedures, important deadlines, and the Learning Agreement form at www.msmary.edu/career.

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

SERVICE-LEARNING

In a Service-Learning Integrated Model, the service experience is central to the course. The common experiences of service-learning serve as primary and common examples in the classroom, and assignments often are built around the work done for the community partner. No additional credit is assigned to the course, as the service-learning is considered an integral part of the course—just as exams or papers are normal requirements.

The One-Credit Option in service-learning offers students the opportunity to integrate service activities in the community with their coursework. The goals of service-learning are to enhance the learning process, benefit the community and prepare students for leadership and service to society. After receiving approval from the course professor and the Director of the Office of Social Justice, a student may enroll in one additional credit in service-learning. Enrollment in this option may take place up to three times during the course of one's undergraduate studies at Mount St. Mary's at no additional cost.

Participating students complete 30 hours of service at a service-learning placement. Students receive one grade for the course, including an evaluation of the additional academic assignments and service work associated with the One Credit Option (as specified in a "learning contract" completed at the beginning of the semester). Service-learning opportunities are administered by the Director of the Office of Social Justice.

SUMMER SESSIONS

Summer sessions offer current Mount students and visiting students an affordable opportunity to catch up on classes missed, to retake a class in order 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 *Veritas* courses, 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. Summer activities include outdoor adventures, live music, outdoor movies, and more. For more information about summer sessions and the summer schedule, visit www.msmary.edu/summer, 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, London, Cuenca, Florence and Prague, short-term sessions 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, both in Seville, Spain and the University of Cuenca in Ecuador.

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, *Veritas* 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 9 a.m. to 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

The Monsignor Hugh J. Phillips Library aspires to achieve the following goals:

- A library that is perceived by students and faculty 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 the truth discovery process for our students and faculty.
- A library that offers students and faculty expert assistance and instruction in the discovery, use and documentation of information resources.
- A library that is a visible and accessible university space for students, faculty, library staff and other administrative support units to exchange ideas and collaborate to achieve the University's mission of promoting Faith, Discovery, Leadership, and Community.

The library currently contains about 175,000 bound volumes and a rapidly expanding collection of scholarly information databases that provide convenient access to e-books, journal articles and a variety of data sources. Included in our e-library are more than 25,000 professional and scholarly journal publications that are carefully chosen to support each of the University's academic programs.

The library has an excellent E-resources collection. The collection includes all the major databases in each of the academic disciplines including the complete JSTOR back files. Content from Sage, EBSCO, ProQuest, Credo Reference, ATLA and many others is available from the library's website www.msmary.edu/academics/library

The Phillips Library is a member of OCLC, the world's largest library cooperative network. 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 library staff includes three faculty librarians who provide research assistance and information literacy instruction to individuals and groups. A faculty librarian with theological training maintains the theology collection of approximately 46,000 volumes. Our main desk services, resource acquisitions, cataloging and interlibrary loans are provided by four highly competent, student/faculty-focused employees, with the help of several dedicated student assistants.

The 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 archives, rare books and Catholic Studies collections contain significant documents for the study of Catholicism in America. The Library shares these resources through our digital archives collection.

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

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 campuswide 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.

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.

All freshmen are required to complete a résumé workshop for their *Veritas* Student Leadership Portfolio through the Career Center and the Institute for Leadership. Through this effort, students will begin their journey to discover their passions and strengths. They will learn how to market themselves for internships, employment and graduate school.

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.

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, this faculty member serves as a valuable resource regarding graduate programs and professional opportunities. Further information can be found on p.100.

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 director of the University Honors Program.

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.

STUDENT AFFAIRS

The Division of Student Affairs is dedicated to providing an environment within the Catholic tradition that fosters learning and personal growth in preparing women and men for a role of leadership and responsible citizenship in society. Committed to excellence, the division offers comprehensive services and programs designed to provide an exceptional and diverse student experience at the University.

The Executive Vice President of the University has institutional responsibility for all matters related to student life. The Executive Vice President provides leadership to the University in creating and managing comprehensive, contemporary student services. The division comprises the following departments and services:

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.bkstore.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 program at the Mount, known as "CRUX" (Challenging Recreation Unleashing Experience), is an adventure-based experiential education program. As a key component of the Division of Student Affairs, "CRUX" strives to provide the campus community with fun, safe, and adventurous experiences, which teach lifetime skills, foster ideals of teamwork, encourage personal growth, and promote environmental awareness while utilizing the Mount's unique setting. "CRUX" is comprised of four programming areas: a wilderness trip program, teambuilding services, a resource center, and a leadership development 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 was established to aid the institution in its efforts to foster 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 MOUNT Card Office researches, develops and supports three transaction systems that allow the community to be a Networked Transaction Environment for state-of-the-art purchasing services.

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.

The Department of Recreational Services 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, intramural sports and outdoor adventures. 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 and four pillars 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:

1. Registration dates are published in the Office of the Registrar and emailed to students prior to the event.
2. No student will receive credit for any subject taken in a class or section for which he or she has not been duly registered by the Registrar.
3. The latest date for the change of any course, the discontinuance of any course, or a change of section is the date listed in the calendar as the final day for changes in courses.
4. The semester examination schedule is published on the Office of the Registrar's web page: www.msmary.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:

1. 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 \$584 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.
2. 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.
3. 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

Mount St. Mary's University follows the U.S. Department of Education definition of a 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—

1. 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

2. 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 VERITAS PROGRAM AND MAJOR

Students must maintain satisfactory progress toward completing the *Veritas* program and the requirements in their chosen major(s). The sequence for the core is described on p.40, and sequences for majors are described in the section "Academic Departments and Associated Programs."

Each student should work carefully with his or her advisor to ensure that these requirements are met in a timely way. This responsibility rests first and last with the student.

CLASS ATTENDANCE

All instructors are free to determine attendance regulations to govern the courses they teach. Attendance regulations will be 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.

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:

A	4.00 points	C	2.00 points
A-	3.67 points	C-	1.67 points
B+	3.33 points	D+	1.33 points
B	3.00 points	D	1.00 points
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 page.

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:

1. the total number of credit hours taken under the pass/fail option does not exceed 12
2. the course be in a subject outside the major field, minor field, area of concentration and the *Veritas* Program
3. 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
4. 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
5. 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
6. 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
7. a student may take no more than one pass/fail course in any one semester
8. 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 the majority of the work. The grade I is permitted only if the Incomplete form has been signed by the instructor. An Incomplete reverts to the grade specified on the form or to an

F and is entered as such on the official transcript if the Incomplete is not removed in the period specified by the instructor or by the end of the term following the one in which the incomplete grade was received. Ordinarily, grades of incomplete may not remain on a student's transcript for more than one semester.

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.

RETAKEING 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 Liberal Arts 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 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 beginning of the fall and spring semesters.

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.

Consecutive probations would be marked AP II and AP III. Students may be dismissed after the third consecutive probation.

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 failing to maintain full-time status and make satisfactory progress in total credits earned are also subject to dismissal. Upon petition to the Associate Provost, they may in some cases be permitted to devise a modified plan for completing the required credits.

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 Academic or Student Affairs Vice Presidents. Such grounds for dismissal could include but are not limited to ceasing to attend classes, disrupting the life and work of the University community, or completing any semester with a term grade point average below 1.0. This policy applies to all students, including first-semester freshmen. 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 the 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, 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. 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.

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 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 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.

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:

1. 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.
2. The right to request amendment of the student's education records that the student believes are inaccurate or misleading.
3. 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.
4. 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.

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.

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 2013 for May 2014 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 www.msmary.edu/intenttograduate. Please note that the form must be submitted to the Registrar's Office 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 114 credits by the end of the Spring semester. This means that students need to have obtained 99 credits by end of the Fall semester prior to graduation. Any exceptions must be approved by the Provost.

A student who has not completed all graduation requirements by the commencement date in a given year must complete these requirements by the end of Summer Session I in order to be considered a May graduate of Mount St. Mary's University. If a student does not complete these requirements by the end of Summer Session I, 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.

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 Assistant Registrar.

Ordinarily *Veritas* courses must be taken at Mount St. Mary's. Any exceptions must be approved in advance by the associate provost. 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:

1. 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.
2. Students who have earned 60 or more total credits, including transfer credits, may take courses elsewhere only at four-year institutions.
3. All courses must be approved in advance by the Assistant Registrar; written authorization is then issued to the student and the other institution by the Registrar's Office. (A written description of the requested course is generally required prior to approval.) Authorization forms are available in the Registrar's Office, as well as through the university's website.
4. 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); upon written request, the letter grade may be listed on the transcript though not computed in the grade point average.
5. 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 School of Education and Human Services 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: Karl Einolf

Director of Graduate and Adult Business Programs: Deborah Powell

Director of Undergraduate Business Studies: Mary Beth Graham

University Professors: Kirk Davidson, William Forgang

Associate Professors: Michael Barry, Patrice Flynn, John Larrivee, F.K. Marsh, Raymond Speciale, Timothy Stanton

Assistant Professors: Emil Berendt, Donald Butt, Corinne Farneti, Solomon Tesfu, Morgan Wilson

Lecturers: John Balch, Mary Beth Graham, Cynthia Maubert, Kevin Robinson, John Sherwin, Sandra Sjoberg

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 and Master of Health Care Administration degrees, an adult accelerated baccalaureate degree completion program, and post-baccalaureate certificate programs in Project Management and Organizational Development. 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.

MBA Courses

An undergraduate student must have completed the 120 required credits for graduation before taking an MBA course. The MBA 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.

The Information Systems Program

The program of study in information systems investigates the essential role of information and its management within the modern organization. It develops critical thinking skills, enhances decision-making abilities, expands communications skills, builds technology skills, and improves quantitative reasoning.

ACCOUNTING MAJOR

A minimum of 30 credit hours is required for an accounting major: ACCT 101, 102, 201, 202, 301, 303, 401, 405 and 410 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.

BUSINESS MAJOR

A minimum of 48 credit hours is required for a major in business: BUS 250, 301, 307, 311, 313, 320, 345, 360, 400 and 404; ACCT 101 and 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. (BUS 320: Business Statistics satisfies a core curriculum requirement as it can be one of the two courses students must take in the Natural World Domain.)

Optional Concentrations

- Finance
- International Business and Economics
- Management
- Marketing

Should a student desire to pursue a concentration, they must fill out an Application for Area of Concentration in conjunction with their advisor. The forms are located on the university's website (www.msmary.edu/academicforms) or in the Office of the Registrar. The official University record and transcript for those who satisfy the requirements for a concentration will show the major and the concentration.

Requirements for a concentration: a minimum of three courses in the concentration; an overall minimum GPA of 3.0 in the concentration courses; and a graded 3-credit internship.

For the international business concentration, a semester or summer abroad taking courses may substitute for an internship.

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.188. (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, 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.

ECONOMICS MAJOR

Economics majors are required to earn 36 credit hours in economics or related subjects, including ECON 101, 102, 211, 212, 290, 403, 406 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. (BUS 320: Business Statistics satisfies a core curriculum requirement as it can be one of the two courses students must take in the Natural World Domain.)

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 and 211-212, plus six economics elective credit hours as approved by the Dean of the School of Business.

INFORMATION SYSTEMS MAJOR

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 core curriculum requirement as it can be one of the two courses students must take in the Natural World Domain.)

INFORMATION SYSTEMS MINOR

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 45 credit hours is required for a major in sport management: BUS 250, 304, 307, 313, 327, 329, 335, 360, 440 and 441; ACCT 101; ECON 101 and 102; one sport management elective; and a sport industry internship (BUS 480).

Students may choose from the following electives: HIST 265, SOC 211, PSYCH 320, COMM 326, BUS 328, 333, 336, 395, 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 may take either BUS 301 or BUS 335 and then choose one additional elective)

Students may choose from the following electives: HIST 265, SOC 211, PSYCH 320, COMM 326, BUS 328, 333, 336, 395, 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 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 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 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)*

- 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 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 methodologically sound problem solving, numeric analysis, 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 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 304 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. *(Fall)*
- 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 312 Environmental Economics (3)**
Examines the economics behind natural resource use and environmental issues. Studies in resource economics will consider problems such as forest use, fishing stock depletion, consumption of natural resources such as oil and minerals. The course then examines environmental problems such as pollution, global warming, acid rain, and land conservation. In each case, the economics will be used as framework for studying the source of the problems, as well as the policies used to solve them. Prerequisites: Econ 101 or 102. *(As needed)*
- 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. *(As needed)*
- 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. Prerequisite: ECON 101 & 102. *(Fall)*
- 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 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

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 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 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. (*Offered in spring of even-numbered years*)

BUS 395

Program Development and Implementation: Special Olympics

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 practica and internships associated with the Special Olympics Fall Festival on the Mount campus. (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 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, AND 320; 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 (3)

An interdisciplinary focus on leadership in formal organizations in both the private and public sectors. Presents a broad survey of leadership theory, research and practice. Explores current issues in leadership, including ethics, and provides students with opportunities to view various aspects of their own leadership styles and skills through self-assessment instruments, structured exercises and individual and group projects. A central thread of the course is the

development of a personal operational model of leadership with a focus on servant-leadership. Prerequisite: Permission of the instructor. (*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 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 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)
- 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 (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, exercises and individual projects, 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 and BUS 310 or permission of instructor. (*As needed*)
- 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. As a

Core course, 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. *(Fall and Spring)*
- 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)*
- ECON 212** **Intermediate Microeconomic Theory (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 312** **Environmental Economics (3)**
Examines the economics behind natural resource use and environmental issues. Studies in resource economics will consider problems such as forest use, fishing stock depletion, consumption of natural resources such as oil and minerals. The course examines environmental problems such as pollution, global warming, acid rain, and land conservation. In each case, the economics are used as framework for studying the source of the problems, as well as the policies used to solve them. Prerequisites: Econ 101 or 102. *(As needed)*
- ECON 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. Cross-listed with BUS 320. *(As needed)*
- 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 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 406 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. Prerequisites: Econ 101-102, and 211-212 or permission of the instructor. Cross-listed with HIST 357.
- 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/IFSY 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 228

Discrete Mathematics (3)

Basic techniques and methods of reasoning for discrete problem solving. Topics include induction, set theory, elementary combinatorics, graph theory and applied algebra. Applications to computer science are emphasized. (Same as CMSCI and MATH 228.) *(Spring)*

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 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 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. Prerequisite: ECON 101 & 102. (*Fall*)
- 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**
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)*

SCHOOL OF EDUCATION AND HUMAN SERVICES

Department of Education

Dean: Barbara Martin Palmer

Professors: Thomas H. Powell, Barbara Martin Palmer

Associate Professors: Carolyn L. Cook, Barbara A. Marinak (Chair)

Assistant Professors: Laura Corbin Frazier, Stacey Brown-Hobbs, Angela M. Mucci, Patrick A. Ryan, Ernest Solar

Lecturers: Elizabeth C. Monahan

The Department of Education in the School of Education and Human Services 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 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 personal fulfillment. To complement this core, 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.

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 certificate requirements of states of interest early in their study. Teacher education programs are accredited through the Council for the Accreditation of Educator Preparation (CAEP).

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, VTMA 111, 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 I (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. It is imperative that official score reports be sent to Mount St. Mary’s University. For those taking Praxis I, the MSDE must also be identified as a score recipient. A photocopy of the SAT/ACT/GRE official report should be sent to MSDE, Division of Certification & Accreditation, 200 West Baltimore St., Baltimore, MD 21201-2595 and given to the Registrar. Students may apply in writing to the chair for an extension, if special circumstances pertain.

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 \$219 for the Internship I program, generally payable upon registration for the first course in Internship I. There is a fee of \$272 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 (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, 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 teacher education unit uses benchmarks aligned to 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.

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.

Mount St. Mary's University has a rich tradition of producing excellent teachers. The Center, housed within the School of Education and Human Services, is a resource for the professional development of teachers 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 resources 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

The program in elementary education is designed to prepare students to teach language arts, social studies, mathematics and science in grades 1-6. This Maryland Approved Program meets certification requirements in other states. The program holds a Certificate of Distinction from the International Reading Association for the quality preparation in reading instruction. 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 *Veritas* curriculum, the elementary education major must complete the professional course sequence: EDUC 100, 202, 208, 313, 343, 350, 351, 445, 480, 495 and SPED 415

and 339. Also required are MATH 108, 109, and VTMA 111 and three courses in general science, as approved by the Department of Education (must include both a physical and biological science).

ELEMENTARY/SPECIAL EDUCATION MAJOR

The elementary/special education program requires a major in elementary education and concentration in special education. The 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, 343, 350, 351, 445, 495 and SPED 339, 415, 433, 434, 470 and 480; MATH 108, 109 and VTMA 111; 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

The secondary education social studies major leads to certification in grades 7-12 and requires the following course sequence: EDUC 100, 208, 325, 343, 427 433, 445, 485, 495 and SPED 415; 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.

SECONDARY EDUCATION ENGLISH, MATHEMATICS, AND FOREIGN LANGUAGES MAJORS

Secondary education programs in English, Foreign Language and Mathematics lead to certification in grades 7-12. Each student who plans to teach at the secondary level must have a content area major. In addition, the following professional course sequence is required: EDUC 100, 208, 325, 343, 427, 434 or FLED 400, 445, 485, 495 and SPED 415. 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.

ART EDUCATION

Students who seek certification in art (preK-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, 343, 427, 432, 445, 485, 495 and SPED 415. Art courses include: FAAR 105, 108, 106, 402 and 18 credits of art electives. 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, 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 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, and 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 during Internship I*)

- EDUC 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. In certain years, the course also includes a service learning trip to Bankondji, Cameroon. This course satisfies the *Veritas* Global Enrichment requirement. (*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, VTMA 111 and EDUC 208. (*Spring during Internship I, Fall during Internship I for Frederick-based program*)
- EDUC 351 Teaching and Assessing Social Studies in the Elementary Schools (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 during Internship I*)
- EDUC 398 Independent Study (1-4)**
Permission of the instructor, department chair, and dean of the School of Education and Human Services 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 Foreign Languages (4)**
Presents current curriculum trends, research, materials, methods, and activities in the teaching of foreign languages. Emphasizes lesson and unit planning, communication strategies across the curriculum, and the use of instructional resources and assessment practices including technology. Prerequisite: EDUC 208. Field experience lab is required. (*Spring during Internship I*) Lab fee applies.
- 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 during Internship I*)

- 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. (Spring during Internship I) Lab fee applies.
- 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 from 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. (Spring during Internship I) Lab fee applies.
- 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 (*Summer*)
- SPED 434** **Special Education Curriculum Design and Application (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 (*Summer*)
- 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. (Spring during Internship I) Lab fee applies.
- 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 or EDUC 485. (*Fall*)
- SPED 470** **Special Topics: 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.
- 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. (*Fall*) Lab fee applies.
- 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. (*Fall*) Lab fee applies.
- 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.. **(Fall)** Lab fee applies.

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 completion portfolio. Taken concurrently with EDUC 480, SPED 480 or EDUC 485. **(Fall)**

SCHOOL OF EDUCATION AND HUMAN SERVICES

Department of Sociology

Dean: Barbara Martin Palmer

Professor: Martin Malone

Associate Professors: Kim Hansen, Virginia McGovern (Chair), Timothy Wolfe

Assistant Professor: Layton Field

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.

SOCIOLOGY MAJOR

Students majoring in sociology are required to complete SOC 100, SOC 106, 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 105, 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 three additional and integrated elective courses (may be criminal justice and/or sociology) that are most appropriate to their needs.

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.189. (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 105, CJUST 110, CJUST 115, SOC 300, SOC 307, CJUST 317, CJUST 318, SOC 403, SOC 404, SOC498, and three 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 and is normally a prerequisite for all 300- or 400-level courses in sociology. (*Fall and Spring*)

HISOC 150 Who Were the First Americans? (3)

Who were the first Americans? Yesterday's answers are no longer convincing. While the issues are far from settled, there is some evidence to suggest that humans may have arrived in the Americas as early as 25,000 years ago, and perhaps much earlier, possibly from Europe as well as Siberia, by sea as well as by land. This course explores how scientists are using archeology, genetics, linguistics, geophysics, and other techniques to rewrite the story of the earliest Americans. (*As needed*)

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 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 201 The West in the Modern World: Capitalism and Globalization (3)

This course focuses on the development of a world capitalist system over the last 150 years. It examines the unprecedented rapid changes in the West in the last century and a half, due largely to industrialization. In the course of the West's expansion, it has remade the world's economies into today's global economic system. This course will explore the historical particulars and the large-scale social patterns that have evolved. This course is part of the four-course Western civilization sequence and can also count as a sociology elective. (*Spring*)

SOC 202 Introduction to Conflict Resolution

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

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**
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 210** **Sociology of Medicine**
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 211** **Sociology of Sport**
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 215** **Military and Society**
This course covers the changing nature of warfare and the place of the military as a key institution in U.S. society. Military careers are examined, including recruitment and basic training, different kinds of missions, military families and veterans’ issues. Emphasis will be placed on diversity in the military and on the military’s cultural significance in the 21st century.
- 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. Prerequisite: SOC 100. (*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. Prerequisite: SOC 100. (*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. Prerequisite: SOC 100. (*Fall*)
- SOC 314 Deviant Behavior (3)**
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 delinquency; organized, white collar and government crime; sexual deviance; and mental illness. Prerequisite: SOC 100. (*As needed*)
- 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 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, CJUST 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*)

- SOGE 401 Biography and Non-Western Culture (3)**
A senior seminar in anthropology, the course will use biographies and autobiographies of people from non-Western societies to examine how particular individuals' lives reflect sociocultural forces. The class will investigate material and nonmaterial culture, and the social patterning of emotion, gender, family, age, personality, work, and inequality and rewards. These life histories will provide students with cognitive and cultural tools with which to think about how lives are lived in different social and cultural environments (*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. Prerequisite: SOC 100. (*Fall*)
- SOC 404 Statistics (3)**
A continuation of SOC 403, which is prerequisite for the course, emphasizing the application of statistical techniques to the analysis of data. Completion of the Senior Research Project is required. Prerequisites: SOC 100 and 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, CJUST 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. Prerequisites: SOC 100 and 403 for sociology majors; SOC 100 and 403 plus CJUST 110 for criminal justice majors. (*Spring*)

CRIMINAL JUSTICE COURSE DESCRIPTIONS (ALL STUDENTS)

- 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. (*Spring*)
- 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. (*Fall*)
- 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 200 Introduction to Intelligence Analysis**
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 310 Oral Communication, Media Relations and Courtroom Testifying (3)**
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*)
- CJUST314 Cyber Security (3)**
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.

- CJUST 317 Criminal Law (3)**
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*)
- CJUST 318 Criminology (3)**
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*)
- CJUST 319 Cyber Forensics (3)**
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.
- CJUST 320 Special Topics (3)**
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 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. Prerequisites: SOC 100 for sociology majors, CJUST 110 for criminal justice majors. This course is normally available only for juniors and seniors. (*Fall and Spring*)

SCHOOL OF NATURAL SCIENCE AND MATHEMATICS

Department of Mathematics and Computer Science

Dean: Jeffrey Simmons

Professor: Frederick Portier

Associate Professors: Melanie Butler (Chair), Brian Heinold, Luca Petrelli

Assistant Professors: Jonelle Hook, 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 both computer 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 beauty 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.

COMPUTER SCIENCE MAJOR

The Bachelor of Science degree in computer science requires a minimum of 40 credit hours in computer science plus three credit hours in mathematics. The required courses are CMSCI 120, 125, 254, 256, 277, 474, 475 and CMSWI 228. In addition to the required courses, students must take six additional computer science courses at the 300 level or above. These must include two of CMSCI 385, CMSCI 442, or CMSCI 453. One mathematics course at the 200 level or above is required. 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 MAWI 228 (cross-listed as CMSWI 228) for the minor in computer science.

CYBER SECURITY MINOR

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 School of Education and Human Services. 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, 125, 458; CMSCI 359 or 455; CJUST 314, 319.

Computer science majors who decide to minor in cyber security may not double count CMSCI 458.

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 mathematics courses are MAWI 228, MATH 247, 248, 249, 285, 364, 368, 384, 495 and 496. 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

The double major in mathematics and computer science can be accomplished by satisfying all requirements for both majors. The following courses satisfy requirements or electives for both degree programs and are thus double counted: CMSCI 120, MAWI/CMSWI 228, MATH 247, MATH 285, and MATH 364. In addition, MATH 484/CMSCI 484 may be taken as an elective in both the programs and can thus double count. The double major in mathematics and computer science requires a minimum of 69 credits. At most six credits of Practicum (492, 493) may be applied toward the double major in mathematics and computer science.

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 in mathematics is necessary for the minor in mathematics. Three of these credits are satisfied by *Veritas* MATH 111. To complete the minor, MATH 247, MATH 248 and three additional mathematics courses at the 200 or above level are required. Practicum (492, 493) may not be applied toward the minor in mathematics.

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

COMPUTER SCIENCE 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*)
- 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). (*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*)
- 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. (*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. This course satisfies the writing intensive *Veritas* program requirement. Same as MAWI 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. 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. (Spring—starting Spring 16)
- 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, and input output structures, assembly-level programming. Prerequisite: CMSCI 120 or permission of instructor. (*Fall*)
- 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 instructor. (*Spring, even 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 254 and 277 or permission of the instructor. (*Spring, odd years*)

- 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. Strongly Recommended: CMSCI 254. (*Fall, odd years*)
- CMSCI 385 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, 228 or permission of the instructor. (*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 254, 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. (*Fall, even years*)
- 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. (*Fall, even years*)
- CMSCI 455 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 254, or permission of the instructor. (*On a rotating basis*)
- CMSCI 458 Computer Security (3)**
This course covers topics including the mathematical foundations of security, security policies, cryptography, key management, system design principles, assurance, vulnerability analysis, and practical issues. Prerequisites: CMSCI 125, or permission of the instructor. (*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. Prerequisites: CMSCI 254 or permission of the instructor. Recommended: CMSCI 349. (*Fall, starting 2016*)
- 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. (*Spring*)

- CMSCI 484 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: MATH 248 or permission of the instructor. Same as MATH 484. *(Fall, odd years)*
- 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)*

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 Spring, 109 Fall)
- VTMA 111 Mathematical Thought and Problem-Solving (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 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 and Spring)*
- MAWI 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. This course satisfies the writing intensive *Veritas* program requirement. Same as CMSWI 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. *(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 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 instructor. (*Fall*)
- MATH 285** **Applied Statistics (3)**
This course is an introduction to the principles and techniques of data analysis and statistical models. Topics include the methods of exploratory data analysis, the design of experiments, sampling, hypothesis testing, simple and multiple regression, and the analysis of variance. Prerequisite: MATH 247 or permission of instructor. (*Spring, odd years*)
- 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 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 247 or permission of instructor. (*Spring, even years*)
- MATH 368** **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 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 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 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 instructor. (On a rotating basis)
- 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 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 436 Elementary Number Theory**
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 and MATH 247 or permission of instructor. (On a rotating basis)
- 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 instructor. (*Spring, odd years*)
- 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 248 or permission of instructor. (On a rotating basis)
- 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 248 or permission of instructor. (On a rotating basis)
- MATH 484 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: MATH 248 or permission of instructor. Same as CMSCI 484. (*Fall, odd years*)
- MATH 488 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 248 or permission of instructor. (*Fall, even years*)
- 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 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 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*)

SCHOOL OF NATURAL SCIENCE AND MATHEMATICS

Department of Psychology

Dean: Jeffrey Simmons

Associate Professors: Robert Keefer (Chair), Mindy Korol

Assistant Professors: Caitlin Faas, Jonathan Slezak

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 (four required) PSYCH 100, 200, 390 and 498
- Core/Content Group (four required) PSYCH 203, 205, 208 and 209
- Experimental Group (one required) PSYCH 220, 230 or 240
- Elective Group (four required) PSYCH 301, 314, 320, 330, 340, 345, 350, 355, 360, 365, 370, 380, 399, 405, 480, plus any of the Experimental Group not previously completed.

Special cases: 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 the 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.
- 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 100. *(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 two laboratory periods per week. (Every third semester)
- 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 two laboratory periods per week. (Every third semester)
- 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 two laboratory sessions per week. (Every third semester)
- 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)*
- 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 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)**
Surveys 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 SPSSX). Students will demonstrate competence through completion of a data-based research project of their choosing. Prerequisites: PSYCH 390 and senior status. (*Fall*)

SCHOOL OF NATURAL SCIENCE AND MATHEMATICS

Department of Science

Dean: Jeffrey Simmons

Professor: Danny Miles

Associate Professors: Patricia Kreke, Christine McCauslin, Jeffrey Simmons, Jennifer Staiger (Chair), Dana Ward

Assistant Professors: Rosina Bolen, Christopher Bradley, Kathryn Dye, Michael Turner

Lecturers: Sarah Brown, Matthew Rittler, Andrea Solis

Visiting Professor: Garth Patterson

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.

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/ BIOCHHP 471 may be substituted for BIOL 410 or CHEM 410 with the permission of the department chair.

Students considering graduate or professional work in biochemistry research are advised to select 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. Due to the significant overlap of required courses, however, these students must take two additional four-credit courses chosen from a list available from the department chair. 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 ordinarily include BIOL 110, 111 and 221.

Students must select at least one course from each of the following categories:

- Organismal Biology: BIOL 298, 299, 300, 304, 335 or 400
- Molecular and Cellular Biology: BIOL 311, 314, 315, 420, 435 or BIOCH 405
- Ecology and Evolution: BIOL 200, 225, 250, 325, 406 or 415

In addition, 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 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 electives must be a 400 level course.

Biology majors are also required to complete CHEM 101-102, CHEM 201-202 and mathematics study through MATH 247. Students interested in graduate school are advised to complete MATH 248 and PHYS 101 and 102 or 201 and 202.

BIOLOGY/NURSING AND HEALTH SCIENCES/NURSING (DUAL-DEGREE PROGRAMS)

Cooperative programs between Mount Saint 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 Mt. St. Mary's University and the partnering institution.

There are two phases to the dual degree programs.

- **Phase 1 typically takes place at Mt. St. Mary's University** and consists of completion of the Mount *Veritas* curriculum, prerequisite courses for the nursing program, and all requirements for either the Biology or the Health Sciences major. For Biology/Nursing students complete BIOL 110, 111, 208, 298, 299, 300, 410; CHEM 101, 102; PSYCH 100, 205; SOC 100; MATH 114 or 247. Also required is MATH 105 or PSYCH 200 or BIOL 205. For Health Sciences/Nursing students complete BIOL 110, 111, 208, 209, 298, 299, 300, 410; CHEM 101, 150; MATH 114 or 247; PSYCH 100, 205; SOC 100. Also required are MATH 105 or PSYCH 200 or BIOL 205 and SOC 210 or PSYCH 350 or THEO 390. 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, will have priority for admission to the nursing programs.
- **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 Biology or 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 in Baltimore and Shenandoah University in Winchester, Virginia.

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 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 MSMU students pursuing this track. In addition to the prerequisite 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 degree (B.S.N.) and is qualified to take the National Council Licensure Examination (NCLEX) to obtain licensure as a registered nurse.

BIOLOGY/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 dual-degree program a student earns a bachelor of science degree (B.S.) in either Biology or Health Sciences 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 fill out a LECOM application and will be interviewed by a LECOM representative before acceptance in the program.

Dual Degree Program Requirements: Eligible students must be U.S. citizens; may not hold a four-year undergraduate degree; have SAT scores greater than 1170 or ACT greater than 26; and have high school GPA greater than 3.0. (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 *Veritas* courses, in 4 years noting the following requirements: the provisional student may not apply to another medical school; must be a full-time student in all semesters; and the GPA may not be less than a 3.0 at the end of two consecutive terms.

Final Acceptance to LECOM: Students take the MCAT no later than December 1 of their senior year and must receive a satisfactory score before they can fully apply to LECOM by January 1 of their senior year. Up to 5 students each year will be automatically accepted into the LECOM DO program during the spring of senior year if they satisfy 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 *Veritas* coursework; BIOL 110, 111, 221, 410, Biology Electives*; CHEM 101, 102, 201, 202; MATH 247; PHYS 201; PSYCH 100; general elective ^; and English electives ^ (2 courses)

*Five biology electives with at least one biology elective coming from each of the three categories (organismal, cellular, & ecology/evolution) and at least one must be a 400-level course.

^ Appropriate courses in these categories may be counted towards the major, LECOM requirements, and *Veritas* requirements.

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 20 hours of study in biology, including BIOL 110-111, 221 and at least two additional 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, 400, 406, 415 or CHEM 404. Students must complete one applied environmental science elective, to be approved by the department chair.

Students must select two of the following interdisciplinary electives: CJUST 320, ECON 312, 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. 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 46 credit hours of major courses and completion of the *Veritas* program. 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 (an additional 15 credits) in order to graduate with a Health Sciences Major.

- 1) Pre-Nursing Track (13 credits): Students take the required foundation courses, plus: BIOL 208, 300; PSYCH 205; and SOC 100
- 2) Pre-Physical Therapy Track (15 credits): Students take the required foundation courses, plus: CHEM 102; PHYS 201, 202; and PSYCH 2XX (Psychology elective)
- 3) Pre-Occupational Therapy Track (9 credits): Students take the required foundation courses, plus: PSYCH 203, 205; and COMM 230

HEALTH SCIENCES/OCCUPATIONAL THERAPY (DUAL-DEGREE PROGRAM)

Students earn a B.S. degree in Health Sciences in four years at Mount St. Mary's followed by a M.S. degree in Occupational Therapy in two years at Sacred Heart University in Fairfield, CT. The dual-degree requirements at Mount St. Mary's are completion of the Mount's *Veritas* program plus a Mount major (typically Health Sciences) and also (or including) the following prerequisite courses:

BIOL 110, 298, 299; PSYCH 100, 203, 205; SOC 100 or PSYCH 208; MATH 105 or PSYCH 200 or BIOL 205.

A student who satisfies these requirements at Mount St. Mary's with a cumulative grade point average of at least 3.0 overall and in the required Biology courses, a grade point average of at least 3.2 for all of the prerequisite courses listed above, no individual prerequisite course grade below a C, has the recommendation of the health professions advisor at Mount St. Mary's, successfully completes an on-site interview, and completes a relevant shadowing experience, will have preferential admission status to the Sacred Heart University's Occupational Therapy graduate program.

Upon successful completion of the coursework, students will receive a Master's degree in occupational therapy (MSOT).

BIOCHEMISTRY COURSE DESCRIPTIONS

BIOCH 405 Biochemistry (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: BIOL 221; CHEM 201-202. (*Spring*)

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- or better in BIOL 110. (*Spring*)
- BIOL 200** **Invertebrate Zoology (4)**
 (BIOES 200) 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. (*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. (*Fall, odd years*)
- 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. Textbook required. (*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. Textbook required. (*Spring*)
- BIWI 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. This course satisfies the Writing Intensive Course requirement in the *Veritas* program. This course also fulfills the Molecular and Cellular area requirement in the Biology major. Lecture and laboratory. Prerequisites: BIOL 110-111. (*Fall, Spring*)
- BIOL 225** **Environmental Science (4)**
 (BIOES 225) 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. (*Fall, 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: BIWI 221. (*As needed*)

- BIOL 250/ BIOES 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, navigation, anti-predator 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: BIWI 221. (*Spring, even years*)
- 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, Spring, Summer*)
- 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 above in BIOL 298, CHEM 101. (*Spring, Summer, Fall*)
- 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, and renal systems, pathogenic microbes, cancer and hormones. This course fulfills the Molecular and Cellular Biology area requirement in the Biology major. Integrated lecture and lab. Prerequisites: BIWI 221, CHEM 201-202. (*Fall, even 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 viroplasm 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/
BIOES 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 (*Fall*)
- BIOL 325/
BIOES 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: BIWI 221, 298- 299. (*Spring, odd years*)
- BIOL 340/
BIOES 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: BIWI 221 or permission of the instructor. (*Spring, odd 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. (*As needed*)
- BIOL 400/
BIOES 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: BIWI 221 and CHEM 202 (or concurrent). (*Spring, even years*)
- BIOL 406/
BIOES 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: BIWI 221, CHEM 201-202 (or concurrent). Junior or senior standing required. (*Spring, odd years*)
- BIOL 410** **Seminar (1)**
Study in depth of a topic of current interest. At each meeting one student presents a specific aspect of the topic to the group. All students are expected to read original literature and participate in discussion following the presentation. Required of all senior biology majors. BIOL 450 and BIHP 471 may be substituted for BIOL 410 with the permission of the department chair. (*Fall and Spring*)
- BIOL 415/
BIOES 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. (*Spring, odd years*)

- 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. (*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*)

CHEMISTRY COURSE DESCRIPTIONS

- 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. Prerequisite: math proficiency to the level of MATH 102. (*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 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. Pre-requisites: CHEM 101. (*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 better 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, even years*)

- CHEM 250 Forensic Chemistry (4)**
 This laboratory-based course is designed to introduce the student to the scientific and particularly the chemical aspects of forensic investigation as well as the ethical issues facing the forensic scientist. Topics include a broad range of forensic procedures such as chemical and physical methods for visualizing fingerprints, ballistics including bullet identification, serial number recovery 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. Lecture and lab. Prerequisite: CHEM 101-102. *(As needed)*
- CHEM 303 Physical Chemistry I (5)**
 A study of the application of the principles of quantum mechanics, spectroscopy, and kinetics to chemical and biochemical systems. Lecture and lab. Prerequisites: CHEM 101-102, MATH 247-248, PHYS 201-202. Strongly recommended: CHEM 201-202. *(Fall)*
- CHEM 304 Physical Chemistry II (5)**
 A study of the application of the principles of thermodynamics and statistical mechanics to chemical systems. Lecture and lab. Prerequisites: CHEM 101-102, MATH 247-248, PHYS 201-202. Strongly recommended: CHEM 201-202. *(Spring)*
- CHEM 398 Independent Study (1-3)**
 Investigation of a chemical problem involving laboratory and literature. Permission of the instructor and department chair *(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. Application of group theory, molecular orbital theory and ligand field theory to the interpretation of inorganic chemistry. Introductions to organometallic chemistry and bioinorganic chemistry. Lecture only. Prerequisite or concurrent: CHEM 304. *(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. *(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 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. Integrated lecture and lab. Prerequisite for PHYS 201 and 202: MATH 247. *(Fall and Spring)*

GENERAL SCIENCE COURSE DESCRIPTIONS

GNSCI 130 Physical Science: Chemistry of Food (4)

This integrated laboratory and lecture course surveys food's chemical constituents in minerals, carbohydrates, calories, vitamins, proteins, preservatives and flavorings, as well as a variety of cooking and preparation processes with respect to chemistry. Students will also gain an understanding of food borne illnesses. Course will also include the current interest in genetically modified foods and molecular gastronomy, popular with many chefs today. Students will gain a better understanding of the food we eat and how to prepare it safely, nutritionally and tastefully. Integrated lecture and lab. Prerequisite: none. *(Fall and Spring)*

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. Specific issues addressed in the course include:

- The cell: healthcare under a microscope
- The heart in medicine
- Neurology and psychology in medicine
- The challenge of cancer
- Healthcare's approach to injury and trauma
- Medicines in medicine

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. *(Fall and Spring)*

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. *(Fall and Spring)*

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. *(Fall and Spring)*

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. 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, and AIDS research. Prerequisite: none. *(Fall and Spring)*

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. *(Fall and Spring)*

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. *(Fall and Spring)*

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. *(Fall and Spring)*

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. *(Fall and Spring)*

COLLEGE OF LIBERAL ARTS

Department of Communication Studies

Dean:	Joshua P. Hochschild
Professor:	Ralph Frasca (Chair), Carl Glover
Assistant Professor:	Pratibha Kumar

The Department of Communication Studies 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 fluency and to provide hands-on experiential opportunities. The goal of the department is to produce graduates who remain keenly aware of their ethical responsibilities in the use of communication techniques and principles, who are competitive in the marketplace, and who embrace fully the ideal of lifelong learning.

Communication Studies majors are well prepared to enter careers in journalism, public relations, editing, politics, law, business, or broadcasting. Majors are also well prepared to pursue graduate degrees in journalism, public relations, media studies, creative writing, technical writing, rhetoric and public address, or rhetoric and composition.

Students who major in communication studies will learn:

- to understand the rhetorical and historical contexts of communication
- to understand how communication and theories about it have differed over time and place
- to understand the role and impact of media in society
- to understand the nature and practice of persuasion
- to comprehend and demonstrate in practice the fundamental ethical principles of the communication discipline
- to write for a variety of audiences and situations
- to understand their own and others' writing practices
- to edit writing
- to be computer literate
- to understand, evaluate, and respond appropriately to others' communication
- to speak well in public

The Writing Center

The Department of Communication Studies also houses the Writing Center, which provides one-on-one assistance with writing to all members of the Mount community.

COMMUNICATION STUDIES MAJOR

Students majoring in Communication Studies are required to take 36 credits.

Core Courses

- Written Communication Competency: COMM 204
- Media Literacy Competency: COMM 210
- Oral Communication Competency: COMM 230
- Art of Persuasion: COMM 325
- Capstone Experience: COMM 498
- Experiential Learning Component: Either three credits of COMM 205/206 or COMM 480

Students then choose a concentration or may pursue an individualized degree in consultation with a COMM adviser. Lastly, students choose two elective courses in communication or approved cognate areas. During the fall of their senior year, students will assemble and present a portfolio of their work to be judged by the communication faculty as a whole.

Concentrations: Students may choose to pursue up to two concentrations within the major.

- Rhetoric and Public Address: COMM 303, COMM 317, COMM 324, and either COMM 318 or COMM 321
- Writing: COMM 305, COMM 374
- Public Relations: COMM 307, COMM 330, COMM 335, and either COMM 324 or COMM 327
- Journalism: COMM 220, COMM 315, COMM 319, and COMM 335
- Individualized Degree: 12 credits of COMM courses to be selected in consultation with a Communication Studies adviser

COMMUNICATION STUDIES MINOR (18 CREDITS)

Communication Studies minors take either COMM 204 or 210 and 15 additional credits of approved courses. COMM courses must account for not less than nine credits of the eighteen-credit total. No more than three credits can be in practica or internships.

CREATIVE WRITING MINOR (18 CREDITS)

Refer to p.172 for more information.

COMMUNICATION STUDIES COURSE DESCRIPTIONS

- COMM 203 Interpersonal Communications (3)**
Study and exploration of how we use communication to create, maintain, and terminate relationships in our personal lives, families, and community and workplace environments. Special attention is paid to developing and promoting healthy interpersonal communication habits. *(Fall)*
- COMM 204 Composition Theory and Practice (3)**
An introduction to contemporary theory combined with the practice of writing, including uses of Microsoft Word for graphic design, collaborative writing and editing, and formatting. *(Fall and Spring)*
- COMM 205-206 Practicum (1-6)**
Credit for working on campus publications and broadcast media. Specific terms contracted between instructor and student. *(Fall and Spring)*
- COMM 210 Media and Society (3)**
A foundational survey in the analysis of the major media of human communication, both print and broadcast. Some emphasis on history, law, and ethics. *(Fall and Spring)*
- COMM 220 Broadcast Journalism (3)**
Study and practice of writing for broadcast news. Also a study of the history of broadcast journalism from pre-Murrow to CNN and the makeup of the broadcast newsroom. *(Fall)*
- COMM 225 Intercultural Communication (3)**
An introduction to critical and qualitative inquiry into intercultural communication processes in both interpersonal and broader social contexts. Some emphasis on identity, interethnic/intergroup communication, and developing communication competency. *(Spring, odd years)*
- COMM 230 Public Speaking (3)**
A course in the practical aspects of effective public speaking, with special attention to methods of delivery and the incorporation of responsible knowledge in speeches of information, conviction, and 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. *(Spring)*
- COMM 305 Descriptive and Narrative Writing (3)**
A course in developing a personal writing style. For the final project students write a descriptive and narrative piece that can be used as a feature story in the traditions of journalistic and public relations writing. *(Spring, even years)*

- COMM 306 Technical Writing (3)**
Instruction in the theory and practice of organizing and communicating technical information in written form. Typically includes assignments in process description, proposals, specifications, executive summaries, and progress and feasibility reports. *(Spring, odd years)*
- COMM 307 Public Relations (3)**
Study of theory and practice of the mutual understanding between an institution and its public through effective communication. Emphasis on research, planning, communication, and evaluation of public relations efforts. *(Spring)*
- COMM 315 News Reporting (3)**
Practice in news gathering, interviewing, and journalistic writing. Includes copyediting, some feature writing, exercises, and research. *(Spring)*
- COMM 317 Rhetorical Criticism (3)**
A course in the analysis, interpretation, and evaluation of written, spoken, and visual discourses designed to influence belief, produce social change, or craft cultural identities. Emphasis on the preparation and presentation of written analyses using a variety of critical approaches. *(Fall, odd years)*
- COMM 318 Nonverbal Communication (3)**
Study of nonlinguistic and paralinguistic forms of communication in interpersonal, mediated, organizational, and group contexts. Focus on improving personal competence in kinesics, proxemics, vocalics, and other nonverbal techniques. *(Fall, even years)*
- COMM 319 Global Journalism (3)**
An examination of major issues in global communication through the analysis of international news and information flow, social and economic impacts of communication technologies, disparities in media development, and the interconnectedness of communication and public policy. *(Spring)*
- COMM 321 Political Communication (3)**
An exploration of the main theories governing the development and presentation of political messages for public consumption. Students will participate in critical analyses of a variety of political messages, ranging from campaign artifacts to presidential rhetoric. *(Fall, even years)*
- COMM 322 Copyediting (3)**
Intensive instruction in copyediting and proofreading with a focus on skill development. Special emphasis on the assessment and preparation of manuscripts. *(Fall)*
- COMM 324 Persuasion in Contemporary Life (3)**
A survey of humanistic and social scientific theories of modern and contemporary persuasion. Emphasis on helping students to become responsible and critical creators and consumers of public discourse. *(Spring, even years)*
- COMM 325 Art of Persuasion (3)**
An examination of major theorists and practitioners of rhetoric from the Greek, Roman, and Christian eras. Some attention may be paid to rhetorical practices in the medieval, Renaissance, and modern eras. Students will complete a variety of projects that require them to apply historical theories of rhetoric to modern discourse. Prerequisite or concurrent: COMM 204 and COMM 230. *(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 to develop crisis management plans. *(Spring, odd years)*
- COMM 328 Gender and Communication (3)**
An examination of the ways in which gender identity impacts the communication process. Special focus on developing a critical understanding of issues of power, conflict, and the role of culture in interpersonal and group interactions as well as in mediated contexts. *(Spring, odd years)*
- COMM 330 Public Relations Campaigns (3)**
An examination of public relations theory and practice with particular attention to actual case studies drawn from real-world contexts. Students will explore a variety of real public relations problems as well as plan responses to hypothetical situations. No previous training or experience in public relations is required. *(Fall)*

- COMM 335** **Communication Law and Ethics (3)**
Study and research in current communication law, especially First Amendment issues, defamation, privacy, copyright, obscenity, and broadcasting. Current ethical issues are explored through case studies. (*Spring, odd years*)
- COMM 372** **Special Topics in Communication Studies (3)**
A supplement to regular offerings that permits the pursuit of topics of special interest suggested by faculty members or students. (*As needed*)
- 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.
- COMM 480 I** **Internship (1-6)**
On- and off-campus opportunities to gain practical experience in the field of communication studies. Open to juniors and seniors.
- COMM 498** **Senior Seminar (3)**
Capstone course in communication studies 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 Studies Elective Courses
- BUSCM 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 methodologically sound problem solving, numeric analysis, 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. (*Fall and Spring*) (Same as BUS 250)
- BUSCM 304** **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. (Same as BUS 304) (*As needed*)
- BUSCM 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. (Same as BUS 306). (*As needed*)
- BUSCM 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. (Same as BUS 313) (*Fall and Spring*)
- BUSCM 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. (Same as BUS 319) (*As needed*)
- BUSCM 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. (Same as BUS 328) (*Spring*)

- BUSCM 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: BUSCM 313. (*Spring*)
- BUSCM 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. (Same as BUS 350.) (*Spring*)
- BUSCM 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. (Same as BUS 385) (*As needed*)
- BUSCM 395 Program Development and Implementation: Special Olympics**
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 practica and internships associated with the Special Olympics Fall Festival on the Mount campus. (Preference is given to Sport Management majors) (Same as BUS 395) (*Fall*)
- BUSCM 455 Marketing Strategy: Cases (3) (prev. BUSCM 401)**
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. (Same as BUS 455) (*Spring*)
- ENCM 286 Introduction to Creative Writing (3)**
Study and practice of creative writing techniques. Students write a short story and some poems. (Same as ENGL 286.) (*Fall*)
- FACM 309 Graphic Design (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. (Same as FAAR 309.) (*Fall*)
- FACM 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. (Same as FAAR 310.)

COLLEGE OF LIBERAL ARTS

Department of English

Dean: Joshua P. Hochschild

University Professor: Carol Hinds

Professor: Peter Dorsey

Associate Professors: Thomas Bligh, Indrani Mitra, Sarah K. Scott (Chair), Leona Sevick, David Wehner

Assistant Professor: Jack Dudley, Sean Lewis

Students in the English program explore the ways literature represents the human experience and the relationship between literature and the world. Specialized electives are devoted to creative writing and to the study of the English language. The department offers courses in the literature of Britain and Europe, the United States, and many other regions of the world. Study of more 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 areas including journalism, law, publishing, government service, public relations, teaching, and business. Designated 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 should learn:

- to better enjoy and appreciate literary writing
- to develop skills for analytical reading and critical interpretation of literary texts
- to become familiar with the variety of genres, modes, and historical periods in literary study
- to use the basic techniques of literary research and various strategies of literary interpretation
- to read texts from a variety of cultural and national traditions and to seek out the diverse voices within our own tradition
- to develop strong writing and speaking skills, to challenge ideas critically and creatively, and to construct sophisticated arguments
- to draw connections between literature and life in order to prepare for responsible citizenship both within American society and in a world of diverse cultures

ENGLISH MAJOR

The B.A. in English requires 36 credits. Majors take 9 credits in preparatory courses, 27 in advanced. The preparatory courses are ENWI 261 and ENWI 262. The 27 advanced credits consist of 9 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 3/400; and 4 electives. Majors may substitute 1 ENGL 100-level course for 1 300-level elective, excluding period and national/cultural requirements.

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.79) and must complete a slightly different set of major

requirements: ENGL 318, ENGL 380, COMM 204, one additional course in British/European literature pre-1650, one course in British/European literature post-1650, two courses in American literature, and one course in Global Studies/Literature (this also fulfills the core requirement).

ENGLISH MINOR

The minor in English consists of 18 credits. Modernity in Literature may count for three of these credits; taking five additional courses may fulfill the rest. Minors are encouraged to enroll in electives at the 100 level, which include a variety of film and literature topics, and in ENWI 261-262. Creative writing courses and an internship may be counted 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 Studies departments. See p.172 for further information.

ENGLISH COURSE DESCRIPTIONS

ENMO 300 Modernity in Literature (3)

Study of important developments in the literature of the West from the late 19th century through the present. (*Fall and Spring*)

ENGE 3/400 Global Encounters (3)

Study of Non-Western literature or of the relationships between literatures of Western and Non-Western cultures.

ENGL 110-118 Beginning-level electives for English majors, minors and for students interested in further literary study.

ENWI 100 Writing Intensive course (3)

Various topics will be offered under this course designation. All courses meet the university's writing intensive requirement in the *Veritas* program.

ENGL 100 Special Topics (3)

Various topics will be offered under this course designation.

ENGL 111 Detective Fiction and Film (3)

A 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 112 War Literature and Film (3)

A study of the representation of war in literature and film and of the attendant moral and psychological problems that arise during war: courage/cowardliness, loyalty/protest, justifiable taking of life/murder. World War II and the Vietnam War will be of special interest.

ENGL 114 Introduction to Short Fiction (3)

A study of the evolution of the short-story form, from the nineteenth century through post-modernism.

ENGL/ENWI 118 Introduction to Poetry (3)

An appreciation and examination of a wide range of poetic forms and styles, with an emphasis on sharpening students' interpretative skills.

ENWI 261/262 Introduction to Literary Study I, II (3, 3)

An introduction to the ways of reading and writing about literature. Study in the first course is devoted to medieval and Renaissance texts, in the second course to texts from the eighteenth century through the modernist period. ENGL 261 is not a prerequisite for ENGL 262. (*Fall and Spring*)

ENGL 286 Introduction to Creative Writing (3)

Study and practice of creative writing techniques. Students 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.

- ENGL 305 Chaucer (3)**
A study of The Canterbury Tales and selected minor works in the contexts of medieval European culture and modern interpretation. (*Fall, odd years*)
- ENGL 306 The Medieval Romance (3)**
A study of the romance tradition in the Middle Ages, including the rich literature about King Arthur and his court. (*Spring, even years*)
- ENGL 307 Medieval Women (3)**
An exploration of writings for, about, and by women of the Middle Ages, with a focus on challenging stereotypes about gender and the period.
- ENGL 315 Renaissance Literature (3)**
A study of English writers in the context of the European Renaissance and Reformation.
- ENGL 318 Shakespeare (3)**
A study of Shakespeare's drama in the contexts of Tudor-Stuart culture and modern critical/theatrical interpretation. (*Spring*)
- ENGL 320 18th-Century British Literature (3)**
Topics include origins of the English novel, survey of 18th-century literary forms, and theoretical questions related to culture and politics.
- ENGL 321 Jane Austen in Literature and Film (3)**
Includes the study of 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.
- ENGL 325 The Romantic Movement (3)**
A study of the English Romantic poets and some Romantic novels written in 19th-century Europe.
- ENGL 326 19th-Century English Novel (3)**
Novels of the Brontë sisters, Dickens, Trollope, Eliot, and Hardy are read in the context of Victorian culture.
- ENGL 327 19th-Century Russian Literature (3)**
Works by Pushkin, Turgenev, Tolstoy, Dostoyevsky, and Chekhov are studied in the context of Russian cultural and artistic issues.
- ENGL 328 Modern Irish Literature (3)**
Fiction, poetry, and drama are studied in the context of the Celtic Renaissance and more contemporary times in Ireland.
- Literature of the United States*
- 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)**
Focus on the American Romantics, including works by Dickinson, Thoreau, Hawthorne, Melville, Emerson, and Stowe.
- ENGL 332 American Literature, 1865-1914 (3)**
A study of realist and naturalist American authors. Includes works by Twain, James, Chopin, Chesnut, Dreiser, Jewett, and Cahan and grapples with subjects such as immigration and social reform. (*Fall, odd years*)
- ENGL 335 Modern American Literature (3)**
A study of major American works from the first half of the 20th century, including Wharton, Fitzgerald, Hemingway, Frost, O'Neill, Wright, Williams, Stevens, Faulkner, and O'Connor. (*Spring, even years*)
- ENGL 338 Contemporary American Literature (3)**
Novels and short fiction by contemporary American writers.
- ENGL 340 American Autobiography (3)**
A study of American autobiography in the modern era. 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)**
A study of women authors, representing the diversity of the American experience and responding to social, political, and literary circumstances. Addresses gender considerations in literary production and the question of a distinct woman's voice. (*Fall, even years*)
- ENGL 349 Three Catholic Writers (3)**
A study of Chopin, O'Connor, and Morrison, three writers who had orthodox and unorthodox, conventional and controversial levels of engagement with the Church. Examines how they work out their religious beliefs in fiction. (*Spring, odd years*)

World Literatures

- ENGL 360 African Literature (3)**
A study of literature, mostly fiction, that has emerged as a response and reaction to the European colonization of African countries. (This course also fulfills the Global Encounters requirement.)
- 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. (This course also fulfills the Global Encounters requirement.)
- ENGE 368 Japanese Literature and Culture (3)**
A study of Japanese literary, religious and cultural traditions with special attention to 20th-century fiction. (This course also fulfills the Global Encounters requirement.)
- ENGL 370 Latin American Fiction (3)**
A study of fiction from Mexico and South America. (This course also fulfills the Global Encounters requirement.)
- ENGL 377 Literature of Modern India (3)**
Through the study of 19th- and 20th-century literature, this course gives students an understanding of Indian culture with its regional and religious diversity. (This course also fulfills the Global Encounters requirement.)
- ENGL 378 Topics in Global Encounters (3)**
A study of special topics in Global Encounters or of the relationships between the literatures of Western and Non-Western cultures. (This course also fulfills the Global Encounters requirement.)

Language and Writing

- ENGL 380 The English Language (3)**
A study of the English language: history, syntax, phonology, morphology, semantics, and related topics. (*Spring, even years*)
- 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 (*Spring, even years*)
- ENGL 386 Poetry Workshop (3)**
Students will learn the techniques of writing and rewriting poems in all the traditional forms as well as free verse. They will learn how to use verse forms, imagery, metaphor, and alliteration. Course will include critical evaluation of students' original works, will locate places where poetry is published, and students will send out poetry for possible publication. Prerequisite: ENGL 286 (*Spring, odd years*)

Other Advanced Courses

- ENGL 387 The Catholic Imagination (3)**
A study of the Catholic sensibility (the pervasive religious sensibility that inclines Catholics to see manifestations of God in all creation), this course concentrates on the work of Catholic

novelists and/or poets, short-story writers, and dramatists and includes authors such as Bernanos, Endo, Dubus, Greene, Hansen, Hassler, Hopkins, O'Connor, and Powers.

ENGL 388

Literature of 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)

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)

A combination of professional work and academic study guided by an employer and a faculty supervisor. 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.

COLLEGE OF LIBERAL ARTS

Department of Foreign Languages and Literatures

Dean:	Joshua P. Hochschild
Professors:	Marco Roman (Chair), Susann Samples
Associate Professors:	Christine Blackshaw, Diana Rodríguez-Lozano, Michael Sollenberger
Assistant Professor:	Christa Bucklin, Elaini Tsoukatos
Lecturer:	Roxanne 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, Greek, Italian, Latin, Spanish, and Classical Studies 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.

STUDY ABROAD

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 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 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.

VERITAS CORE LANGUAGE COURSES

Because language study disciplines the mind, provides appreciation of pluralism and intercultural communication, and is useful for functioning in a global age, Mount St. Mary's students take two (2) three-credit courses of foreign language, either broadening mastery of a language already studied in high school or beginning a new language. If continuing a language, students will be placed at the appropriate level based on a placement exam and the number of years of language study. Students who have studied three or more years of a language at high school are expected to begin study of that language at the 201 level or higher. If students have taken three or more years and they place into the 100 level, students may opt to begin at the 100 level, but only the 200-level courses will fulfill the *Veritas* requirement. Alternatively, students may begin a new language at the 100 level for completion of *Veritas*. Ordinarily, students complete the foreign language *Veritas* core sequence within 48 credits of attempted Mount credit.

A student's ability in the foreign language is first assessed through a placement test taken prior to freshman summer orientation. The test results determine whether students are placed in the 101-102; 201-202; or 300/400 level *Veritas* core sequence for foreign language. Students who elect to study a foreign language new to them will be exempt from the placement exam and will start at the 101 level. Students may receive foreign language credit for 202 with a score of 3 or better on an Advanced Placement foreign language exam taken prior to matriculation or by an appropriate score on a CLEP test taken no later than the end of the sophomore year.

All students are strongly encouraged to elect foreign language study beyond the two-semester *Veritas* core sequence given the increasing national and global need for persons who are proficient in languages. In order to assist students in working toward minoring or majoring in a language of their choice, the university awards students credit for prior learning based on the placement results (see following section).

CREDIT FOR PRIOR LEARNING IN FOREIGN LANGUAGE

Students who place at the intermediate (201-202) 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 the Advanced Placement exam or 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.

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 college. 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.152) 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, Latin 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.

PROGRAMS IN MODERN LANGUAGES

French Major

A major in French consists of 34 credits beginning at the 200 level. 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 22 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. 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. 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. 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. Majors must complete SPAN 302, two courses in literature (one in Peninsular Spanish literature and one in Latin American literature) and two courses in civilization/culture (one on Spain and one on 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 take SPAN 498 Senior Seminar in the fall of their senior year.

Spanish Minor

A minor in Spanish consists of 18 credit hours beginning at the 200 level. 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.

Nota bene: 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.

STUDENT-DESIGNED INTERDISCIPLINARY MAJORS AND MINORS

A student may choose to major in classics or Italian studies through the college's interdisciplinary studies program. See p.170 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.

Additionally students may choose to do a Student-designed minor in one of the languages taught by the department. The languages include: Ancient Greek, Latin, or Japanese. Such minors consist of 18 credit hours of which a minimum of 12 credit hours must be taken at Mount St. Mary's. Students interested in such minors 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.

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 *Veritas* 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 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 440 Building Castles in Sand: Tahiti, Martinique, and Other French-speaking Islands

See description of FREN 440 on p.128.

LATIN 330 Hollywood and Rome (3)

See description of LATIN 330 on p.132.

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 Provenance: 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: 1830 to 1950 (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 July Revolution to the end of World War II. 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 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 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 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

- GR 101-102 Beginning Greek I and II (3, 3)**
An introduction to classical (Attic) Greek for students with limited or no prior knowledge of the language. Readings from Greek authors supplement instruction in grammar, syntax and vocabulary. (*As needed*)
- GR 201-202 Intermediate Greek I and II (3, 3)**
Intermediate courses in classical (Attic) Greek, with review of basic grammar, syntax and vocabulary and further study in these areas, supplemented by readings from Greek authors. Prerequisite: GR 102 or equivalent. (*As needed*)
- GR 398 Independent Study (3)**
For students with advanced Greek skills who wish to engage in concentrated reading and research on material not otherwise offered in courses. Prerequisite: GR 202 or equivalent. (*As needed*)

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 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 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 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 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 Fall Break)
- SPAN 280 Costa Rican 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 Costa Rican sites along with service opportunities. (May)
- SPAN 285 Mexico Experience (1)**
A cultural learning experience each May to a Mexican city (Oaxaca, Querétaro, Cuetzalan). Students will work between 12 to 16 hours a week on a project helping the needy. The cultural component of the experience includes visiting Pre-Columbian or colonial sites that connect the student to the culture and the lives of those in need whom they serve. (May)
- 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 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. 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 410** **Culture and Gender in Nineteenth-Century Spain (3)**
The 19th century in Spain was a period of dramatic social, literary, political, and economic shifts. Throughout this period, women's roles as wives and mothers received a greater amount of attention in Spanish literature and popular culture than in previous centuries. In particular, periodicals and cultural essayists praised women for their role in maintaining the stability of the Spanish state. It is within this socio-historical context that we will study various 19th-century Spanish texts (both literary and non-literary). In addition, we will explore how definitions of gender in Spain compared and contrasted with those held elsewhere in Europe.
- 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 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.
- 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 (credits to be determined)**
An off-campus work experience that develops Spanish language proficiencies. Permission of the instructor, the department chair.

COLLEGE OF LIBERAL ARTS

Department of History

- Dean:** Joshua P. Hochschild
- Professor:** Curtis Johnson, Steven White (Chair)
- Associate Professors:** James Stephen Krysiak, Michelle Patterson, Teresa Rupp
- Assistant Professors:** Gregory Murry, Charles Strauss
- Lecturer:** Jamie Gianoutsos

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.

CORE CURRICULUM REQUIREMENTS

The history core curriculum requirement includes the Civilization sequence (VTCV 102; VTCV 201) and the interdisciplinary American Experience sequence (VTAMC 202; VTAGC 301).

HISTORY MAJOR

History majors are required to earn a minimum of 28 credit hours in history courses, in addition to the Civilization and the American Experience sequences. Three courses are required for history majors: HIST 202 (Making History), HIST 350 (Historical Methods), and HIST 498 (Senior Seminar). Students must take at least one elective at the 400 level.

Included in the remaining 19 credits must be at least 3 credits of European, 3 credits of North American and 3 credits of Non-Western history. Non-Western history courses also satisfy the University Global Encounters core curriculum requirement.

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 four history core curriculum requirements, students pursuing a history major need the following credits for graduation.

Making History	3 credits
Historical Methods	3 credits
Five 100- 200- 300-level electives	15 credits
One 400-level elective.	4 credits
Senior Seminar.	3 credits
Total: 28 credits	

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 department's teacher education program consists of the social studies/education major. The program prepares students wishing to teach at the secondary level, grades 7-12. The certificates awarded to those who successfully complete the program are valid in all InTASC member states. Admission requirements for the program are described in the Department of Education 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 nine 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 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 105 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 106 Native Americans in Film (3)

This course will examine depictions of Native Americans in motion pictures from the early twentieth century to the present. Students will learn to critically view and assess films depicting Native people and events in Native American history and to connect themes in the films to the historical experiences of Indians in the twentieth century.

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 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?

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 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 is a Writing Intensive Course and should be taken no later than second semester of the sophomore year.)

THHI 204 Women of Faith (3)

An examination of women in the Christian tradition who have lived and taught the Christian message. Through lectures and discussions of primary texts, this course will investigate women's contribution to Christianity. Meets history or theology requirements. (Same as THEOL 208)

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 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 260 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.
- 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 271 Conservatism in Modern U.S. Politics (3)**
This course explores one of the most significant political developments of post-World War II America, the ascendancy of the conservative movement. It approaches this topic in a largely chronological fashion, examining in turn the challenge presented by FDR and the New Deal, the conflict between conservatism’s libertarian, traditionalist and anti-communist strains, the eventual fusion of these three types of conservatism, the challenge presented by extremists within the movement, the accomplishments and limitations of Barry Goldwater’s presidential campaign, the rise of the religious right, the transformative election of Ronald Reagan as president, and the challenges faced in exercising political power.
- 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.

HIST 295 America Since Reagan (3)

This course examines the “interesting times” that all of us have lived through—the more than two decades of American history that followed Ronald Reagan leaving the White House in January of 1989. During this tumultuous period, the United States experienced the end of the Cold War, the impeachment of a president, a disputed presidential election decided by the Supreme Court, the country’s worst terrorist attacks followed by our two longest wars, the near destruction of a major American city by hurricane, and the most serious economic crisis since the Great Depression. The course will place these and other events in a meaningful historical context as well as explore the social and cultural changes of this period.

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 Studies 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 307 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 321**The Inuit (3)**

The Inuit (the “Eskimo”) have inhabited Arctic regions of Canada, Alaska, Greenland and Siberia for thousands of years. Their traditions have included respect for spirits in the sea, the sky, animals, and in themselves. They survived in relative isolation, having little contact with Qallunaat (or “white” non-Inuit people) until the latter half of the nineteenth century. As contact accelerated, Inuit life has been transformed and the future has looked less certain. By studying the Inuit, we explore the human will to survive; we ponder the moral dimensions of intercultural contact; and we evaluate our usually unquestioned faith in capitalism, industry, and Western political institutions.

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.

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 362 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. (Prerequisite: HIST 202)

HIST 366 Early American History: From Colony to Revolution

This course examines the history of early American society and culture through a focus on four themes: gender, race/ethnicity, religion, and becoming American. Through primary and secondary sources students will engage in an exploration of these themes from the beginning of European colonization to the aftermath of the American 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 390 Canada Explored (3)

Readings, discussion, and research on a selected topic related to Canada's history, politics, culture, or foreign relations. Past topics have included "The Canadian Woman since 1850," "The Promise and Risks of an Independent Quebec," "British Imperial Policy and Canadian Development," and "Roots of the Canadian Confederation." Sources may include government correspondence, memoirs, monographs, journal articles, literary works, music, and film. (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 HIST 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 405 Queens, Kings, and Tyrants (4)

Monarchy has been the most common form of government in the history of the West, but since the Greeks the obligations, limits, and duties of monarchs have been questioned. Using historical examples, political thought, and literature, this course explores monarchy in all its facets, considering questions such as: What makes a good queen or king? What makes a tyrant? How should citizens and subjects respond to tyranny? Is it ever just to kill a king? This course fulfills the core leadership requirement. (Prerequisites: HIST 202 and HIST 350)

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 Women, Gender, and Politics in European History (4)

This course explores the history of politics and gender, considering how historically and culturally constructed notions of sex and gender shaped political relationships from the Renaissance to the twentieth century. It examines how notions of gender have both undercut and promoted female and male agency in politics. In particular, students will consider how women and ideas about women shaped the development of Western political structures and thought, including those aspects of the Western tradition we value today: freedom, contractual government, political representation, equality, and universal education. (Prerequisites: HIST 202 and HIST 350)

HIST 447 World War II and the Holocaust (4)

A study of the causes, course, and consequences of World War II, with an emphasis on the European theater. Major themes include the nature of Fascist ideology, the role of charismatic leadership (among both Axis and Allied forces), the social impact of "total war," the Holocaust, collaborationist and resistance responses to Nazi occupation, efforts at post-war reconstruction, and reflections on the enduring legacies of the war. (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)

COLLEGE OF LIBERAL ARTS

Department of Philosophy

Dean: Joshua P. Hochschild

Professors: William Collinge, Gertrude Conway, David Rehm

Associate Professors: Richard Buck (Chair), Joshua Hochschild, Michael Miller, Thane Naberhaus

Assistant Professors: Christopher Anadale, John Hersey, Jessy Jordan, Jennifer 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 core courses in philosophy (VTPH 103, PHIL 203 and VTPH 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 area of concentration 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 VTPH 103 *Classical Philosophy* and PHIL 203 *Modern and Contemporary Philosophy* are prerequisites for all other courses in the Traditional Undergraduate program except PHIL 101.

- VTPH 103** **Classical 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.
- 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: VTPH 103 *(Spring)*
- VTPH 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. *(Fall and Spring)*
- 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. *(As needed)*
- 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. *(Fall)*
- PHIL 312** **Medieval Philosophy (3)**
An investigation of the development of Western philosophy from the early Middle Ages to the Renaissance. *(Spring)*
- PHIL 313** **Modern Philosophy (3)**
An investigation of the development of Western philosophy in the 17th and 18th centuries. *(Fall)*
- PHIL 314** **Contemporary Philosophy (3)**
An investigation of the development of contemporary philosophy through selected topics and readings. *(Spring)*
- PHIL 315** **Nineteenth Century Philosophy (3)**
An investigation of selected topics and readings in 19th-century philosophy. *(As needed)*
- PHIL 317** **Philosophy of Mind**
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. *(Fall, even years)*
- 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. *(Spring)*
- 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. *(Fall)*

- 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. (*Spring, even years*)
- 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. (*Spring, odd years*)
- 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. (*As needed*)
- PHIL 333 Environmental Philosophy (3)**
An exploration of philosophical problems concerning our human obligations to nature and its inhabitants. (*Spring, even years*)
- 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. (*As needed*)
- 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. (*Fall, even years*)
- PHIL 346 Contemporary Catholic Philosophy**
An exploration of the distinctive contributions and challenges to contemporary philosophy by philosophers within the Catholic intellectual tradition.
- PHIL 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 THEOL 375.) (*Fall, odd years*)
- 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. (*As needed*)
- 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. (*As needed*)
- PHIL 498 Senior Seminar**
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: Joshua P. Hochschild

Professors: Paul Manuel, Michael Towle (Chair), Kristen Urban

Associate Professor: Maureen Oakley

Assistant Professor: Amanda Beal

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 Saint 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 nonstate 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, 310, 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 all the requirements for the International Studies major, plus PS100 and one course from the two lists that follow. LIST ONE: PS212, PS312, PS315, PS317, or PS318. LIST TWO: PS226, PS227, PS235, PS238, PS310, PS311 or PS 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:

1. 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.
2. Undertake critical analysis of events and issues in the field of international affairs, and demonstrate competency in such analysis through written and verbal discourse.
3. 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.
4. 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 courses in an area of concentration.

The ten required courses are: ECON 101, PS200, PSCI207, PSIS338, PSIS349, PSIS355, THEO 207, PSIS498, and two advanced courses above the intermediate level in a modern language approved by the coordinator of the international studies major. When practical, the advanced course should fit with the student's area of concentration (see below).

Concentrations

The three courses in an area of concentration are developed in consultation with the student's advisor and the coordinator of the International Studies program, but generally are taken from one of three areas: international business and economics, international politics or international cultures. The concentration in international cultures may include courses in language, in literature or in a geographic area. Courses in the international cultures concentration must be related by a visible rationale approved by the coordinator of the international studies major. All students wishing to pursue a concentration must fill out an Application for Area of Concentration form, located at www.msmary.edu/academicforms.

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.

REQUIREMENTS FOR THE 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, PSCI200, PSCI 207, PS338, PS349, THEO 207, plus one additional 3-credit elective in IS. When planning the IS minor, students and their advisors should note that the THEO 207 course also counts toward the theology domain requirement of the *Veritas* Curriculum.

Political Science majors who want to also minor in International Studies must complete the following courses: PSCI 338, PSCI 349, THEO 207, 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 PS 339 nor PS349 nor any of the courses counted for the IS concentration 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: PS212, PS226, PS227, PS235, PS238, PS311, PS312, PS315, PS317, PS318, or PS 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)
- PSCI 116** **Law and the Legal System: A Citizen's Guide (3)**
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 125** **Politics and the Problem of Freedom (3)**
This course addresses the question of what it means to be a free individual, how freedom and equality may sometimes be at odds with each other, and what problems democracy may pose for freedom. The course will focus on three fundamental questions: Does freedom encourage higher moral virtue? Do freedom and the rule of law lead to progress and prosperity? Does freedom encourage a culture of values?
- PSCI 130** **Leaders and Leadership (3)**
This course will introduce students to specific leaders and to the larger field of leadership studies. Course readings cover leaders from a variety of backgrounds, in a variety of contexts. Class lectures and discussions will examine the key elements of leadership. The course seeks to help students think insightfully about the field as well as gain an understanding of those factors required for successful leadership. (*As needed*)
- PSCI 190** **Terrorism and Counterinsurgency (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/IS 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 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/PSGS 226** **Politics of Gender (3)**
This course takes a look at the way gender affects our lives, with a particular focus on the political arena. The course first explores theories of how gender matters in society in general and then turn to issues of equal protection and gender discrimination; political participation; public opinion (the gender gap); and public office holding. The course also explores the women's movement and how it has changed over time in terms of participants and priorities. Finally, the course turns to public policy and examines how government policies in various areas can have differential effects on men and women. (*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 explore 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** **Morality Politics in America (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/IS 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/IS 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/IS 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 310** **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 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/IS 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/IS 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 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 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/IS 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 328** **Ideology and Ideologies (3)**
This course provides an introduction to political ideologies and modern political thought, and pays particular attention to how ideas and ideologies help us to understand contemporary politics. The course examines mainstream political theories like liberalism and conservatism, as well as more radical alternatives, including socialism, fascism, and Green theories.
- 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/IS 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)*
- PCSI/IS 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/IS 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/IS 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/IS 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/IS 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/IS 343 The Politics of Africa (3)**
A comparative analysis of political systems in Africa, with emphasis on nation building. *(As needed)*
- PSCI/IS 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 and 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/IS 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/IS 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/IS 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 Theology

Dean: Joshua P. Hochschild

Professors: William Collinge, Fr. James Donohue, C.R. (Chair), David McCarthy

Associate Professors: Mary Kate Birge, S.S.J., David Cloutier, Msgr. Stuart Sweetland

Assistant Professors: Paige Hochschild, Emily Stetler

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 200, 210, 301, 303, 313, 314, 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, 404, 405, or 409). With the exception of THEOL 200, any core course that a student is counting for any form of the major in theology will include extra work to raise it to the level of a major course.

The Department of Theology offers three different emphases for undergraduate students who major or minor in theology: 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.

Emphasis in Religious Education

In addition to courses required for the major, students completing an emphasis in religious education are required to take THEOL 205, 353 or 355 or 356 and 365; EDUC 208 and 434 with any necessary prerequisites.

Emphasis in Pastoral Ministry

In addition to the courses required for the major, students completing an emphasis in pastoral ministry are required to take THEOL 351, 352, 353 or 355 or 356, 365 and 480.

Emphasis in Youth Ministry

In addition to the courses required for the major, students completing an emphasis in youth ministry are required to take THEOL 351 or 352, 353, 356, 365 and 480.

THEOLOGY MINOR

Students who minor in theology must complete at least 18 credits of theology.

Minor with Emphasis in Religious Education

Students who minor in theology with a religious education emphasis must take THEOL 200; one of the following: 202, 204, 205, 207, 208 or 210 (202 should not be selected if 303 is taken); 301 or 303; 300; 353 or 355 or 356; 365; EDUC 208 and EDUC 434.

Minor with Emphasis in Pastoral Ministry

Students who minor in theology with a pastoral ministry emphasis must take THEOL 200; one of the following: 202, 204, 205, 207, 208 or 210; 300; 351; 352; 353 or 355 or 356; 365; and 480.

Minor with Emphasis in Youth Ministry

Students who minor in theology with a youth ministry emphasis must take THEOL 200; one of the following: 202, 204, 205, 207, 208 or 210; 300; 351 or 352; 353; 356; 365; and 480.

PROFESSIONAL CERTIFICATION IN CATECHETICS

Upon completion of THEOL 200; 202 or 301 or 303; 204 or 205 or 207 or 208 or 210; 355; 365; 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 200, 202, 353, 356, 365 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 Rooted in the Vision: Regulations for the Formation and Certification of Youth Ministers Serving in Parishes, Schools and Other Institutions in the Archdiocese of Baltimore (2001).

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**THEOL 150****Call and Response: Discipleship in the Bible and the Modern World (3)**

Designed especially for first- and second-year students who have not yet taken the core theology courses. 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 or Spring, occasionally**)

- 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 or Spring, occasionally)*
- 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 or Spring, occasionally)*
- 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 or Spring, occasionally)*
- VTTH 203 Jesus Christ & the Church: An Introduction to Catholic Theology (3)**
An introduction to the sources and methods of Christian theology, considering the nature and activity of God and this history of human relationships with God, from the perspective of revelation. The main themes of the course Scripture, Jesus, Church, Sacraments, and the Moral Life. *(Spring and first Summer Session)*
- THEOL 202 The Gospels (3)**
An 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. *(Spring and second Summer Session)*
- THEOL 203 Letters of St. Paul (3)**
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 would 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. *(Spring, even years)*
- THEOL 204 The Church (3)**
An attempt to understand the mystery called “The Church.” The origins of the Church in the New Testament; its development in history; the Second Vatican Council in its theology of the Church; contemporary problems in ecclesiology, e.g., authority in the Church, ecumenism, the role of women in the Church, involvement of the Church in politics. *(Spring)*
- THEOL 205 Sacraments (3)**
A study of the theology of the sacraments, with special attention to the history, development and renewal of liturgical worship. Exploration of the relationship between liturgy and life will illustrate the formative nature of liturgy toward the good and a commitment to its practice. *(Spring and second summer session)*
- THEOL 207 Catholic Social Teaching (3)**
An examination of modern Catholic social thought from within the broad context of Scripture and the Christian tradition. The course considers philosophical and theological questions about the role of faith in modern social and political life, while dealing with topics such as labor, poverty, war and peace, and other issues of human rights and social justice. *(Spring)*

- THEOL 208 **The Church in the Modern World (3)****
 A consideration of issues prominent for Vatican II's "Church in the Modern World" as a point of departure for developing themes and issues from THEOL 200 Foundations of Christian Theology. Particular emphasis is given to questions of faith in modern social life, and to issues such as the role of women, marriage and family, and the economic and political good of the human person. The course will trace Christian thought on these matters through Scripture and key representatives of the tradition. (*Spring*)
- THEOL 210 **Christology (3)****
 An historical and systematic survey of approaches, themes and questions in classical and contemporary Christology. This study of Christ will lead to an understanding of the nature of the good and a commitment to its practice. Although open to nonmajors, this course is designed to fulfill a core requirement for theology majors. (*Spring*)
- VTTH 300 **Ethics and the Human Good (3)****
 Situates the moral life and contemporary issues within the Catholic theological tradition. Requires interdisciplinary work, particularly in relation to each student's major and/or prospective career. (*Fall and Spring*)
- THEOL 301 **The Old Testament (3)****
 Aims to enable students to read any part of the OT with greater understanding. After an introduction to the world of the OT, the reading and interpretation of selected parts of the OT is central. The focus is on OT characters and their significance. (*Fall, even years*)
- THEOL 303 **New Testament Survey (3)****
 A study of the New Testament writings, including an investigation of their historical setting, literary forms and theological content. (*Spring, odd years*)
- THEOL 305 **The Bible as Story (3)****
 Aims to acquaint English majors with the biblical texts that have influenced English and American literature over the centuries and to introduce them to the main critical methods used by present-day Scripture scholars in the Judeo-Christian tradition. Texts are interpreted mainly against their historical background, with due account taken of their rhetorical effectiveness and the growth of the tradition to which they belong. Also recommended for theology minors. (*Occasionally*)
- THEOL 309 **Johannine Writings (3)****
 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. (A knowledge of the synoptic gospels [e.g., from THEOL 202 or 303] would be helpful, but is not essential.) Then examines the Book of Revelation (the Apocalypse) in its literary and social context, so as to offer students sound criteria for assessing its relevance to the modern Christian community. (*Spring, occasionally*)
- THEOL 313 **Christian Thought Before 1500 (3)****
 Major figures in Christian thought up to the eve of the Protestant Reformation. (*Fall, odd years*)
- THEOL 314 **Christian Thought Since 1500 (3)****
 Major figures in Christian thought since the eve of the Protestant Reformation. (*Spring, even years*)
- THEOL 341 **Theology and the Environment (3)****
 Explores the relationships between Christian theology—with a special emphasis on Catholic social teaching—and concern for the environment. The course will study documents of the Catholic Church, as well as works of Christian theologians, Catholic and Protestant, on the environment. Criticisms of Christian theological approaches to the environment will also be considered. In accordance with Catholic social teaching, there will be a particular focus on the relationship between environmental issues and issues of social justice. (*Occasionally*)
- THEOL 351 **Lay Ministry: A Call to Service (3)****
 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*)

- THEOL 352 Skills for Ministry (3)**
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)*
- THEOL 353 Foundations of Youth Ministry (3)**
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, 2015)*
- THEOL 355 Foundations of Religious Education (3)**
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. *(Fall, 2015)*
- THEOL 356 Youth Ministry Practice (3)**
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, 2016)*
- THEOL 365 Christian Spirituality (3)**
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)*
- THEOL 371 Religions of the World (3)**
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. *(Fall, even years and Spring, occasionally)*
- THEOL 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. Students employ a personal journal to relate the concerns of the course to their own experience (Same as PHIL 375.) *(Fall, odd years)*
- THEOL 377 East of Jerusalem (3)**
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)*
- THEOL 380 Healing in the Face of Suffering, Sickness and Death (3)**
With an interdisciplinary perspective, examines significant historical, liturgical, theological, pastoral, social and psychological dimensions of human suffering, of the care of the sick, the dying and the deceased. Topics will include the stages of dying, grieving, restorative justice, compassion, pastoral care and the liturgical rites used to accompany the sick, the dying and the deceased in their particular circumstances. *(Spring, as needed)*
- 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)*
- THEOL 480 Internship (1-3)**
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)*
- THEOL 498 Senior Seminar (3)**
Senior students, with theology faculty members, will read texts organized around a pertinent theme. Required of all theology majors. *(Spring)*

COLLEGE OF LIBERAL ARTS

Department of Visual and
Performing Arts

Dean: Joshua P. Hochschild

Associate Professors: Kurt Blaugher, Elizabeth Holtry, Andrew Rosenfeld (Chair)

Assistant Professor: Mark Carlson, J. Nicholas Hutchings

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; FAAR 105, 106, 108 and 402; FAMO 300; and 21 elective credits. At least three elective credits must be in a second-level studio course (FAAR 230, FAAR 231, or FAAR 310).

Music: 39 credit hours beyond core curricular requirements: FAMU 100, 101, 201, 205, 206, 300, 301 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.

Recital 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.

Theatre: VTCV 102; MODTH 300; FATH 103, 105, 106, 241 (for a minimum of three credits) and 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: Two of the following three courses: Art minors must take FAAR 102 and FAMO 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.

- FAAR 102 Art History: Survey of Western Art, 14th Through 19th Century**
Surveys movements and works in the art world from the Renaissance through the Age of Revolutions, about 1350-1900 (*As needed*).
- 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 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 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 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*)
- 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 309** **Graphic Design (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

Applied Music Performance

100-Level: Basic Lessons

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)

200-Level: Intermediate Juried Lessons

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. 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)

300-Level: Advanced Juried Lessons

Advanced instruction in voice or the selected instrument. Emphasis on technique, development of repertory and musicality. Students must present a juried solo performance and must perform in the group recital at the end of the semester. 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)

INSTRUCTIONAL MUSIC COURSES

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. (<i>Fall, odd years</i>)
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. (<i>Spring, even years</i>)
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 203 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 late 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 (2)**
- FAMU 222 Mount St. Mary's Lab Bands (2)**
- FAMU 223 Mount St. Mary's String Ensemble**
- FAMU 230 Mount St. Mary's Chorale (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**
- 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 or permission of instructor. (*As needed*)
- FAMU 480 Internship (credits to be determined)**
Open to junior and senior music majors. Approval of chair and dean required. (*As needed*)

THEATRE COURSE DESCRIPTIONS

- VTCV 102 Origins of the West (3)**
This course is a multidisciplinary introduction to the classical and Judeo-Christian roots of the Western tradition. Students will encounter primary texts, both written and non-written, in a variety of genres.
- 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.
- 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)**
After study of the history and theory of theatrical design, students complete a number of individual and group projects. *(Spring)*
- FATH 221** **History of Theatre**
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. *(Fall, even 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 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. *(Spring, odd 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 Minors

CONFLICT, PEACE AND SOCIAL JUSTICE MINOR

Co-directors: J. Kristen Urban (Political Science), William Collinge (Theology), Tim 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 two 3-credit courses:

- SOC 205 Introduction to Conflict Resolution
- SOC 206 Introduction to Mediation

Students select THEOL 207 Catholic Social Teaching as their second required theology course.

Students designate a level of concentration 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 on next page.

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 225 (Introduction to Environmental Science), PSCI 225 (The Politics of Gender, Race, and Ethnicity) OR SOC 307 Social Inequality AND two courses selected from the list on next page.

TRACK C—Conflict/Peace/and Social Justice as Normative Behavior: The impact of religious, philosophical, and cultural influences on peace. Students will take EITHER PHIL 323 (Political Philosophy) OR THEOL 208 (Church in the Modern World: War and Peace) AND two courses selected from the list on next page.

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
ENGL 112	War Literature and Film
ENGL 360	African Literature
ENGL 363	Literature of the Caribbean
ENGL 377	Literature of Modern India
ENGL 388	Literature of the Environment
HIST 345	Issues in Modern Diplomacy
HIST 355	Race and Slavery in America, 1619-1919
HIST 360	Religion in America
HIST 387	Manhood in America
HIST 425	Age of Decolonization
PHIL 322	Philosophy of Religion
PHIL 323	Political Philosophy
PHIL 333	Environmental Philosophy
PHIL 344	Intercultural Dialogue
PSCI 190	Terrorism and Counterinsurgency
PSCI 207	International Relations
PSCI 225	The Politics of Gender, Race, and Ethnicity
PSCI 311	Social Welfare Policy
PSCI 313	The Politics of the Middle East
PSCI 314	The Politics of Latin America
PSCI 325	The Politics of Developing Nations
PSCI 329	Survey of Political Thought
PSCI 333	International Law and Organization
PSCI 338	American Foreign Policy
PSCI 341	Women and War
PSCI 342	Peace and Security
PSCI 343	The Politics of Africa
PSCI 348	Human Rights
PSYCH 208	Social Psychology
PSYCH 375	Psychology and Law
SOC 214	Sociology of Religion
SOC 303	Sociology of Gender
SOC 304	Race and Ethnicity
SOC 307	Social Inequality
THEOL 207	Catholic Social Teaching
THEOL 208	The Church in the Modern World: Ethics of War and Peace
THEOL 341	Theology and the Environment
THEOL 371	Religions of the World

Double-Counting: Courses taken to fulfill the requirements of the CPSJ minor can be counted toward only one other major or minor. Sociology students must take SOC 205 AND SOC 206 in addition to their sociology major or minor.

CREATIVE WRITING MINOR

Director: Thomas Bligh (English)

Offered jointly by the Communication Studies 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:

- ENWI 100 Writing Intensive Course (topics vary)
- 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 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 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, Ecuador, Peru, and Costa Rica.

ENVIRONMENTAL STUDIES MINOR

Director: Rosina 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.170 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 317	Methods in Aquatic Ecology (1)
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)
ECON 312	Environmental Economics (3)
ENGL 388	Literature and the Environment (3)
PSCI 230	Politics and the Environment (3)
PSCI 348	Human Rights (3)
PSYCH 360	Environmental Psychology (3)

Experiential Component

ENV 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.
ENV 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.
ENV 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 one of the following 2 courses identified as a foundations course for the gender studies minor:

- Politics of Gender (PSCI 226)
- 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

BUS 413	Leadership Studies: Profiles of Women Leaders (3)
ENGL 348	American Women Writers (3)
ENGL 390	Christopher Marlowe and the Early Modern Passions (3)
ENGL 391	Women and the English Novel (3)
HIST 204	Women of Faith (3)
HIST 226	Women in European History (3)
HIST 276	U.S. Women's History to 1877
HIST 277	Modern U.S. Women's History
HIST 310	History of the Family in Europe (3)
HIST 387	Manhood in America (3)
LATIN 350	Women in Ancient Rome (3)
PHIL 344	Intercultural Dialogue (3)
PSCI 226	Politics of Gender (3)
PSCI 332	Politics of the Human Body (3)
PSCI 341	Women and War (3)
PSYCH 345	Human Sexuality (3)
SOC 200	Sociology of Families (3)
SOC 303	Sociology of Gender (3)
SPAN 410	Culture and Gender in Nineteenth-Century Spain (3)
SPAN 425	Latin American Women Writers (3) Prerequisite: SPAN 202 or equivalent.

LATIN AMERICAN STUDIES MINOR

Directors: Diana Rodriguez-Lozano (Foreign Languages and Literatures) Amanda 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)
- HIST 311 History of Mexico (3)
- HIST 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.

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.

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 310	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

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 with the rank of second lieutenant. ROTC graduates typically serve four years active duty with the U.S. Army. Cadets can apply for service with 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 courses are taught at Mount St. Mary's, while junior and senior courses 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 grade 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 (housing and board fees are not included); \$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 can 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 and commissioning.

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 Advanced Course cadets receive additional leadership training during five-week ROTC summer camps. All Advanced Course cadets attend the Leader Development and Assessment Course (LDAC) at Fort Lewis, Wash., during the summer that falls between their junior and senior years.

Ranger Platoon- The Ranger Platoon is a cadet-led organization that specializes in adventure training such as rappelling, patrolling, mountain operations and river operations. Once a year the Ranger Platoon competes against teams from other schools in a two-day event called Ranger Challenge.

Army officers serve in a variety of fields, including aviation, medical services, personnel, finance, intelligence, communications, infantry, artillery, armor, law enforcement and engineering.

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 Leader's Training Course (LTC) (4)**
The LTC is the Army's two-year ROTC Program lateral entry point designed especially for students with no prior ROTC experience who fall in one of the following categories:
- Those students who are just completing their sophomore years
 - Those seniors completing their undergraduate degrees and desire to further their education through graduate study.
- Professional Army instructors observe these students and 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. Students who pass LTC qualify to enter the ROTC advance course and in some cases may qualify for a two year scholarship. *(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. *(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. *(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 and 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 Leadership Development and Assessment Course (LDAC) (4)**
The five-week LDAC, conducted at Fort Lewis, Wash., provides advanced professional training and evaluation for ROTC cadets during the summer between their junior and senior years. Successful completion of this LDAC 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 (LDAC) 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 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.

ADMISSION

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, 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

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.*
- Prospective students must have 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.
- Prospective students must have three or more years of full-time work experience.

Criteria for teacher education programs:

- Submit an "Application for Admission" to the coordinator of teacher education 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 School of Education and Human Services.
- Demonstrate communicative competence and professionalism during the admission interview, earning a rubric score of 2.5 or better from the evaluation panel (3-point rubric).
- Achieve a passing score on the admission portfolio (score of 10 or higher).
- Meet or surpass Maryland qualifying scores for tests of basic skills [Praxis I (pre-professional tests in mathematics, reading and writing), SAT (mathematics and reading), ACT or GRE]. It is imperative that official score reports be sent to Mount St. Mary's University. For those taking Praxis I, the MSDE must also be identified as a score recipient. A photocopy of the SAT/ACT/GRE official report should be sent to MSDE, Division Certification & Accreditation, 200 West Baltimore St., Baltimore, MD 21201-2595. The Education Advisory Committee is responsible for all admission decisions.

* It is required that official transcripts from all other schools be received in the Frederick Campus 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 (2014-2015 academic year)*

Continuing Studies Course tuition, per credit	\$ 454
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
Internship I program fee	\$228
In Professional Development School:	\$228
Outside of Professional Development School:	\$397
Internship II program fee.	\$283
In Professional Development School:	\$283
Outside of Professional Development School:	\$465

*All tuition and fees subject to change.

There is a Rush Transcript fee. For information on this fee, see p.16.

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/adultfinancialaid or call 301-447-5207.

VETERANS BENEFITS

Veterans who are eligible to receive educational benefits should contact the Associate Provost, who serves as the veterans certifying official. For more information, call 301-447-5333.

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 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 this degree-completion program to complete a core curriculum designed to give students general knowledge of the world around them. The Mount's core curriculum for Continuing Studies students is modeled on (though not identical to) the University's nationally recognized program of study for traditional undergraduate students. It includes the following courses:

Course Requirement	Credits Required
Mount Seminar*	3
College Writing	3
Arts and Humanities (Art, Literature, Music)	6
History	6
Social Science (sociology, psychology, economics, education, human services or political science)	6
Natural Science (w/lab)	4
Mathematics (Statistics required for all majors except elementary education)*	3
Philosophy (introductory)	3
Moral Philosophy (PHIL 301) (ethics)*	3
Civic and Professional Issues (PHIL 310)*	3
Theology*	6
Non-Western Culture*	3

*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:

UNIT OF INSTRUCTION

Mount St. Mary's University follows the U.S. Department of Education definition of a 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—

1. 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
2. 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.

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 beyond the 103 intermediate college level 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

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.

PHIL 200

Introduction to Philosophy (3) (Division of Continuing Studies only)

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.

PHIL 301

Moral Philosophy (3) (Division of Continuing Studies only)

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.

PHIL 310

Civic and Professional Issues (3) (Division of Continuing Studies only)

An inquiry into specific moral and social issues that arise in the professions and civic life. The course will focus on issues arising in society and specific professions, especially as they bear on social justice issues. Prerequisites: PHIL 200 and PHIL 301.

The Mount Seminar is designed to be an entry-level (first) course for new Mount students. Moral Philosophy and Civic and Professional Issues are upper-level courses and should follow the Mount Seminar and Introduction to Philosophy. It is recommended, but not required, that Moral Philosophy be taken prior to Civic and Professional Issues. 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.

BACHELOR OF SCIENCE IN BUSINESS

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.

Course #	Course Name
BUS 311	Information Systems Principles of Management Business Law Principles of Accounting I * Principles of Accounting II* Principles of Economics I (macro) Principles of Economics II (micro)
BUS 340	Management Science (formerly Quantitative Methods)
ECON 360	Global Business and Economics
BUS 360	Corporate Finance
BUS 313	Principles of Marketing Business Elective – upper level+ Business Elective – upper level+ Business Elective – upper level+ Business Elective – upper level+
Capstone Courses:	
BUS 404	Business Policy
BUS 400	Business in Society
Total Credits: 51	

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 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.

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.88.

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: Crime and Justice CJUST 305: Professional Report Writing, CJUST 310: Oral Communications, Media Relations & Testifying, CJUST 315: Ethics in Criminal Justice CJUST 400: Criminal Justice Research Methods, CJUST 410: Data Analysis.

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

Total CJ Electives: 12 credits

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 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 Statistics & Information Technology (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 Department of Education in the School of Education and Human Services is committed to the preparation of teachers for today and for tomorrow. A broad and integrated liberal arts curriculum, *Veritas*, 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 National Council for the Accreditation of Teacher Education (NCATE).

Review of programs is the responsibility of the education department in concert with the NCATE, 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 School of Education and Human Services are described on p.76.

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 I (preprofessional tests in mathematics, reading and writing), SAT (mathematics and reading), ACT or GRE]. Students are encouraged to meet this requirement upon admission to the program. It is imperative that official score reports be sent to Mount St. Mary’s University. For those taking Praxis I, the MSDE must also be identified as a score recipient. A photocopy of the SAT/ACT/GRE official report should be sent to MSDE, Division Certification & Accreditation, 200 West Baltimore St., Baltimore, MD 21201-2595 and given to the Registrar. Students may apply in writing to the chair for an extension, if special circumstances pertain.

Requirements for teacher internship:

- Maintain a minimum cumulative GPA of 2.75.
- Recommendation of the chair.
- There is a fee of \$219 for the Internship I program, generally payable upon registration for the first course in Internship I. There is a fee of \$272 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, 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 teacher education unit 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. This Maryland Approved Program meets certification requirements in other states. The program holds a Certificate of Distinction from the International Reading Association for the quality preparation in reading instruction. 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.

Transfer Courses	Credits
Foundations of Education	3
Educational Psychology	3
Human Growth and Development	3
Total transfer credits	9
Mount Courses	Credits
EDUC 100 Foundations of American Education	3
EDUC 202 Materials for Teaching Reading	3
SPED 415 Methods and Management for the Inclusive Classroom	4
EDUC 313 Instruction of Reading ¹	4
EDUC 350 Teaching Mathematics and Science in the Elementary School	4
EDUC 343 Globalization in Education	3
EDUC 351 Teaching and Assessing Social Studies in the Elementary School ¹	4
SPED 339 Reading Assessment and Intervention ¹	4
EDUC 445 Foundations of Educational Research	2
EDUC 480 Teacher Internship or SPED 480 Teacher Internship/ Special Education	8
EDUC 495 Professional Seminar	2
Additional courses for elementary/special education:	
SPED 433 Assessment in Special Education	3
SPED 434 Special Education Curriculum Design and Application	3
and SPED470 Special Topics: Trends and Issues in Special Education	2
Total Mount Credits for Elementary Education OR	50
Total Mount Credits for Elementary/Special Education	58

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.

Required Courses

The program requires a minimum of 37 credits, including 28 credits of required coursework and 9 credits of approved elective coursework.

The required courses are as follows:

- SOC 100 Foundations of Sociology (3 cr)
- HS 200 Introduction to Human Services (3 cr)
- SOC 202 Conflict Resolution or PYSCH 301 Principles of Psychotherapy (3 cr)
- EDUC 208 Learning Theory and Human Development (4 cr, includes field work)
- BUS 250 Introduction to Business and Decision Making (3 cr)
- HS 300 Practicum I (3 cr, requires minimum of 150 hours of approved, supervised field experience)
- SOC 307 Social Inequality (3 cr)
- HS 400 Practicum II (3 cr, requires minimum of 200 hours of approved, supervised field experience)
- HS 410 Capstone Seminar (3 cr, 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.

Below is a list of some typical electives:

- 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)
- CJUST 335 Juvenile Delinquency (3)
- CJUST 365 Drugs and Crime (3)
- PSYCH 365 Drugs and Addiction (3)
- THEO 380 Healing in the Face of Suffering (3)

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.

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
- 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.53.

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). 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:

A	4.00 points	C	2.00 points
A-	3.67 points	C-	1.67 points
B+	3.33 points	D+	1.33 points
B	3.00 points	D	1.00 points
B-	2.67 points	D-	0.67 points
C+	2.33 points	F	0.00 points

DROPPING CLASSES

Continuing Studies students may drop a class any time after registering for it until the second class meeting. Tuition for classes dropped by the end of the week before the session begins will be refunded 100 percent, however there is a \$25 drop fee. For those dropping classes after the course begins, see the refund policies section in Administrative Policies. Out of consideration to other students and the instructor, it is strongly urged that those who must drop classes do so as early as possible. This policy facilitates decisions on classes running and allows students on the waitlist to register and prepare for class. Drop forms are available on the Continuing Studies website for download. Fax all drops to 301-682-5247 or bring them in person to the Frederick office.

WITHDRAWING FROM A CLASS

Students may withdraw from a course after the second class meeting, but they must do so before the third class meeting; otherwise, they will receive a grade of "F". 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 or bring them in person to the Frederick office.

INCOMPLETE

Given the accelerated, compressed nature of the Continuing Studies program, students are strongly encouraged to complete their courses and to not withdraw. In certain circumstances, in consultation with and on the advice of their professor, students may be granted a grade of Incomplete ("I"). In such cases, the course must be satisfactorily completed within the semester.

ADDING CLASSES

Students pursuing a B.S. in Education may add a course after missing the first class only with the instructor's permission. Drop/Add forms may be obtained from the Continuing Studies Office in Frederick or on the website for Continuing Studies. Continuing Studies students may not add classes after the first class has met.

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.

RETAKEING 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:

<i>Mount Credits Completed</i>	<i>Minimum GPA</i>
After 12 credits	1.75
After 24 credits	2.0

To graduate:

Business major	2.0
Criminal justice major	2.0
Elementary Education, Elementary/Special Education major	2.75

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 dean of the appropriate school. It is the prerogative of the dean 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 department chair and dean 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 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 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 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.

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:

1. 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.
2. The right to request amendment of the student's education records that the student believes are inaccurate or misleading.
3. 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.
4. 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.

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 3.50 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.

LEARNING SERVICES

See p.46.

LIBRARY

See p.47.

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

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 resumé, interview preparation, on-campus interviews, job fairs, graduate school search strategies, and other job search strategies.

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.

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 2013 for May 2014 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 mailed to students in late July. The form is also available in the registrar's office in Bradley 136 and online at www.msmary.edu/registrar. 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 September, December and May. 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.

Seniors who have 99 credits at the end of fall semester prior to May Commencement may process with their classmates but will not receive diplomas until they have completed all graduation requirements.

A student who has not completed all graduation requirements by the commencement date in a given year must complete these requirements by June 30th in order to be considered a graduate of Mount St. Mary's University for that year. If a student does not complete these requirements by June 30th of that year, the student will not be considered a Mount St. Mary's graduate for that year, and the student's degree (diploma) will be awarded at the end of the term following the completion of all requisite requirements.

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 60 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 School of Education & Human Services) 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 School of Education and Human Services 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 Dean of the School of Education and Human Services and the academic advising staff at the Center for Professional and Continuing Studies.

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 general 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 Sister M. Basil, O.S.F., Memorial Prize is awarded to the senior who represents in an extraordinary way the Catholic ideals of the University, to be named by the Provost. Founded in 1977 by the entire University community in memory of the many years of service given to the University by the late Sister M. Basil and the Sisters of Saint Francis of Philadelphia.

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 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 Dr. William Collinge and Dr. William Portier Theology Prize is awarded to a Theology major based on academic achievement. Founded by Professor John W. Cominsky to honor the outstanding work of two Mount professors who have dedicated their lives to the Theology Department and their students.

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 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. 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 pre-dental 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 him/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 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 John M. Kolon Memorial Award was founded by an anonymous benefactor of the University, for the member of the senior class who, in his or her daily life, has demonstrated outstanding personal courage, and who has been an inspiration to his or her fellow classmates and the entire Mount St. Mary's University community.

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 Lewis McAllister Prize was founded by the Department of Visual and Performing Arts, in appreciation of Lewis W. McAllister, for excellence in music.

The Professor Richard J. McCullough Memorial Prize for excellence in mathematics is a memorial established in the name of Professor Richard J. McCullough, late of the University faculty. This prize is established by his brothers, Leonard and James, his sister, Mrs. Cecilia Dougherty, and her son, Father Louis S. Dougherty, C'41, S'44.

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 Eugene C. McKeon Sr. Memorial Prize was founded in 1987 by their three sons: Eugene C. McKeon Jr., C'53; Clement E. McKeon, C'51; and James C. McKeon Sr., C'53.

The Monsignor George D. Mulcahy Memorial Prize for 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 James M. Murray Memorial Prize is given to the student majoring in chemistry who has distinguished himself or herself in this area of study. The recipient is decided by vote of the members of the science department. Established by his family and friends in memory of the late Lt. Col. James Michael Murray, M.D., C'68.

The Professor Thomas J. Norris Memorial Prize for an outstanding student admitted to a school of medicine. The recipient is decided 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 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 for many years president of the National Alumni Association.

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. 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

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 Studies.

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

President

Thomas H. Powell, Ed.D.

Provost

David B. Rehm, Ph.D.

Executive Vice President

Dan S. Soller, M.S.

Vice President for University Affairs

Pauline Engelstätter

Vice President for Business and Finance

William E. Davies, CPA

Vice President for University Advancement

Robert J. Brennan

Vice President for Enrollment Management

Michael A. Post

Vice President/Rector of the Seminary

Msrgr. Steven P. Rohlf, S.T.L., S.T.D.

ACADEMIC AFFAIRS

Associate Provost

Leona A. Sevick, Ph.D.

Dean of the College of Liberal Arts

Joshua P. Hochschild, Ph.D.

Dean of the Richard J. Bolte, Sr. School of Business

Karl W. Einolf, Ph.D.

Dean of the School of Education and Human Services

Barbara Martin Palmer, Ph.D.

Dean of the School of Natural Science and Mathematics

Jeffrey Simmons, Ph.D.

Dean of the Library

Charles L. Kuhn

Director of the Center for Professional and Continuing Studies

Joseph E. Lebherz

Director of Graduate and Adult Business Programs

Deborah W. Powell

Director of Human Services

Dr. Timothy Wolfe

Director of the Institute for Leadership Studies

Paul C. Manuel, Ph.D.

Director of the Master's Program in Biotechnology & Management

Matthew Rittler

Director of Pre-Law Program

Edward T. Egan, J.D.

Director of M.Ed Programs

Elizabeth Monahan, M.S.

Director of Learning Services

Denise L. Marjarum, M.S.

Registrar

Christopher Weber, M.A.

STUDENT LIFE

Dean of Students

Michael Taberski, M.S.

Assistant Dean and Director of Campus Activities and Student Leadership

Kenneth L. McVearry

Chaplain and Director of Campus Ministry

Rev. Brian P. Nolan

Faculty

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

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

The Rev. Paul V. Redmond, 1992, B.A., M.A., S.T.L.

Professor Emeritus of Philosophy

Marie A. Campbell, 1994, B.S., M.A., Ph.D.

Associate Professor Emerita of English

T. Kelly Fitzpatrick, 1994, B.S., M.A.L.S., M.L.S.

Professor Emeritus of History

William G. Meredith, 1998, B.A., M.S., Ph.D.

Professor Emeritus of Biology

M. Dunbar Ashbury Jr., 1998, B.A., Master of

Professional Accountancy, C.P.A.

Professor Emeritus of Accounting

The Rev. Daniel C. Nusbaum, 1999, A.A., Ph.B.,

Ph.L., S.T.B., Dip. En Mus., M.A., Ph.D.

Professor Emeritus of Fine Arts

Robert B. Karsteter, 2000, B.A., MBA

Professor Emeritus of Business, Accounting and

Finance

Walter Nichols, 2001, B.F.A., M.A.

Professor Emeritus of Fine Arts

Robert J. Gerard, 2001, B.S., M.S., Ph.D.

Professor Emeritus of Business

George Winnes, 2002, B.A., M.A.

Professor Emeritus of Philosophy

John R. Hook, 2003, B.S., M.S., DPA.

Professor Emeritus of Business, Accounting and Economics

John J. Dropp, 2003, B.A., M.S., Ph.D.

Professor Emeritus of Science

Judy Ramoy Johnstone, 2005, B.A., M.Ed., Ph.D.

Professor Emerita of Education

John W. Campbell, 2006, B.S., M.Ed., Ed.D.

Provost and Professor Emeritus of Education

William R. Heath, 2007, B.A., Ph.D.

Professor Emeritus of English

Nicholas C. Kierniesky, 2007, B.S., Ph.D.

Professor Emeritus of Psychology

William E. O'Toole, 2007, B.S., M.A.

Professor Emeritus of Mathematics and Computer Science

Charles Beitz, 2009, B.A., MBA, M.A., D.P.A.

Professor Emeritus of Business

John Donovan, 2009, B.A., S.T.B., M.A., Ph.D.

Professor Emeritus of Philosophy

Robert Ducharme, 2009, B.A., M.A., Ph.D.

Professor Emeritus of English

Mary 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

D. Stephen Rockwood, 2011, B.A., M.A., Ph.D., M.L.S.

Dean Emeritus of the Library

Sue Helder Goliber, 2012, B.A., M.A., Ph.D.

Professor Emerita of History

Carmen Schmersahl, 2013, B.A., M.A., Ph.D.

Professor Emerita of Communication Studies

Byron L. Stay, 2013, B.A., M.A., Ph.D.

Professor Emeritus of Communication Studies

Kirk Davidson, 2014, B.A., MBA, Ph.D.

Professor Emeritus of Business

FACULTY

Joy Allison, associate professor of library science, 1985-

B.S., Millersville State College; M.S.L.S., Clarion University of Pennsylvania; MBA, Mount St. Mary's University

Christopher Anadale, assistant professor of philosophy, 2009-

B.A., Salisbury University; M.A., Ph.D., Emory University

Michael Barry, associate professor of economics, 2005-

B.A., M.A., Ph.D., University of Wisconsin-Milwaukee; J.D. American University

Amanda Beal, assistant professor of political science, 2009-

B.A., Indiana University; M.A., Louisiana State University; Ph.D., University of Missouri

Emil Berendt, assistant professor of economics, 2013-

B.S., University of the State of New York/Excelsior College; M.A., Hunter College; Ph.D., City University of New York

Mary K. Birge, SSJ, associate professor of theology, 2001-

A.B., Elms College; M.A., Tufts University, St. John's University; Ph.D., The Catholic University of America

Christine Blackshaw, associate professor of foreign languages, 2005-

B.A., M.A., Ph.D., University of Virginia

Kurt E. Blaugher, associate professor of visual and performing arts, 1987-

B.A., Washington and Jefferson College; M.A., University of Pittsburgh; Ph.D., Northwestern University

Thomas Bligh, associate professor of English, 2007-

B.A., Mount St. Mary's University; M.A., Miami University; Ph.D., Florida State University

Rosina Bolen, assistant professor of biology, 2002-

B.A., Mary Baldwin College; Ph.D., University of Miami

Christopher A. Bradley, assistant professor of chemistry, 2012-

B.S., University of Kentucky; Ph.D., Cornell University

Sarah M. Brown, biology lab manager, lecturer of biology, 2010-

B.A., St. John's College; M.S., Hood College

Stacey L. Brown-Hobbs, assistant professor of education, 1992-

B.S., Mount St. Mary's College; M.A., Hood College; Ph.D., Notre Dame of Maryland University

Christa Bucklin, assistant professor of foreign language, 2014-

B.A. Franciscan University; MA, Ph.D., University of Connecticut

Richard M. Buck, associate professor of philosophy, 2001-

B.A., Loyola University of Chicago; M.A., Ph.D., University of Kansas

Melanie Butler, associate professor of mathematics and computer science, 2007-
B.A., St. Mary's College of MD; M.A., Ph.D.,
Temple University

Donald E. Butt Jr., assistant professor of accounting, 1996-
B.S., Frostburg State College; MBA, The George
Washington University

Alejandro Cañadas, associate professor of economics, 2014-
B.A., M.A., Buenos Aires, Argentina; M.A., MBA,
University of Dayton; Ph.D., Ohio State University

Mark Carlson, assistant professor of music, 2010—
B.Mus., Northwestern University; M.Mus., D.Mus.
A., University of Wisconsin-Madison

David Cloutier, associate professor of theology, 2006-
B.A., Carleton College; M.A., Ph.D., Duke
University

William J. Collinge, The Henry J. Knott Professor
in Theology, professor of theology and philosophy,
1980-
B.A., Georgetown University; M.Phil., Ph.D., Yale
University

Gertrude D. Conway, professor of philosophy, 1979-
B.A., College of New Rochelle; M.A., Ph.D.,
Fordham University

Carolyn L. Cook, associate professor of education,
2007-
B.A., Washington Bible College; M.Ed.,
Shippensburg University; Ph.D., Pennsylvania State
University

The Rev. James M. Donohue, C.R., professor of
theology, 1996-
B.A., St. Jerome's College; M.Div., St. Peter's
Seminary; M.A., Catholic Theological Union; Ph.D.,
The Catholic University of America, Congregation of
the Resurrection

Peter A. Dorsey, professor of English, 1987-
B.A., St. Joseph's University; Ph.D., University of
Pennsylvania

Jack Dudley, assistant professor of English, 2014-
B.A., Creighton University, M.A., Ph.D., University
of Wisconsin-Madison

Kathryn E. Dye, assistant professor of biology, 2009-
B.A. Augustana College; Ph.D. Loyola University
Chicago

Edward T. Egan, director of pre-law program, 2009-
B.S., Mount St. Mary's University; J.D. Catholic
University

Karl W. Einolf, Dean of the Richard J. Bolte,
Sr. School of Business, professor of finance and
economics, 1998-
B.S., Pennsylvania State University; M.S., Johns
Hopkins University; Ph.D., Lehigh University

Caitlin Faas, assistant professor of psychology, 2013-
B.A., Kent State University; M.S., Ph.D., Virginia
Polytechnic Institute and State University

Corinne Farneti, assistant professor of sport
management, 2012-
B.S., Ithaca College; M.Ed., University of Georgia;
Ph.D., Ohio State University

Layton Field, assistant professor of sociology, 2014-
B.S., M.S., Ph.D., Texas A & M University

Patrice Flynn, associate professor of business, 2010-
B.A., M.S.W., Catholic University of America; M.A.,
University of Chicago; Ph.D., University of Texas

William G. Forgang, university professor, 1988-
B.A., Fairleigh Dickinson University; M.A.,
University of Maine; Ph.D., Lehigh University

Ralph Frasca, professor of communication studies,
2014-
B.A., Utica College of Syracuse University; M.A.,
Indiana University; Ph.D., University of Iowa

Laura Corbin Frazier, assistant professor of
education, 2002-
B.S., University of Delaware; M.Ed., Mount St.
Mary's University; Ed.D., Towson University

Jamie Gianoutsos, lecturer of history, 2013-
B.A., Baylor University; M.Phil., University of
Cambridge, King's College; M.A., The Queen's
University

Carl W. Glover, professor of communication studies,
1989-
B.Mus., Baylor University; M.Div., Harvard
University; Ph.D., University of Louisville

Mary Elizabeth Graham, director of undergraduate
business studies, lecturer of business, 2008-
B.S., University of Delaware; MBA, Loyola
University

Kim P. Hansen, associate professor of sociology,
2008-
B.A., University of North Dakota; M.A., Ph.D.,
University of California San Diego

Brian Heinold, associate professor, mathematics and
computer science, 2006-
B.S., Montclair State University; M.S., Ph.D., Lehigh
University

John Hersey, assistant professor of philosophy, 2013-
B.A., University of Massachusetts; M.A., Boston
College; Ph.D., University of America

Carol Hinds, university professor, 1995-
B.A., Saint Mary College; M.A., University of
Kansas, St. John's College; Ph.D., University of
Virginia

Joshua P. Hochschild, Dean of College of Liberal
Arts, associate professor of philosophy, 2005-
B.A., Yale University; M.A., Ph.D., University of
Notre Dame

Paige Hochschild, assistant professor of theology,
2012-
B.A., University of King's College; M.A., Dalhousie
University; Ph.D., Durham University

Elizabeth A. Holtry, associate professor of visual and
performing arts, 2001-
B.A., University of Maryland; M.F.A., University of
Cincinnati

Jonelle Hook, assistant professor of mathematics,
2010-
B.S., Misericordia University; M.S., Ph.D., Lehigh
University

John N. Hutchings, assistant professor of fine arts,
2013-
B.A., Teas Tech University; M.A. Washington
University

Curtis D. Johnson, professor of history, 1985-
B.S., Moorhead State University; M.A., Ph.D.,
University of Minnesota

Jessy E. Jordan, associate professor of philosophy,
2008-
B.A., Grand Canyon University; M.Div., Truett
Seminary; M.A., Ph.D., Baylor University

Robert P. Keefer, associate professor of psychology,
1986-
A.B., Albright College; M.A., Ph.D., Temple
University

Mindy S. Korol, associate professor of psychology,
1990-
B.A., Northwestern University; M.A., University of
Missouri; Ph.D., University of Cincinnati

Patricia J. Kreke, associate professor of chemistry,
1995-
B.A., Transylvania University; Ph.D., University of
Tennessee

James Stephen Krysiek, associate professor of
history, 1988-
B.A., Marquette University; M.A., York University
(Ontario); Ph.D., Marquette University

Prahtiba Kumar, assistant professor of
communication studies, 2012-
B.A., Lady Shri Ram College, University of Delhi;
M.A., Annamalai University; M.A., Ph.D., University
of North Dakota

John D. Larrivee, associate professor of economics,
2001-
B.A., M.P.P., Harvard University; Ph.D., University
of Wisconsin at Madison

Sean Lewis, assistant professor of English, 2014-
B.A., University of Dallas; M.St., University of
Oxford; Ph.D., Indiana University

Martin J. Malone, professor of sociology, 1985-
B.A., New York University; M.A., Southern Illinois
University; Ph.D., Indiana University

Paul Christopher Manuel, Director of the Institute
for Leadership Studies and professor of political
science, 2010-
B.A., M.A. Boston University; M.T.S. Weston Jesuit
School of Theology; Ph.D., Georgetown University

Barbara Marinak, associate professor of education,
2011-
B.A., Temple University; M.Ed., Penn State
University; Ph.D., University of Maryland

F.K. Marsh, associate professor of business, 2008-
B.S., SUNY Fredonia; MBA, Canisius College; Ph.D.,
University of Michigan

Cyd R. Maubert, lecturer of business, 2008-
B.S., University of Tennessee; MBA, R.B. Pamplin
College at Virginia Tech

David McCarthy, The Father Forker Professor of
Catholic Social Teaching, professor of theology,
1998-
B.A., High Point University; M.Div., Ph.D., Duke
University

Christine Seitz McCauslin, associate professor of
biology, 2004-
B.S., Indiana University of Pennsylvania; M.S., Hood
College; Ph.D., George Washington University

Virginia A. McGovern, associate professor of criminal
justice, 2005-
B.A., Luther College; M.A., Ph.D., Bowling Green
State University

Danny G. Miles Jr., professor of chemistry, 1988-
B.S., M.S., University of Alabama; Ph.D., University
of North Carolina

Michael Miller, The Msgr. Robert Kline Chair,
associate professor of philosophy, 2002-
B.A., University of Notre Dame; M.A., Ph.D.,
Boston College

Indrani Mitra, associate professor of English, 1991-
B.A., Presidency College (India); M.A., University of
Calcutta; Ph.D., Kent State University

Elizabeth C. Monahan, lecturer of education, 1992-
B.A., Notre Dame University of Maryland; M.S., The
Johns Hopkins University

Angela A. Mucci, assistant professor of education, 2011-
B.A., University of St. Francis; M.A., Ph.D.,
University of South Florida

Greg Murry, assistant professor of history, 2010—
B.A., University of Saint Thomas; M.A., Ph.D.,
Pennsylvania State University

Thane Naberhaus, associate professor of philosophy, 2004-
B.A., Rice University; M.A., University of Memphis;
Ph.D., Georgetown University

Robert Nickey III, lecturer of finance 2013-
B.A., Susquehanna University; MBA, Philadelphia
University

Maureen R. Oakley, associate professor of political
science, 2000-
B.A., Hope College; M.A., Northern Illinois
University; Ph.D., Kent State University

Gregory Ochoa, associate professor of leadership, 2012-
B.A., Creighton University; M.A., Marshall
University; Ed.D., Duquesne University

Barbara Martin Palmer, Dean of the School of
Education and Human Services, professor of
education, 1985-
B.A., Frostburg College; M.S., Hood College; Ph.D.,
University of Maryland

Garth Patterson, visiting associate professor of
chemistry, 2014-
B.A., Westminster College; Ph.D., Purdue University

Michelle Patterson, associate professor of history, 2006-
B.A. Westminster College; M.A., Ph.D., Purdue
University

Luca Petrelli, associate professor of mathematics, 2004-
B.S., University of Rome I; M.S., Ph.D., Carnegie
Melon University

Frederick J. Portier, professor of mathematics and
computer science, 1989-
B.S., Nichols State University; M.S., Ph.D., Clemson
University

Thomas H. Powell, President of the University,
professor of education, 2003-
B.S., Montana State University-Billings; M.S.,
Montana State University; Ed.D., Vanderbilt
University

David B. Rehm, Provost, professor of philosophy, 1995-
B.A., Oberlin College; M.A., Ph.D., University of
Chicago

Kevin G. Robinson, lecturer of business, 1987-
B.A., M.Ed., Loyola College; MBA, Mount St. Mary's
College; J.D., University of Baltimore

Diana M. Rodriguez-Lozano, associate professor of
foreign languages, 1989-
B.A., M.A., Ph.D., University of Maryland

Marco Roman, professor of foreign languages, 2002-
B.A., DeSales University; M.A., Ph.D., Florida State
University

Jennifer Rosato, assistant professor of philosophy, 2013-
B.A., Boston College; M.A., Ph.D., University of
Notre Dame

Andrew B. Rosenfeld, associate professor of music, 1997-
B.A., Hamilton College; M.Mu., University of
Illinois; D.M.A., University of Cincinnati

Teresa Pugh Rupp, associate professor of history, 1988-
B.A., Santa Clara University; M.A., Ph.D., Cornell
University

Patrick A. Ryan, associate professor of education, 2008-
B.A., University of Pennsylvania; M.A., University of
Virginia; Ph.D., University of Florida

Susann T. M. Samples, professor of foreign
languages, 1982-
B.A., Northern Illinois University; M.A., M.Phil.,
Ph.D., Yale University

Sarah Scott, associate professor of English, 2006-
B.A., University of Colorado; M.A., Ph.D., University
of Arkansas

Leona A. Sevick, Associate Provost, associate
professor of English, 2007-
B.A. McDaniel College; M.A., Ph.D., University of
Maryland

John Sherwin, lecturer of accounting, 2006-
B.A., MBA, Mount St. Mary's University; J.D.,
University of Maryland

Jeffrey Simmons, Dean of the School of Natural
Science & Mathematics, associate professor of
environmental science, 2006-
B.A., University of Rochester; M.S., Ph.D., Cornell
University

Sandra Sjoberg, lecturer of business, 2006
B.S. University of Baltimore; MBA, Vanderbilt
University

Jonathan M. Slezak, assistant professor of
psychology, 2013-
B.S., James Madison University; M.S., Ph.D., West
Virginia University

Ernest Solar, assistant professor of Education, 2014-
B.S., East Carolina University, M.Ed., George Mason
University, Ph.D., George Mason University

Andrea Solis, chemistry lab manager, lecturer of
chemistry, 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 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 Stefanik, lecturer of foreign languages,
2002-
B.A., M.A., Florida State University

Kathleen Sterner, instructor of library science, 1994-
B.A., Penn State University; M.L.S., University of
Maryland

Emily Stetler, assistant professor of theology, 2012-
B.A., University of Pennsylvania; M.T.S., University
of Notre Dame; M.Phil, University of Dublin, Trinity
College; Ph.D., University of Notre Dame

Charles 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

Solomon Tesfay Tesfu, assistant professor of business
and economics, 2011-
B.A., M.Sc., Addis Ababa University; Ph.D., Georgia
State University

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 Turner, assistant professor of science, 2013-
B.S., Brigham Young University; M.S., Ph.D., Yale
University

J. Kristen Urban, professor of political science, 1994-
B.S., University of Minnesota; M.S., University of
Alabama; Ph.D., University of Tennessee

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 Wehner, associate professor of English, 2007-
B.A., Williams College; M.A., University of Colorado
at Boulder; Ph.D., University of Minnesota

Scott A. Weiss, assistant professor of mathematics
and computer science, 1997-
B.S., Carnegie Mellon University; M.S., Johns
Hopkins University

Steven F. White, professor of history, 1991-
B.A., University of Oregon; M.A., Ph.D., University
of Virginia

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