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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 Associate Executive Assistant Director of National Security for the FBI, 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 is the women’s basketball head coach at the University of Pittsburgh.

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
1. 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
2. Integrate diverse modes of human inquiry and expression through rigorous study of the Western tradition, including its American expression;

Competencies
3. Master the skills of analysis, interpretation, communication, and problem solving;

Major Field of Study
4. 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
5. 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
6. 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 Freshman 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 on-line 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. A student with 40 or more college credits will be considered a 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 waiver and credit is 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, all AP grades of three or better will receive University course credit.

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 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.) Usually, no more than 60 credit hours will be accepted for transfer. Exceptions allowing the transfer of up to 75 credits are permitted under articulation agreements for transfer students from Frederick Community College, Harrisburg Area Community College and Hagerstown Community College.

The University tries to be flexible with respect to core curricular requirements for transfer students. For those entering with sophomore or junior status, several foundational requirements may be waived; courses from the students’ previous institutions will fulfill many of the University’s core requirements.

Normally, 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:
1. A completed personal application form, along with the $45 application fee, and an accounting for all elapsed time since secondary-school graduation.
2. 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.)
3. 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.
4. 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).
5. 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:

1. The completed personal application form, along with the $45 application fee

2. 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.

3. 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.

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

Mount St. Mary’s University participates in the Yellow Ribbon program. For information contact the Registrar’s Office.

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.

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. Mount St. Mary’s University requires this formal request to advise appropriate housing placement for individuals meeting the criteria described above.
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, money order or credit card 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.

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 will not be released until the debt is paid in full.
ANNUAL EXPENSES
(2012-13 academic year)

<table>
<thead>
<tr>
<th></th>
<th>Residential Student</th>
<th>Nonresidential Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$32,224</td>
<td>$32,224 (up to 16 hours maximum each semester)</td>
</tr>
<tr>
<td>Comprehensive fees*</td>
<td>$730</td>
<td>$730</td>
</tr>
<tr>
<td>Board (basic charge)**</td>
<td>$5,626</td>
<td>$5,160</td>
</tr>
<tr>
<td>Room***</td>
<td>$5,160</td>
<td></td>
</tr>
<tr>
<td>Suites/Apt</td>
<td>$6,000</td>
<td></td>
</tr>
<tr>
<td>Insurance****</td>
<td>TBA</td>
<td>$32,954</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>$43,972</td>
<td>$32,954</td>
</tr>
</tbody>
</table>

* 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 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 once the meal plan begins for each semester. 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. 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 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 $1,076 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. Semester hours beginning with the 17th will be billed at a supplemental tuition charge of $538 per credit hour.

Students pay no supplemental tuition for additional credit with the One Credit Option in service-learning.

APPLIED MUSIC FEE
A fee of $250 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 per credit, 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 ........................................... $210
- Internship II ........................................... $260

FOREIGN STUDY FEE
A fee of $100 per semester and $50 for summer sessions is payable by students studying abroad on non-Mount programs for administrative expenses connected with the program.

TRANSCRIPT FEE
A fee of $5 per copy is charged for all official copies of transcripts of grades. The fee for rushed transcripts (requests that can be processed and mailed/picked up within 24 hours) is $25. See the Registrar’s Office for more details.

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 pro-rata refund for service members who must leave the Mount during the fall or spring semester in order to fulfill service obligations.

**Board:** 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 pro rata 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:

\[
\text{Percentage of payment period or term completed} = \frac{\text{the number of days completed up to the withdrawal date}}{\text{the total days in the payment period or term}}. \text{Any break of five days or more is not counted as part of the days in the term.} \text{This percentage is also the percentage of earned aid.}
\]

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

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

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 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](http://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](http://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](http://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 $5,550 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 to 15 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 6.8% 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 6.8%. 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 7.9% interest rate. The parent must be credit worthy to obtain the loan.
ROTC SCHOLARSHIPS
Mount students receive scholarships from the Army ROTC program to cover full tuition, and are eligible for additional aid from the University. ROTC scholarships are awarded through the Army Cadet Command which allocates funds nationwide, so it is important for applicants to apply as early as possible. To apply, visit www.goarmy.com/rotc/college_four_year_scholarship.jsp. Contact the Mount ROTC Department at 301-447-5350 for additional information on these scholarships.

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

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

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

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

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

A student who loses eligibility for federal aid may appeal this decision. The appeal will be heard by the associate provost, the director of financial aid and the associate director of financial aid. The student will be asked to document any extenuating circumstances such as severe illness, severe injury or the death of a relative.

A student will regain eligibility for federal aid by achieving the required standards listed above.

MARYLAND STATE AID PROGRAMS
Maryland residents may be eligible for state-sponsored, need-based grants or scholarships. Many of the programs require the FAFSA to be filed before March 1 of each year, as 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 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: (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 ($18,000 per year)**
Accepted students are guaranteed this scholarship if they have a high school GPA of at least 2.75 and SAT score of at least 1250 (or ACT score of at least 28).

**Presidential Scholarship ($16,000 per year)**
Accepted students are guaranteed this scholarship if they have a high school GPA of at least 2.75 and SAT score of 1050-1240 (or ACT score of 22-27).

**Dean’s Scholarship ($12,000 per year)**
Accepted students are guaranteed this scholarship if they have a high school GPA of at least 3.0 and SAT score of at least 900 (or ACT score of at least 20).

**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](http://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](http://www.msmary.edu/financialaid). The application deadline is February 1.
**Fine Arts Scholarship**
The Fine Arts Scholarship recognizes outstanding high school and community achievement in the areas of art, music, and theatre. Applications are available at [www.msmary.edu/financialaid](http://www.msmary.edu/financialaid). The application deadline is February 1.

**Catholic Educators Scholarship**
Children of current Catholic elementary and secondary school teachers, administrators, and staff will receive a minimum of $8,000 annually to attend Mount St. Mary’s University as a full-time, undergraduate student. Financial need based upon the FASFA is required for this scholarship. Applications are available at [www.msmary.edu/financialaid](http://www.msmary.edu/financialaid). The application deadline is February 1.

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

**NEED BASED FINANCIAL AID**

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

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

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

**Maryland Programs**
Access the Maryland Higher Education Commission website at [www.mhec.state.md.us](http://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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**Charles Adrian Posey 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.
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.

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.

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.

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.

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 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.

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 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.

Class of 1992 Scholarship
Established by the Class of 1992 as their Senior Class Gift. Awarded to an incoming student based on financial need and academic merit.

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

Daniel C. Romeika Biology Scholarship

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.

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.

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.

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.

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.

**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.

**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.

**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.

**Elizabeth S. DiNunzio Memorial Scholarship**
Established in July 2010 in memory of Elizabeth S. DiNunzio, C’2009 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.

**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.

**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.

**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.

**Flynn Family Scholarship**
Established in 1992 by the Humana and CES Foundations of Louisville, KY., in honor or 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.

**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.
**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.

**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.

**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.

**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.

**Giangiacomo 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.

**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.

**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.

**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.

**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.
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.

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.

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.

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.

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.

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 the cooperative program between Mount St. Mary’s University and the Johns Hopkins University School of Nursing. In the case where there is no qualified student from cooperative 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.

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.

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.

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.

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.
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.

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.

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.

Margaret E. and William P. Moyles Memorial Award for Excellence in Pre-Law Studies.
Established in 2011 in memory of his parents by Philip Vincent Moyles, C’54, L.L.B’60 UVA. Awarded to a rising senior who has demonstrated Excellence in Pre-Law Studies.

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.

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.

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.

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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.
**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.

**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.

**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.

**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.

**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.

**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.

**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.
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.

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.

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.

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.

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.

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.

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.

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 a fourth-year seminarian based on academic excellence, financial need and service to the Mount community.

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.

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.
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.

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.

Ryan C. Bolte Memorial Scholarship
Established by Robert 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.

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.

Saint Joseph Scholarship
Established in 1998 by Edward J. O’Connell, C’66 and Constance O’Connell, C’67 St. Joseph’s College. 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.

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.

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.

Thomas W. Pangborn Scholarship
Established by the Pangborn family of Hagerstown, MD. Awarded to students 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.

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.
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.

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.

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.

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.

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.

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.

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.

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.
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 100 credits at the end of the fall semester prior to commencement. Attendance at commencement activities is mandatory.

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

School of Natural Science and Mathematics
Dr. David Bushman, Dean

Departments
Mathematics and Computer Science; Psychology; Science; Pre-professional programs in nursing, occupational therapy and physical therapy

College of Liberal Arts
Dr. Joshua Hochschild, Dean

Departments
Communication Studies; English; Foreign Languages and Literatures; History, Philosophy; Political Science; PreLaw Program; 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 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 credits

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.

Veritas/Math 111 (VTMA 111): Mathematical Thought and Problem-Solving – 3 credits

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 credits

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 credits
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): Imagination and Invention—3 credits
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 credits
The first part of a two-semester interdisciplinary sequence, 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): The Bible and Jesus: Introduction to Catholic Theology – 3 credits
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 sacraments, Scripture, and Christology (or the Bible and Jesus).

Veritas 301 (VTAGC 301): America in the Global Context—3 credits
This course is the second in a two-part sequence covering American culture from its beginnings to the present. Through the lenses of history and literature, VTGC 301 will examine 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/PHIL or THEOL 300 (VTPH or VTTH 300): The Life of Virtue—3 credits
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 either from a philosophical or theological perspective, the course emphasizes character and virtue especially as articulated by Aristotle and Thomas Aquinas.

Veritas 400 (VERIT 400): The Veritas Leadership Portfolio—1 credit
All undergraduate students will complete a Leadership Portfolio as a requirement for graduation. The portfolio is a leadership formation program, combining curricular and co-curricular dimensions. These may include the completion of an approved course, an experiential program offered by Student Life, and the completion of two skills workshops offered by Career Services. Students will work on their portfolio throughout their time at the Mount, and will complete a leadership presentation during the senior year.

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 1 course in theology. Please note that domain Philosophy 200 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, and computer science, 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, and Fine Arts. 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, and 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).

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 a 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, 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.

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).
Transfer Students and Veritas
All transfer students complete a specially planned sequence of courses in consultation with the Office of the Registrar. Those entering with sophomore or junior status will be exempt from some freshman requirements. Other Veritas requirements may in some cases be fulfilled by courses taken at the student’s previous institution(s). Transfer students who have completed college-level courses in writing with a grade of C or better prior to enrolling at the University will receive credit in fulfillment of these Veritas curriculum requirements.

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:

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<tr>
<th>Bachelor of Arts</th>
<th>Bachelor of Science</th>
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<tr>
<td>Communication Studies</td>
<td>Accounting</td>
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<td>Criminal Justice</td>
<td>Biochemistry</td>
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<tr>
<td>English</td>
<td>Biology</td>
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<td>Fine Arts</td>
<td>3/2 Nursing</td>
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<td>French</td>
<td>Business</td>
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<td>German</td>
<td>Chemistry</td>
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<td>History</td>
<td>Computer Science</td>
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<td>International Studies</td>
<td>Economics</td>
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<td>Philosophy</td>
<td>Education</td>
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<td>Political Science</td>
<td>Environmental Science</td>
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<td>Sociology</td>
<td>Information Systems</td>
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<td>Spanish</td>
<td>Mathematics</td>
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<td>Theology</td>
<td>Psychology</td>
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<td>Sport Management</td>
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Student-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 designing an interdisciplinary major in classical studies, for example, might work with faculty in the foreign languages, history and philosophy departments; 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 programs 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. Any student who is admitted to the Mount and wishes to pursue the three-year program is eligible to apply to the program. Typically, the most successful students in the program will have a high school gpa of 3.2 or higher and are highly motivated. Students who decide to pursue the three year degree option should do so by the spring semester of the freshman year. These students are encouraged to meet with the associate provost in the spring semester in order to declare a major in this program.

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 productions of visual and performing arts, and consider the meanings and manifestations of faith among people of all religious backgrounds. The Honors course sequence fulfills the Veritas requirements. It is expected that honors students will complete all of the eight honors Veritas courses, which include: the Veritas Symposium, Classical Philosophy, Origins of the West, Imagination and Invention, Foundations of Catholic Theology, American Experience, America in the Global Context and Domain Modern Literature/Arts. In the event of scheduling conflicts, honors students may be permitted to take less than the eight core courses in the sequence of honors courses, but no less than six of the eight courses to remain in the Honors Program.

Every honors student’s experience culminates with a senior research/thesis project. Honors students spend a portion of their third and all of their fourth year working on a significant research project in their major field of study that is presented to the campus community during the SPARC Festival held in April each year. This project often leads to a powerful transition to graduate school or to a profession.

Entry into the University Honors Program is offered to academically gifted incoming students and to talented students who apply to the program after their first or second year of study. Students are expected to achieve an overall GPA of 3.4 to enter, remain in good standing, and graduate from the program.

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, as well as non-credit internships 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 may 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 Learning Agreement form needs to be completed to apply for credit-based internships, and must be approved by the student’s faculty sponsor, department chair, and the 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. 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 take part in semester long internships through our Mount In Washington Internship Program and International Internships. 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 Community Service, 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.

Participating students complete 30 hours of service at a service-learning internship 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 Mount Summer Office at 301-447-8329.
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 and the Irish/American University. 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 seminar 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.

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.

The director of Learning Services reviews the documentation, makes accommodation decisions and communicates with faculty regarding student needs. Students are empowered to be self-advocates and to discuss the specific nature of their disabilities and needs with their professors. Students who qualify receive copies of class notes, extended time on exams, the use of Kurzweil for exams and reading assignments, and other support services. All accommodations are based on individual needs; all files and records of contact and communication with learning services are confidential. 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. This policy is congruent with the University’s commitment to nondiscrimination for all persons regarding employment, access to facilities, student programs, activities and services.
Student Athlete Academic Support
In compliance with NCAA regulations, learning services provides academic guidance and study skills training to student athletes including academic performance tracking, study hall and individual study skills training.

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 library staff, faculty, students 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 200,000 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, Duke e-journals, ATLA and many others is available from the library’s website http://libguides.msmary.edu/databases. The library recently implemented the EBSCO Discovery Service that performs a single search of all library resources from one search interface.

Our library staff includes four 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 founding member of the Maryland Interlibrary Consortium and collaborates with Hood College, Baltimore International College, Washington Adventist University (formerly Columbia Union College), Loyola College-Notre Dame University Library, and Stevenson University. Through this consortium, Mount students and faculty have direct access to the collections of each member library through electronic and physical delivery services. The average delivery time for print materials is within 24 hours.
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, and unofficial transcripts, are available online.

Standard software used on campus includes Windows and the Microsoft Office Suite (Word, Excel and PowerPoint). The Information Technology Helpdesk is located on the ground floor of the Knott Academic Center. If you have questions or need audio visual support, please contact IT by e-mail at helpdesk@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.

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 change 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 lengths 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.

**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](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 and 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 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 education students in the needs of the marginalized, the underlying issues of social justice, and one’s responsible role 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 and in the Registrar’s Office. It is the student’s responsibility to obtain these materials.

The following regulations apply:
1. Registration dates are published in the Registrar’s Office 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 Registrar’s Office 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 with their instructors, well before exam time, the issue of moving an examination.

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 $538 per credit hour. Students in the Honors Program who have a 3.75 GPA or higher for the previous semester may enroll in up to 19 credits 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.
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 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.35, 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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
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<tr>
<td>B</td>
<td>3.00</td>
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<tr>
<td>B-</td>
<td>2.67</td>
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<td>C</td>
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<td>C-</td>
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<td>D-</td>
<td>0.67</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
</tr>
</tbody>
</table>

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.

RETAKING 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 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 alerts students, officially, 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 will be 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.15. Students granted a medical leave after the 5th week of the semester for an unforeseen medical emergency may apply to the associate provost requesting special consideration of the institutional refund policy. Any refund granted after the 5th week may only be credited to a subsequent semester’s tuition balance. The decision of the associate provost may be appealed to the provost, whose decision on the matter is final.

All financial aid refund policies remain intact. See p.16.
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 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. 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, 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.

TRANSCRIPTS
The fee for each copy of a student’s official transcript is $5 per copy. All fees must be paid at the time of request; under no circumstances will a transcript be released without payment. Official transcripts bearing the seal of the University will be provided to schools, employers or in a sealed envelope to the individual.

Written request must be made for each transcript. No request can be honored until the financial account has been cleared by the Finance Office and until the transcript has been paid for. 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 transcript more quickly may submit a "rush transcript request." These requests can be processed and mailed, or picked up, 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 2012 for May 2013 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 Office of the Registrar 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 and the student will not be able to participate in the commencement ceremony in May.

**Participation in Graduation**

Degrees are conferred twice a year in 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 (301-447-5333).

Students must have 100 credits by the end of the fall semester prior to May commencement to be eligible to process. Diplomas will be mailed, and degrees conferred when all graduation requirements are met.

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 May graduate of Mount St. Mary’s University. 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**

*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

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 dean of their college/school and the associate provost.
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 and the associate provost, 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 associate provost; 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.

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 Registrar’s Office.
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 Professor: William Forgang
Professors: Karl Einolf (Dean), Kirk Davidson
Associate Professors: Michael Barry, Patrice Flynn, John Larrivee, F.K. Marsh, Raymond Speciale, Timothy Stanton
Assistant Professors: Donald Butt, Alejandro Cañadas, Corinne Farneti, Solomon Tesfu
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 business, sport management and information systems 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.

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 45 credit hours is required for a major in business: BUS 250, 301, 307, 311, 313, 340, 360, 400 and 404; ACCT 101 and 102; ECON 101-102 and 360; and one business cases class (BUS 308, 361, or 401) or an elective from another department with advisor's approval. (This assumes that students fulfill the core requirement in mathematics with MATH 105 Elementary Statistics or BUS 320 Statistics.)

Optional Concentrations
- Finance
- International Business and Economics
- Management
- Marketing

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.192. (Available only to students in the Division of Continuing Studies)

BUSINESS MINOR
For accounting majors: BUS 301, 307, 313, 360 or 361, and 404, plus three additional credit hours of business electives approved by the student’s advisor.

For economics majors: ACCT 101,102; BUS 307, 313 and 360, plus three additional credit hours of business electives approved by the student’s advisor.

For students majoring in other departments: 18 credit hours of coursework are required: ACCT 101; ECON 101-102; and BUS 307, 313 and 360. Students planning to earn an MBA are advised to take ACCT 102 since many MBA programs require a full year of accounting.

ECONOMICS MAJOR
Economics majors are required to earn 33 credit hours in economics or related subjects, including ECON 101, 102, 211, 212, 290, 403 and 406. 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 seven courses required for the economics major and the required courses for the business major. Such students will need to take one additional elective.

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

For all other majors: ECON 101-102 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 45 credit hours that include CMSCI 101, 120, or 125 (choose two); ECON 101, ECON 102, ACCT 101, BUS 307, BUS/IFSY 311, BUS 340, BUS 360, IFSY 340, IFSY 355, IFSY 395, IFSY 475 and six other credits in information systems. (This assumes that students fulfill the core requirement in mathematics with MATH 105 Elementary Statistics or BUS 320 Statistics.)

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 307, 313, 327, 329, 333, 335, 360, 440 and 441; ACCT 101; ECON 101 and 102; and three sport management electives.

One of the sport management electives is a breadth elective and must be selected from HIST 265, SOC 211, PSYCH 320, COMM 326, or BUS 395. The other two electives are depth electives and must be selected from BUS 328, 336, 339, 424, and 480.
SPORT MANAGEMENT MINOR
The minor in sport management requires 18 hours: BUS 327, 329, 333, 335 and two sport management electives. (Business majors may take either BUS 301 or BUS 335 and then choose one additional elective)

One of the sport management electives is a breadth elective and must be selected from HIST 265, SOC 211, PSYCH 320, COMM 326, or BUS 395. The other elective is a depth elective and must be selected from BUS 328, 336, 339, 424, and 480.

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 business combinations and the preparation of consolidated financial statements for parent and subsidiary companies as well as partnership, not-for profit and fund accounting. 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 through the eyes of ethical business practitioners. 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. *(Full 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. *(Spring, even years)*

**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**  
**Planning and Executing Corporate and Sport Events (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: ECON 101 or permission of instructor. *(Fall)*

**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 (3)**  
An in-depth examination of the marketing practices, procedures and operations of professional, collegiate and recreational sport organizations and enterprises. 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 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, even years)

**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 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. (Fall)

**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)**
Investigates the use of computer networks such as the Internet to perform various business activities. Students will be taught how to design an e-commerce web site. Prerequisite: BUS/IFSY 311. (As needed)

**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. (Seniors are not eligible.) (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. (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, 360 and MATH 105. (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. (Spring, odd years)

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,
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models and techniques to use in managing ethical dilemmas. Prerequisite: BUS 327 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)
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Description</th>
<th>Prerequisites</th>
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<tr>
<td>ECON 320</td>
<td>Statistics (3)</td>
<td></td>
<td>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. <em>(As needed)</em></td>
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<tr>
<td>ECON 322</td>
<td>Thinking Strategically: An Introduction to Game Theory (3)</td>
<td></td>
<td>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. <em>(As needed)</em></td>
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<tr>
<td>ECON 329</td>
<td>Business and Economics of Sports (3)</td>
<td></td>
<td>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. <em>(Fall)</em></td>
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<tr>
<td>ECON 340</td>
<td>Management Science (3)</td>
<td></td>
<td>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. <em>(Fall and Spring)</em></td>
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<tr>
<td>ECON 360</td>
<td>Global Business and Economics (3)</td>
<td></td>
<td>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. <em>(Fall and Spring)</em></td>
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<tr>
<td>ECON 398</td>
<td>Independent Study (1-3)</td>
<td></td>
<td>Permission of the instructor, the department chair, dean of the school/college and the associate provost is required. <em>(As needed)</em></td>
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<tr>
<td>ECON 403</td>
<td>Econometrics (3)</td>
<td></td>
<td>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. <em>(Fall)</em></td>
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<tr>
<td>ECON 406</td>
<td>History of Economic Thought (3)</td>
<td></td>
<td>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</td>
<td><em>(Fall)</em></td>
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</table>
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.

**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**

**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. Prerequisite: MATH 101/102 or placement by department. *(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 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)*

**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)*

**IFSY 390 E-Commerce (3)**
Investigates the use of computer networks such as the Internet to perform various business activities. Students will be taught how to design an e-commerce web site. Prerequisite: BUS/IFSY 311. *(As needed)*

**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)*

**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 475  
**Senior Project (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**  
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 Planning and Executing Corporate and Sport Events**  
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: ECON 101 or permission of instructor. *(Fall)*

**BUS 329 Business and Economics of Sports**  
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**  
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 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**  
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**  
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, even years)*
BUS 339  **Sport Communications**  
Examines the relationships that exist between the media and sport organizations in America, including the roles newspapers, magazines, radio, television and the internet have assumed as commercial enterprises in reporting on sports. It also examines development, organization, objectives, and performance of media as well as the technology they use.  
(As needed)

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 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. Seniors are not eligible to enroll in this course.  
(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.  
(Spring, odd years)

BUS 440  **Ethics in Sport Management**  
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 or permission of instructor.  
(Fall)

BUS 441  **Sport Management Policy**  
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, 333, 335, 440.  
(Spring)
SCHOOL OF EDUCATION AND HUMAN SERVICES

Department of Education

Dean: Dr. Barbara Martin Palmer
Professor: Barbara Martin Palmer (Dean), Thomas H. Powell
Assistant Professors: Carolyn L. Cook, Caroline M. Eick, J. Laura Corbin Frazier, Barbara Marinak, Angela M. Mucci, Patrick A. Ryan
Lecturers: Stacey Brown-Hobbs, 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. 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.
REQUIREMENTS FOR ENTERING TEACHER EDUCATION PROGRAMS

- Submit an “Application for Admission” to the coordinator of teacher education 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 acceptance or rejection of the application.
- 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, and GNRCI 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 2.5 or higher from the evaluation panel (4-point rubric).
- Achieve a passing score on the admission portfolio.
- 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 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 education department. Students may apply in writing to the coordinator of teacher education 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 Education Advisory Committee.
- There is a fee of $200 for the Internship I program, generally payable upon registration for the first course in Internship I. There is a fee of $250 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

Program completers of a Maryland Approved Program may apply for teacher certification in Maryland. A program completer is the teacher candidate who has 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, die cuts, 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 teacher education majors. Students have the opportunity to preview and evaluate software as well as 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 core curriculum, the elementary education major must take a total of 52 credit hours in the professional course sequence: EDUC 100, 202, 206, 210, 228, 240, 303, 313, 330, 331, 335, 340, 440, 480, 495 and SPED 308 and 339. Also required are MATH 108 and 109 and three courses in general science, as approved by the Department of Education (must include both a physical and biological science). Students who must enroll in MATH 101 Elementary College Algebra must earn a minimum of 123 credit hours for the degree. Elementary education majors are encouraged to develop a concentration of courses in one of the following areas: art, communications, drama, English, foreign language, history, mathematics, music, psychology, science or social studies.

ELEMENTARY/SPECIAL EDUCATION MAJOR
The elementary/special education program requires a major in elementary education and 25 credit hours 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, 206, 210, 228, 240, 313, 330, 331, 335, 340, 440, 495 and SPED 308, 339, 411, 433, 434 and 480; MATH 108 and 109; and three courses in general science, as approved by the Department of Education (must include both a physical and biological science).

B.S. PROGRAMS IN EDUCATION, CENTER FOR PROFESSIONAL AND CONTINUING STUDIES, FREDERICK
The elementary education degree-completion program is described on p.194. Elementary/special education is also offered through the Center for Professional and Continuing Studies.

SECONDARY EDUCATION SOCIAL STUDIES MAJOR
The secondary education social studies major requires the following: EDUC 100, 210, 240, 325, 328, 340, 414, 427, 440, 485, 495 and SPED 308; PSCI 100, 212 and two electives 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
Additional programs are designed to prepare students to teach at the secondary level in English, foreign languages or mathematics. Each student who plans to teach at the secondary level must have a content area major. A minimum of 37 credit hours in education is required. Students take EDUC 100, 210, 240, 325, 340, 414, 427, 436 or FLED 400, 440, 485, 495 and SPED 308. An advisor in the teacher education unit 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 (grades 7-12). 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. A minimum of 40 credit hours in education is required. Students take EDUC 100, 206, 210, 240, 325, 340, 414, 427, 430, 440, 485, 495 and SPED 308. Art courses include: FAAR 105, 108, 106, 402 and 18 credits of art electives. 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, 210, SPED 308 and 9 credit hours from the following: EDUC 202, 206, 228, 325, 414, 427 and Technology Labs (EDUC 240, 340, 440).

EDUCATION COURSE DESCRIPTIONS

EDUC 100 Foundations of American Education (3)
Examines some of the historical, philosophical, sociological and cultural foundations of American education. Curriculum content and organization and basic teaching competencies are introduced and discussed in their relation to the changing mission of schools. Field experience is required. Fulfills Veritas social science domain requirement. (Fall and Spring)

EDUC 202 Materials for Teaching Reading (3)
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. Teacher candidates should leave this course with an understanding of research-supported programs, 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 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 is required. Prerequisite: EDUC 100. (Fall and Spring) MSDE Approved

EDUC 206 Human Development: Children and Youth (3)
Focuses on the psychological, social, emotional and biological development of individuals from early childhood through the young adult years. Emphasis is placed on the interaction between aspects of human development and the educative process. Field experience is required. Prerequisite: EDUC 100. (Fall)

EDUC 210 Educational Psychology (3)
Emphasizes learning theory, classroom atmosphere and the process of evaluation. Application of research in education and psychology as it pertains to teacher and learner is addressed. Also examines student characteristics, student diversity and individual differences. Field experience is required. Prerequisite: EDUC 100. (Spring) Fulfills Veritas writing intensive course requirement.

EDUC 228 Processes and Acquisition of Reading (3)
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 is organized around current, accepted, research-based theoretical models that account for individual differences in reading. Introduction to language structures including spoken syllables, phonemes, graphemes and morphemes is included in this course. Participants will apply knowledge of the core areas of language to reading acquisition in terms of first and second language acquisition, typical development and exceptionalities. Participants will be introduced to current scientific research. Field experience is required. Prerequisite: EDUC 100. (Fall and Spring) MSDE Approved
EDUC 240  Educational Technology Lab I (1)
Focuses on the technology tools that an education student will need to be successful in an
education program. Specific topics include Chalk and Wire™, file saving formats, lesson
template, web browsers, Internet searches, hardware, fair use and copyright
regulations. Prerequisite: EDUC 100. (Fall)

EDUC 303  Behavior Management (3)
Provides teacher candidates with an understanding and repertoire of tools to sustain
positive behavior in students and to reinforce good learning strategies in managing a
classroom. Teacher candidates will gain practical experience in observing and managing
student learning behaviors. Attention will be given to the role of the teacher in
classroom management. Prerequisite: EDUC 210. (Fall)

SPED 308  Education of Children with Exceptionalities (3)
Introduces teacher candidates to the academic, behavioral and psychodevelopmental
characteristics of children with exceptionalities and to the processes of their
identification and remediation. Emphasis on developing adaptive education strategies for
children with exceptionalities who are integrated into the regular education setting and
children from diverse cultural backgrounds. Field experience is required. Prerequisite:
EDUC 210. (Fall)

EDUC 313  Instruction of Reading (3)
Provides the teacher candidate the ability to use 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, critiquing
good and inadequate models, and reviewing the research support available for those
approaches. Prerequisites: EDUC 202, 228. (Spring during Internship I) MSDE Approved

EDUC 316  Technology in the Classroom (3) (Center for Professional and Continuing Studies only)
This course will prepare teacher candidates to integrate technology with the teaching/
learning process. Teacher candidates will explore, incorporate and evaluate the use of
computer software, Web 2.0, Chalk and Wire™, fair use, copyright and multimedia
classroom instruction.

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. 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 affecting dimensions of reading. Prerequisite: EDUC 210. (Fall) MSDE Approved

EDUC 328  Teaching Social Studies in Secondary Schools (3)
Presents current curriculum trends, research, materials, methods, and activities in the
teaching of social studies and the use of resource materials. Field experience is required.
Lab fee applies. Prerequisite: EDUC 210. (Spring during Internship I)

EDUC 330  Teaching Science in the Elementary Schools (3)
Presents methods, techniques, strategies and materials of teaching science that will
enable the teacher candidate to stimulate children to wonder, to be good observers, 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. Prerequisites: GNSCI 120 or 105, GNSCI 101,
GNSCI 102 and EDUC 210. (Spring during Internship I, Fall during Internship I for
B.S. programs at the Center for Professional and Continuing Studies)

EDUC 331  Teaching Social Studies in the Elementary Schools (3)
Acquaints teacher candidates with the themes and content in social studies instruction.
Includes modeling and discussions of current instructional methods, including the use
of technology. A major focus will be on character education and multicultural issues
in the classroom. Field experience is required. Prerequisite: EDUC 210.  
(Spring during Internship I)

EDUC 335 Teaching Mathematics in Elementary Schools (3)
Presents instructional techniques and methods through a variety of approaches. Emphasis on manipulatives, task analysis, assessment, computer and calculator technology in math. Field experience is required. Prerequisites: MATH 108 and 109 and EDUC 210. (Spring during Internship I, Fall during Internship I for B.S. programs at the Center for Professional and Continuing Studies)

SPED 339 Reading Assessment and Intervention (3)
Assists teacher candidates in becoming proficient consumers and users of classic based assessments and assessment data. Instruction will focus on: building knowledge of the purposes of the assessment; types of assessment tools; how to administer and use several valid, reliable, well researched formal and informal assessments of reading; related skills of how to effectively interpret the results of assessments; and how to communicate assessment results in a variety of contexts. Teacher candidates will show that they can use assessment data to guide instructional decisions. Teacher candidates will demonstrate their abilities by selecting, administering and/or interpreting assessments appropriate for screening, progress monitoring, diagnosing and outcome measurement. Prerequisites: EDUC 202, 228. (Spring during Internship I) MSDE Approved

EDUC 340 Educational Technology Lab II (1)
Focuses on the teacher technology skills that will be used during internships. Specific topics include electronic gradebooks, classroom uses of Microsoft™ Office products, WebQuests, and other educational software applications. Prerequisite: EDUC 240. (Fall)

EDUC/EDNW 343 Globalization and Education (3)
Students will study post-colonial developments in educational policies in the Sub-Saharan Cameroon, and compare these to developments in the United States 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. For students willing and able to travel, this course also includes a trip to Bankondji, Cameroon. Students who cannot travel will visit the Cameroon Embassy in Washington, D.C., and interview native Cameroonians. This course satisfies the Non-West core requirement. (Spring)

EDUC 398 Independent Study (1-3)
Permission of the instructor, coordinator of teacher education and dean of the School of Education and Human Services is required. (As needed)

EDUC 399 Special Topics (1-3)
Supplements program offerings by permitting the pursuit of special subjects of thematic or interdisciplinary interest. Prerequisite: Permission of department chair. (As needed)

SPED 411 Methods and Management for Inclusive Settings (3)
Focuses on the study of teaching methods and classroom-management techniques for the inclusive setting. Particular emphasis is placed on specific strategies and behavioral interventions that enhance the learning of students with special needs. The course is for students who are part of the Elementary/Special Education program. Field experience is required. Prerequisite: SPED 308. (Fall)

EDUC 414 Secondary Educational Assessment and Measurement (3)
Provides secondary education teacher candidates with a wide spectrum of tools to assess student learning and teacher effectiveness. Teacher candidates will gain practical experience in creating classroom assessment devices integrating content areas and technology. Emphasis on secondary school standardized tests, classroom tests and performance-based assessment such as portfolios and the Maryland School Assessment programs. Prerequisite: SPED 308. (Spring during Internship I)
EDUC 427 Reading in the Secondary Content Areas II (3)
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. It is assumed that teacher candidates enrolled in this course are already familiar with an array of strategies that include anticipatory strategies, higher order questions, vocabulary collection strategies, note-taking, reciprocal teaching, and more from EDUC 325. Prerequisite: EDUC 325. *(Spring during Internship I)* MSDE Approved

EDUC 430 Art Methods (3)
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 210. *(Spring during Internship I)*

SPED 433 Assessment in Special Education (3)
Provides for the study, interpretation and use of a variety of commercial assessment tools used in the field of special education. Teacher candidates will collect and analyze data obtained in an inclusive classroom or special education setting. The data will be used to construct developmentally appropriate classroom activities. A field component is required. Prerequisites: SPED 308 and 411. *(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. A field component is required. Prerequisites: SPED 308 and 411. *(Summer)*

EDUC 436 Content Area Pedagogy (3)
Explores models of instruction and teaching methods that guide and support adolescent and young adult learning. Emphasis given to lesson and unit planning and communication strategies across the curriculum, and the use of instructional resources including technology. Field experiences are discipline-specific and extend student knowledge of teaching and learning. Prerequisite: EDUC 210. *(Spring during Internship I)*

EDUC 440 Educational Technology Lab III (1)
Focuses on the technology skills to create the Internship II portfolio. Expands and applies the experiences of Technology Lab I and II. Prerequisite: EDUC 340. *(Fall during Internship II)*

EDUC 480 Teacher Internship/Elementary (10)
Provides the teacher candidate the opportunity to participate in observation and supervised student teaching in the professional development school. Internship fee applies. In accordance with the Maryland State Department of Education policy, teacher internships across all programs will occur in professional development school sites. Prerequisite: EDUC 303. *(Fall)*

SPED 480 Teacher Internship/Special Education (10)
Provides the teacher candidate the opportunity to participate in observation and supervised teacher internning under the mentorship of a special educator, a classroom teacher, a site supervisor and a University supervisor. In accordance with Maryland State Department of Education policy, teacher internships across all programs will occur in professional development school sites. Prerequisite: SPED 434. *(Fall)*

EDUC 485 Teacher Internship/Secondary (10)
Provides the teacher candidate the opportunity to participate in observation and supervised student teaching in the professional development school. Internship fee applies. In accordance with Maryland State Department of Education policy, teacher internships across all programs will occur in professional development school sites. Prerequisite: EDUC 414. *(Fall)*

EDUC 495 Professional Seminar (3)
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
interns’ specific classroom placements. Interns also will focus on career planning and development, resulting in the preparation of a résumé, a philosophy of education, action research and a portfolio. Open only to senior elementary, elementary/special education and secondary education majors. A companion to and taken concurrently with Teacher Internship (EDUC 480, SPED 480 or EDUC 485). Prerequisite: EDUC 303, SPED 411 or EDUC 414. (Fall)

**FLED 400**
Methods of Teaching Foreign Languages in Schools (3)
This course addresses the needs of teacher candidates who are preparing to teach a foreign language in the 7 – 12 grade 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)
SCHOOL OF EDUCATION AND HUMAN SERVICES

Department of Sociology

Dean: Dr. Barbara Martin Palmer
Professor: Martin Malone
Associate Professors: Virginia McGovern (Chair), Timothy Wolfe
Assistant Professor: Kim Hansen
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.

SOCIOLGY 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.

SOCIOLGY 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.193. (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)

CVSO 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)*

THSOC 207 Catholic Social Teaching (3)
Same as THEOL 207. *(Spring)*

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 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)*
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<tr>
<th>Course Code</th>
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<tr>
<td>SOC 300</td>
<td>Social Theory (3)</td>
<td>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)</td>
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<tr>
<td>SOC 303</td>
<td>Sociology of Gender (3)</td>
<td>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)</td>
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<tr>
<td>SOC 304</td>
<td>Race and Ethnicity (3)</td>
<td>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)</td>
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<tr>
<td>SOC 307</td>
<td>Social Inequality (3)</td>
<td>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)</td>
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<tr>
<td>SOC 314</td>
<td>Deviant Behavior (3)</td>
<td>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)</td>
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<tr>
<td>SOC 320</td>
<td>Special Topics (3)</td>
<td>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)</td>
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<td>SOC 398</td>
<td>Independent Study (1-3)</td>
<td>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)</td>
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<tr>
<td>SOCNW 360</td>
<td>Pre-Columbian Civilizations of the Americas (3)</td>
<td>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. This course satisfies the core curriculum’s Non-Western requirement. (As needed)</td>
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SOCNW 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. This course satisfies the core curriculum’s Non-Western requirement. \(\text{As needed}\)

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. \(\text{Fall}\)

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. \(\text{Spring}\)

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. \(\text{Fall and Spring}\)

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. \(\text{Spring}\)

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. \(\text{Spring}\)

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. \(\text{Fall}\)

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. \(\text{Fall}\)

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. \(\text{As needed}\)
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<tr>
<td>CJJUST 310</td>
<td>Oral Communication, Media Relations and Courtroom Testifying (3)</td>
<td>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)</td>
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<tr>
<td>CJJUST 317</td>
<td>Criminal Law (3)</td>
<td>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 CJJUST 110. (Spring)</td>
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<tr>
<td>CJJUST 318</td>
<td>Criminology (3)</td>
<td>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 CJJUST 110. (Fall)</td>
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<tr>
<td>CJJUST 320</td>
<td>Special Topics (3)</td>
<td>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)</td>
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<tr>
<td>CJJUST 321</td>
<td>Environmental Crime (3)</td>
<td>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)</td>
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<tr>
<td>CJJUST 335</td>
<td>Juvenile Delinquency and Juvenile Justice (3)</td>
<td>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)</td>
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<tr>
<td>CJJUST 345</td>
<td>Criminal Investigation (3)</td>
<td>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)</td>
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<tr>
<td>CJJUST 365</td>
<td>Drugs and Crime (3)</td>
<td>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)</td>
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<tr>
<td>CJJUST 370</td>
<td>Organized Crime (3)</td>
<td>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)</td>
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<tr>
<td>CJJUST 380</td>
<td>White Collar Crime (3)</td>
<td>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)</td>
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<tr>
<td>CJJUST 480</td>
<td>Internship (1-6)</td>
<td>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, CJJUST 110 for criminal justice majors. This course is normally available only for juniors and seniors. (Fall and Spring) Non-traditional program criminal justice course descriptions</td>
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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 and 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 and Information Technology (3)
(Center for Professional and 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.
Department of Mathematics and Computer Science

Dean: David W. Bushman
Professor: Frederick Portier (Chair)
Associate Professor: Melanie Butler, Brian Heinold, Luca Petrelli
Assistant Professors: Jonelle Hook, Scott Weiss
Lecturer: Chris Jarvis

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. The ultimate objective of the programs are to develop educated women and men who have the ability to reason logically, express themselves with precision, and apply appropriate problem-solving techniques.

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

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

COMPUTER SCIENCE MAJOR
The Bachelor of Science degree in computer science requires a minimum of 36 credit hours in computer science plus seven credit hours in mathematics. The required courses are CMSCI 120, 125, 228, 254, 277 and 475. In addition to the required computer science courses, students must take six additional courses at the 300 level or above. These must include one of CMSCI 356 or CMSCI 349 and one of CMSCI 385 or CMSCI 453. At most three credits of Practicum (492, 493) may be applied towards the B.S. in computer science. The required mathematics courses are MATH 247 and 285.

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, 277, and six additional credit hours in computer science at the 200 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 will be allowed to double-count CMSCI 120.
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 MATH 228, 247, 248, 249, 285, 364, 368, 384, 495 and 496. In addition to the required mathematics 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.

Computer science majors who decide to minor in mathematics may not count CMSCI 228 for the minor in mathematics.

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 for both degree programs and are thus double counted: CMSCI 120, CMSCI 228, MATH 247, and MATH 285. The double major in mathematics and computer science requires a minimum of 68 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. A minimum of 20 credit hours is necessary for the minor in mathematics. Required courses are MATH 247, 248 and four additional mathematics courses at the 200 or above level. Practicum (492, 493) may not be applied toward 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 109  Internet Intelligence (3)
This is an overview of the history, applications, and legal issues concerning the World Wide Web. Students will improve their proficiency in using search engines, electronic mail, instant messaging, and online programs. Students will also gain hands-on experience with web page design. No computer experience is presumed. (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  Computer Programming 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  Computer Programming 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, graph theory and applied algebra. Applications to computer science are emphasized. Same as IFSY 228 and MATH 228. (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 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: dynamic procedure activation, system structure, evaluation, memory management, process management, recovery procedures, 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. 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. Coverage of 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: 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. Requires 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 475  Senior Project (3)
Students complete a major computer science project. At the beginning of the term, with the help of the instructor, students find a client who needs an application written. Projects may come from on- or off-campus sources. As the students develop their projects, they also present material from areas of interest in computer science. Prerequisites: CMSCI 254 or permission of the instructor. Recommended: CMSCI 349. *(Fall)*

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 utilized. (Fall and Spring)

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)

MATH 110  Prelude to Mathematical Thought (3)
This course serves as an introduction to mathematical reasoning. Emphasis will be on
reading and interpreting problems as well as developing fundamental problem-solving
strategies. In addition, the course will familiarize students with mathematical notation
and develop the writing skills needed to explain solutions with precision. Possible topics
include puzzle problems, algebraic and logical reasoning, pattern recognition, and
counting techniques. This course may be used to prepare for MATH 111. (Fall)

MATH 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)

MATH 228  Discrete Mathematics (3)
This course introduces the basic techniques and methods of reasoning for discrete
problem solving. Topics include induction, set theory, elementary combinatorics, graph
theory and applied algebra. Applications to computer science are emphasized. Same as
CMSCI and IFSY 228. (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, linear programming, 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.  (Fall, 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)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title and Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 398</td>
<td>Independent Study (1-3)</td>
</tr>
<tr>
<td></td>
<td>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)</td>
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<tr>
<td>MATH 436</td>
<td>Elementary Number Theory</td>
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<td>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. (As needed)</td>
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<tr>
<td>MATH 447</td>
<td>Introduction to Real Analysis (3)</td>
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<td>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)</td>
</tr>
<tr>
<td>MATH 457</td>
<td>Introduction to Complex Analysis (3)</td>
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<td>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)</td>
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<tr>
<td>MATH 472</td>
<td>Topology (3)</td>
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<td>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)</td>
</tr>
<tr>
<td>MATH 484</td>
<td>Numerical Methods (3)</td>
</tr>
<tr>
<td></td>
<td>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)</td>
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<tr>
<td>MATH 486</td>
<td>Operations Research (3)</td>
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<td>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)</td>
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<tr>
<td>MATH 489</td>
<td>Modeling and Simulation (3)</td>
</tr>
<tr>
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<td>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)</td>
</tr>
<tr>
<td>MATH 492, 493</td>
<td>Practicum (1-3)</td>
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<td></td>
<td>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)</td>
</tr>
<tr>
<td>MATH 495, 496</td>
<td>Seminar I, II (1, 1)</td>
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<td>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)</td>
</tr>
</tbody>
</table>
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)
Department of Psychology

Dean: David W. Bushman
Associate Professors: Robert Keefer (Chair), Mindy Korol
Visiting Assistant Professor: Kristy Hamilton

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 (40 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, 206, 208 and 209
- Experimental Group (one required) PSYCH 220, 230 or 240
- Elective Group (four required) PSYCH 207, 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 described on page 36 of this catalog. 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 206  Child Development (3)
Introduces human development from conception to adolescence, with attention to cognitive, emotional, biological and social changes. Prerequisite: PSYCH 100. (Fall)

PSYCH 207  Adult Development (3)
Provides a multidisciplinary introduction to life-span development after adolescence, including psychological, social and biological perspectives on adulthood and aging. Prerequisite: PSYCH 100. (Spring, odd years)

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 (3)
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:          David W. Bushman
Professors:    David Bushman (Dean), Danny Miles
Associate Professors: Jennifer Staiger (chair), Michael Epstein, Patricia Kreke, Christine McCauslin, Jeffrey Simmons
Assistant Professors: Rosina Bolen, Christopher Bradley, Kathryn Dye, Dana Ward
Lecturers:     Sarah Brown, Andrea Solis

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. In addition, one faculty member serves as health professions advisor to provide the specialized assistance needed by students interested in medicine, dentistry, nursing, medical technology and other allied health professions.

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.

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.

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**

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 or 400
- Molecular and Cellular Biology: BIOL 314, 315, 420, 435 or BIOCH 405
- Ecology and Evolution: BIOL 200, 225, 250, 325 or 406

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 bio-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 (DUAL-DEGREE PROGRAM)**

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 is completed at Mt. St. Mary’s University** and consists of completion of the Mount Veritas curriculum; BIOL 110, 111, 208, 298, 299, 300, 410; CHEM 101 and 102; MATH 105; PSYCH 100, 206, and 207; SOC 100. Students who meet these requirements at Mt. 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 dual-degree programs. Completion of phase I at Mount St. Mary’s University typically takes 3 years.

- **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 MSMU B.S. degree. Students then continue to complete remaining requirements of the partnering institution resulting in a B.S. degree in Nursing. Mount St. Mary’s has two dual-degree Nursing partners: Johns Hopkins University in Baltimore, Maryland and Shenandoah University in Winchester, Virginia.

**Johns Hopkins University**

Johns Hopkins University has two accelerated track options from which our dual degree students may choose: a 13-month summer entry accelerated program or a 17-month fall entry accelerated program. Upon successful completion of either track, the student receives a B.S. degree in nursing 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 also take a 1-credit medical terminology course and must sit for the TEAS (Test of Essential Academic Skills) exam. Upon successful completion of SU coursework, the student receives a B.S. degree in nursing and is qualified to take the National Council Licensure Examination (NCLEX) to obtain licensure as a registered nurse.

**BIOLOGY/PHYSICAL THERAPY (DUAL-DEGREE PROGRAM)**
A cooperative program between Mount St. Mary’s and the Sacred Heart University School of Physical Therapy is available to students who seek to pursue a career in physical therapy and also want a solid liberal arts education. This dual-degree program allows a student to earn degrees from both participating institutions over a six-year period. In the program the undergraduate student attends Mount St. Mary’s for three academic years and the Sacred Heart University School of Physical Therapy for three academic years. Upon meeting all requirements, usually at the end of the first year at Sacred Heart University, a B.S. in biology is awarded from Mount St. Mary’s University. At the end of the six years, a Doctor of Physical Therapy degree is awarded from Sacred Heart University.

The dual-degree requirements at Mount St. Mary’s are completion of the Mount core curriculum plus BIOL 110, 111, 298, 299, 410, and one four-credit laboratory BIOL elective (BIOL 300 recommended); CHEM 101 and 102; MATH 105, 114 or 247; PHYS 101 and 102 or 201 and 202; PSYCH 100 and a PSYCH elective. A student who satisfies these requirements at Mount St. Mary’s with a cumulative grade point average of at least 3.0 overall, a grade point average of at least 3.2 in the graduate program prerequisites (listed in italics), has the recommendation of the Health Professions Advisor at Mount St. Mary’s, and successfully completes an on-site interview will have preferential admission status to the Sacred Heart University School of Physical Therapy. Two specific four credit courses at SHU will serve as electives to complete the biology degree requirements at MSM. The student must fulfill these requirements to graduate in four years from MSM.

**ANY MOUNT ST. MARY’S MAJOR/OCCUPATIONAL THERAPY (DUAL-DEGREE PROGRAM)**
A cooperative program between Mount St. Mary’s and the Sacred Heart University School of Occupational Therapy is available to students who seek to pursue a career in occupational therapy and also want a solid liberal arts education. This dual-degree program allows a student to earn degrees from both participating institutions over a six-year period. In the program a student first earns an undergraduate degree from Mount St. Mary’s University, then attends the Sacred Heart University School of Occupational Therapy for two academic years. Once all degree requirements are met, a master’s degree in occupational therapy is awarded from Sacred Heart University.

The dual-degree requirements at Mount St. Mary’s are completion of the Mount core curriculum plus a Mount major and also the following prerequisite courses: BIOL 110, 111,298, 299; MATH 105; PSYCH 100, 203 and either 206 or 207; SOC 100; COMM 230; Life of Virtue course in philosophy or theology; and the Global Encounters course. A student who satisfies these requirements at Mount St. Mary’s with a cumulative grade point average of at least 3.0 overall and a grade point average of at least 3.2 in the graduate program prerequisites (listed above in italics,) and has the recommendation of the health professions advisor at Mount St. Mary’s and successfully completes an on-site interview, will have preferential admission status to the Sacred Heart University School of Occupational Therapy.
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 majors are required to complete CHEM 101-102, 201-202, 210, 303, 304, 410 and either CHEM 404 or CHEM 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 (ENV 480), independent study (ENV 398) or research project (ENV 450).

Students are encouraged to select THEOL 207 Catholic Social Teaching. MATH 247-248 Calculus I and II, and PHYS 101-102 or 201-202 are strongly recommended for students planning to apply for graduate school.

No minor in environmental science is available.
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: 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- of better in BIOL 110. (Spring)

BIOL 200  Invertebrate Zoology (4)  
A comparative study of invertebrate animals, with a primary focus on the insects and other arthropods. This course provides a detailed study of the invertebrates: anatomy and physiology, behavior, and relationships with plants and other animals, including any medical importance to humans. This course fulfills the Ecology and Evolution area requirement in the Biology major. Integrated lecture and lab. Prerequisites: BIOL 110-111. (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 (1) 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)

BIOL 221  Genetics (4)
An introduction to the principles and mechanisms of heredity with an emphasis on classical Mendelian genetics. Other topics include molecular genetics and functional genomics. Elementary statistical methods will be employed with the laboratory component of the course focusing on experimental design using yeast as a model organism. This course 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: BIOL 221. (As needed)

BIOL 250  Animal Behavior (4)  
(BIOES 250)  
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: BIOL 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. Prerequisites: BIOL 110-111, CHEM 101 (CHEM 101 can be taken concurrently). (Fall)

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. Prerequisites: Grade of C- or above in BIOL 298, CHEM 101. (Spring)

BIOL 300  Microbiology (4)  
A fundamental course that examines microorganisms, their role in human disease and application in molecular biology. In this combined lab and lecture course, students will investigate growth, reproductive, metabolic and structural characteristics of bacteria and viruses. They will also study the classification of microbes and develop an understanding of their potential to cause human disease. This course fulfills the Organismal area requirement in the Biology major. Integrated lecture and lab. Prerequisites: BIOL 110-111, CHEM 101-102. (Spring)
BIOL 304  Embryology (4)
A study of human embryology with emphasis on the fundamental development processes common to vertebrate embryos. Topics include gametogenesis, fertilization, and development of the embryo from zygote through the differentiation of the neural tube. The second half of the course is devoted to the development of selected human organ systems including the nervous system, sense organs, and the cardiovascular, digestive, respiratory, and urogenital systems. Integrated lecture and lab. This course fulfills the Organismal area requirement in the Biology major. Prerequisite: BIOL 221.

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: BIOL 221, CHEM 201-202. (Spring, odd years)

BIOL 314  Virology (4)
This course is an introductory study of the major families of plant, bacterial, and animal viruses. Lecture topics include virus structure, replication cycles, use of viruses as research tools, and the role of viruses in disease. Prions, viroids, and virophage are also discussed. Laboratory utilizes 1) bacteriophage to emphasize the organismal aspects of viruses, and 2) animal virus to demonstrate the use of viruses in research and molecular biology. This course fulfills the Molecular and Cellular Biology area requirement in the Biology major. Integrated lecture and lab. Prerequisites: BIOL 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: BIOL 221 and CHEM 101-102. (Fall, even years)

BIOL 317  Methods in Aquatic Ecology (1)
(BIOES 317)
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  Ecology (4)
(BIOES 325)
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: BIOL 221 or permission of the instructor. (Fall, odd years).
BIOL 335 Pathophysiology (4)
An in depth study of the pathological processes that underlie human disease states. Emphasis will be placed on understanding mechanisms through which pathological states disrupt normal body homeostasis. Designed as a capstone course for those interested in health professions. This course fulfills the Organismal area requirement in the Biology major. Integrated lecture and lab. Prerequisites: BIOL 221, 298-299.  
(Spring, even years)

BIOL 340 Conservation Biology (3)
(BIOES 340)
Current and historical concepts in the field of conservation biology and wildlife management will be introduced and discussed. Students will learn about dynamics of small populations, the plight of endangered species, causes of extinction, and historical developments in conservation. Methods of conservation and preservation to protect species and habitat will be analyzed. Prerequisites: BIOL 221or 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 Toxicology (4)
(BIOES 400)
A discussion of drugs and poisons, the chemicals that affect living systems. Students will study how such chemicals produce their effects, as well as the mechanisms of exposure and metabolism of biologically active chemicals, particularly those that result in chronic illness. Topics include pharmacology (study of medicines), physiology of toxicant effects and detoxication, and ecotoxicology (the behavior of toxicants in the environment). This course fulfills the Organismal area requirement in the Biology major. Lecture and lab. Prerequisites: BIOL 221and CHEM 202 (or concurrent).  
(Spring, odd years)

BIOL 406 Evolution (4)
(BIOES 406)
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: BIOL221, 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 Watershed Ecology (4)
(BIOES 415)
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: BIOL 221 and CHEM 101-102.  
(Spring, even 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: BIOL 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: BIOL 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. (Fall and spring, even years)

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
(See also General Science: GNSCI 101 Concepts in Physical Science: From the Big Bang to Molecules)

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 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, odd 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. (Fall, even years)

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. (Spring, odd 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. (Fall and Spring)

CHEM 460 Special Topics in Chemistry (4)
A study of specialized areas of modern chemistry. Lecture and lab. Permission of the department chair required. (As needed)
CHEM 480 Internship (1-4)
Opportunities to gain practical experience in an off-campus program. The nature of
the work experience and the number of credits must be approved in advance by the
department chair. (As needed)

PHYSICS COURSE DESCRIPTIONS

PHYS 101-102 College Physics I and II (4, 4)
A two-semester algebra-based introduction to classical physics with emphasis on
concepts and problem solving. Topics include mechanics, Newton's laws, conservation
laws, waves and oscillations, fluid mechanics, electricity and magnetism, circuits and
optics. Integrated lecture and lab. Prerequisites or corequisite: college core math
requirement (normally MATH 105). (Fall and Spring)

PHYS 201-202 General Physics I and II (4, 4)
A two-semester calculus-based introduction to classical physics with emphasis on
concepts and problem solving. Topics include mechanics, Newton's laws, conservation
laws, waves and oscillations, fluid mechanics, electricity and magnetism, circuits and
optics. Integrated lecture and lab. Prerequisite for PHYS 201 and 202: MATH 247. (Fall
and Spring)

GENERAL SCIENCE COURSE DESCRIPTIONS

GNSCI 130 Discovery in 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

GNSCI 131 Discovery in 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 twenty-first 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

Lectures 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

GNSCI 132 Discovery in 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
GNSCI 133  Discovery in 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

GNSCI 134  Discovery in 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. Integrated lecture and lab. Prerequisite: none

GNSCI 135  Discovery in 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

GNSCI 136  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
COLLEGE OF LIBERAL ARTS

Department of Communication Studies

Dean: Joshua P. Hochschild
Professors: Alfred Mueller (Chair), Carl Glover, Carmen Schmersahl
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:** Choose four of the following courses-- COMM 305, COMM 308, COMM 329, COMM 374, COMM 380
- **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.176 for more information.

**COMMUNICATION STUDIES COURSE DESCRIPTIONS**

**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 286  Creative Writing**

Study and practice of creative writing techniques. Students are expected to produce a short story and some poetry. *(Same as ENGL 286.)* *(Fall)*
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 308  Personal Writing (3)
A course in writing the informal essay. Students also read essays by modern British and American writers. (Fall, odd years)

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 329  Spiritual Writing (3)
A course in writing for the spirit. Students will be exposed to a variety of texts and guided in the use of journey metaphors to explore writing as a vehicle for devotion or meditation. (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 304  Business Communications: Written and Oral (3)
Forms and techniques most often encountered in business communications: business letters, letters of application, résumés, memoranda, reports and oral briefings. (Same as BUS 304.) (Fall)

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).
FACM 309  Graphic Design (3)
Expands and elaborates on material covered in Two-Dimensional Design (FAAR 108). A study of layout principles, mechanics, 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.)

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: ECON 102. (Same as BUS 313.) (Fall and Spring)

BUSCM 333  Sports Marketing (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)
COLLEGE OF LIBERAL ARTS

Department of English

Dean: Joshua P. Hochschild

University Professor: Carol Hinds

Professor: Peter Dorsey

Associate Professor: Sarah K. Scott (Chair), Indrani Mitra, Leona Sevick

Assistant Professors: Thomas Bligh, John Bugbee, David Wehner

Lecturer: Roberta McFadden

Students in the English program explore the ways literature represents the human experience and our 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 VTAMC 202 and VTAGC 301 (3 credits counted toward English major), ENGL 261, and ENGL 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 1600, 1 after 1600); 2 courses in American literature; GEENG 4/3xx; MODEN 300; and 3 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.77) and must complete a slightly different set of major requirements: ENGL 318, ENGL 380, COMM 204, one additional course in British/European literature pre-1600, one course in British/European literature post-1600, 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 and VTAMC 202 or VTAGC 301 may count for six of these credits; taking four 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 ENGL 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 Communications Studies departments. See p.176 for further information.

ENGLISH COURSE DESCRIPTIONS

MODEN 3/400 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)

GEENG 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

ENGL 100 Writing Intensive course (3)
Various topics will be offered under this course designation. All courses meet the university’s writing intensive course requirement in the Veritas program.

ENGL 110 The American Western: Fiction and Film (3)
A study of the American western as a distinct genre of writing stories and turning them into movies. Classic texts (e.g., Shane, The Virginian) will be read, and defining films in the tradition will be screened (e.g., Stagecoach, High Noon). Changes to the genre in more recent films will also be examined.

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). Both 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 The Short Story (3)
A study of the evolution of the short-story form, from the nineteenth century through post-modernism.

ENGL 116 Japanese Cinema (3)
An examination of the variety in Japanese cinema since World War I, with an emphasis on historical films and the samurai tradition.
ENGL 118  
**Introduction to Poetry (3)**  
An appreciation and examination of a wide range of poetic forms and styles, with an emphasis on sharpening students’ interpretative skills.

ENGL 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 are expected to produce a short story and some poetry. *(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, Dostoevsky, 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, Chesnutt, 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)  
American fiction, poetry and drama written since World War II, studied in the context of contemporary American culture and literary forms.

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 core requirement.)

ENGL 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 core requirement.)

ENGL 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 core 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 core 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-Studies core 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 their classmates, and will produce at least two short stories of their own. Prerequisite: ENGL 286 (Spring, even years)

ENGL 386  Poetry Workshop (3)
Students in this course 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 will concentrate on the work of Catholic novelists and/or poets, short-story writers, and dramatists. It will include authors such as Bernanos, Endo, Dubus, Greene, Hansen, Hassler, Hopkins, O’Conner, 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: 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. 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 201 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.154) 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 or civilization course on Spain and one culture or civilization course on Latin America. Students who minor in Spanish are required to take a minimum of 12 credit hours at Mount St. Mary’s.

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.38 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 core language requirement. (101 Fall, 102 Spring)

CVFL 201  
The West in the Modern World: Migration: Identity and Integration (3)  
A study of the significant and continuing impact of migration on such issues as identity and integration in Germany and, to a lesser degree, in Europe from 1850 to the present. (May be applied to German major) (As needed)

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 (3)
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)*

FLNW 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)*

FLNW 440 Building Castles in Sand: Tahiti, Martinique, and Other French-speaking Islands
See description of FREN 440 on pg.129.

LATIN 330 Hollywood and Rome (3)
See description of LATIN 330 on pg.134.

FRENCH COURSE DESCRIPTIONS

FREN 101-102 Beginning French I and II (3, 3)
These introductory courses are aimed at developing basic communicative proficiency in French and also offer insight into French-speaking cultures. *(101 Fall; 102 Spring)*

FREN 201-202 Intermediate French I and II (3, 3)
These intermediate courses review material typically covered in a first-year French course. They are aimed at building student proficiency in all four language skills (listening, speaking, reading and writing) and enhancing knowledge of the cultures of French-speaking people. Upon completion of FREN 201 with C or better, eligible students will receive three credits prior learning for FREN 200. Prerequisite: FREN 102 or equivalent. *(201 Fall; 202 Spring)*

FREN 210 Intermediate French Conversation (1)
Students learn vocabulary for a variety of daily conversational situations and strive toward intermediate speaking proficiency.

FREN 250 Study Tour: Selected Geographical Area (1-3)
Group cultural study tour in a particular geographical area in the French-speaking world. Students will enhance their general cultural knowledge of that region with a Mount professor. This course is conducted in English. May be repeated for credit.

FREN 270 Study Abroad: Selected Geographical Area (3-12)
Individual or group study in a particular geographical area in the French-speaking world. Students will complete language skills courses at an approved foreign language institute or university equivalent to 200-level foreign language Mount courses. May be repeated for credit.
FREN 301  Introduction to French Studies (3)
The purpose of this course is to help students transition in their language ability from intermediate language learners to more advanced learners. Students will be given extensive practice in speaking and writing through reading, analysis and class discussion of a variety of contemporary texts which may include media articles, music, visual images, short stories, movies and broadcasts. Upon completion of FREN 301 with C or better, eligible students will receive six credits prior learning for FREN 300. Prerequisite: FREN 202 or equivalent.

FREN 302  Writing Provence: Advanced Composition (3)
This advanced review of French grammar examines the visual and literary arts of Provence and the ways in which its culture and geography have inspired numerous French writers and artists. Through the study of this region, students refine their ability to read and write a range of styles. Prerequisite: FREN 301 or equivalent.

FREN 310  French for Business (3)
This course provides students with a general knowledge of French business practices and the vocabulary necessary to function in a variety of professional settings. The students learn terms and concepts related to the fields of economics, management, finance, marketing as well as contemporary French civilization which connects to the business world. Prerequisite: FREN 301 or equivalent.

FREN 315  French Civilization through the Vallée de la Loire (3)
Taking the Loire Valley as its text, this course introduces students to the major historical and cultural developments of French civilization prior to 1880 through readings and discussions of selected texts of historical and literary importance, works of art, architecture and music originating in this region. Prerequisite: FREN 202 or equivalent.

FREN 320  Modern France: La Belle Epoque to 1968 (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 “Belle Epoque” to 1968. 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)  
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.

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 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 Italian Language & Culture (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. Prerequisite: ITALN 201 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  Italian Language & Culture (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 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 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-Colombian 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.
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.

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.

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.

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.

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.

Latin American Civilization (3)
The study of Pre-Colombian civilizations up to the Colonial period. Prerequisite: SPAN 301 or equivalent.

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.

Costa Rican Culture (3)
The study of various aspects of Costa Rican culture. This course is taught in Costa Rica during the summer program. It may fulfill the Non-Western core requirement. Sophomores who wish to count this course as their Non-Western core course must request prior permission from the dean of the College of Liberal Arts. Prerequisite: SPAN 202 or equivalent.

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.

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.

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.

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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
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<tbody>
<tr>
<td>SPAN 355</td>
<td>Survey of Latin American Literature (3)</td>
<td>A survey of Latin American Literature from the pre-Columbian times to contemporary period. Prerequisite: SPAN 301 or equivalent.</td>
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<tr>
<td>SPAN 360</td>
<td>Experiencia Patagonica (3)</td>
<td>Students examine both the Patagonian and broader Argentine cultures in class and experience the cultures of their study through mandatory study abroad in Argentina. <em>(Fall, even years)</em></td>
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<tr>
<td>SPAN 365</td>
<td>Topics in Hispanic Literature (3)</td>
<td>A theme-based course that examines literary works from both Spain and Latin America.</td>
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<tr>
<td>SPAN 370</td>
<td>Study Abroad: Costa Rica (6)</td>
<td>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.</td>
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<tr>
<td>SPAN 375</td>
<td>Study Abroad: Selected Geographical Area (3-12)</td>
<td>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.</td>
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<tr>
<td>SPAN 398</td>
<td>Independent Study (1-3)</td>
<td>Supervised individual work in selected areas of Spanish language, literature, or culture. Permission of the instructor, the department chair and the dean is required.</td>
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<tr>
<td>SPAN 410</td>
<td>Culture and Gender in Nineteenth-Century Spain (3)</td>
<td>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.</td>
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<tr>
<td>SPAN 415</td>
<td>Fantastic Genre (3)</td>
<td>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.</td>
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<tr>
<td>SPAN 425</td>
<td>Latin American Women Writers (3)</td>
<td>The study of Latin American women writers. Prerequisite: SPAN 301 or equivalent.</td>
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<tr>
<td>SPAN 430</td>
<td>Spanish Women Writers (3)</td>
<td>The study of women writers of Spain. Prerequisite: SPAN 301 or equivalent.</td>
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<tr>
<td>SPAN 432</td>
<td>Cine y Ficción española (3)</td>
<td>The study of works of fiction from Spain and their adaptation to cinema. Prerequisite: SPAN 301 or equivalent.</td>
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<tr>
<td>SPAN 435</td>
<td>Ficción Latinoamericana (3)</td>
<td>The study of works of fiction or novels. Prerequisite: SPAN 301 or equivalent.</td>
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<tr>
<td>SPAN 438</td>
<td>Cine y Ficción Latinoamericana (3)</td>
<td>The study of works of fiction from Latin America and their adaptation to cinema. Prerequisite: SPAN 301 or equivalent.</td>
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<tr>
<td>SPAN 440</td>
<td>Ficción española (3)</td>
<td>The study of short stories and novels. Prerequisite: SPAN 301 or equivalent.</td>
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<tr>
<td>SPAN 460</td>
<td>Topics: Peninsular Literature (3)</td>
<td>A study of some aspect of literature from Spain—a particular author(s), theme, work or genre. Prerequisite: SPAN 301 or equivalent.</td>
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<tr>
<td>SPAN 465</td>
<td>Topics: Latin American Studies (3)</td>
<td>A study of some aspect of literature from Latin America—a particular author(s), theme, work or genre. Prerequisite: SPAN 301 or equivalent.</td>
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**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: Steven White
Associate Professors: Curtis Johnson (Chair), James Stephen Krysiek, 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 total of 30 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 seven electives with at least two electives at the 300 level and one elective at the 400 level.

Included in the remaining 21 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.

Students pursuing a history major can do so following one of two tracks.
**Students pursuing the Major Track would need the following credits for graduation.**

Making History ................. 3 credits  
Historical Methods .............. 3 credits  
Six 100- 200- 300-level electives ... 18 credits  
One 400-level elective .......... 4 credits  
Senior Seminar .................. 4 credits  
Total: 32 credits

**Students pursuing the Research Track would need the following credits for graduation.**

Making History ................. 3 credits  
Historical Methods .............. 3 credits  
Four 100- 200- 300-level electives .. 12 credits  
Two 400-level electives .......... 8 credits  
Senior Seminar .................. 4 credits  
Total: 30 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 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 gamers 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  Catholicism & Commerce in New France (3)
The interplay between the Catholic faith, personified by the Jesuits, and the fur trade, run by merchants and voyageurs, shaped the ethos of New France. Missionary zeal and the search for profit were compatible at times, but they also produced problems that Samuel de Champlain, Jean-Baptiste Colbert, and King Louis XIV tried to rectify with a progression of colonial policies. Essential sources for this course include excerpts from the Jesuit Relations, film, music, and literary works.

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, writing intensive, and leadership requirements.

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 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 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 265  **United States Sport History (3)**
Investigates the evolution of athletic activities in relation to larger changes in American society. Special attention will be paid to economics, politics, race, class and gender as each has played and continues to play an important role in shaping participatory and spectator sport in the United States.

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 will explore one of the most significant political developments of post-World War II America, the ascendency of the conservative movement. It will approach 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**
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 right movement in the second half of the 19th century to the recent past of the late 20th century. While this course will focus on women’s efforts to achieve political equality, it will also explore women’s changing roles in relation to work, education, family life and popular culture. This course will pay 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 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

HIST/GEHI 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.

HIST/GEHI 311  History of Mexico (3)
Beginning with Cortes’ violent conquest of the Aztec empire and continuing to Mexico’s present, this course will introduce and challenge 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.
HIST/GEHI 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.

HIST/GEHI/HIIS 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.

HIST/GEHI/HIIS 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.

HIST/GEHI 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.

HIST/GEHI 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 Studies 300-Level History Courses

HIST 351  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)
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. (Prerequisite: HIST 202)

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)

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)

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)

This course will examine 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)

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 will pay special attention to questions of culture, gender, race and ethnicity. (Prerequisite: HIST 202)

Examines American social, cultural and political history from then 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 will explore 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 will focus 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 emphasis on the European theater. Major themes will 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 465  Nineteenth-Century Diplomacy (4)
This seminar, focused primarily on Europe but including developments of importance for the Atlantic world, examines diplomatic relations from the Congress of Vienna and the Treaty of Ghent to the eve of World War I. Emphasis is placed on the active role of ambassadors in the 19th century and the forces that complicated the diplomatic process as Europe moved toward a general war. The analysis of documents, treaties, memoirs and period literature is an integral part of this course. (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: Joshua Hochschild (Dean), Richard Buck (Chair), Michael Miller, Thane Naberhaus, Msgr. Stuart Swetland
Assistant Professors: Christopher Anadale, Jessy Jordan, Angela Schwenkler, John Schwenkler

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 (PHIL 211, 212 and 301), PHIL 101, 318, 321 and two offerings of PHIL 400 or PHIL 410, and PHIL 498.

Majors must also take at least four 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

Non-Traditional Program Philosophy Courses

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.

Traditional Undergraduate Program Philosophy Courses

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  Modern and Contemporary Philosophy
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  Moral Philosophy (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. Seniors only. (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 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 322  Philosophy of Religion (3)
An investigation of the nature of religious experience and the relation between faith and reason. *(As needed)*

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. *(This course satisfies the core requirement in Non-Western studies.)* *(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. (This course satisfies the core requirement in Non-Western studies.) (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: Michael Towle (Chair), Paul Manuel, 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.

Cocurricular 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:
1. Complete a major research project in a subfield of political science, demonstrating a competent ability to pose and analyze an important questions using philosophical, legal, qualitative or quantitative methods.
2. 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.
3. Demonstrate an understanding of the similarities and differences of political systems and cultures around the world.
4. 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.
5. 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 39 credit hours distributed as follows: PSCI 100, 200, 207, 329, 350, 360 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 majoring in Political Science who wish to either minor or double-major in International Studies need to develop a special plan with their advisor and the approval of the department chair. Ordinarily, the Department has a few additional requirements for students in these situations.

REQUIREMENTS FOR THE POLITICAL SCIENCE MINOR
Minors in political science 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 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. Learn how to competently conduct or undertake critical analysis and empirical research in the field of international affairs, using appropriate evaluative research methods.
2. Understand the basic functioning of state and non-state actors in the international political system.
3. Demonstrate a working knowledge of the international economic system.
4. Discuss some of the socio-cultural differences in the world, demonstrating an awareness of the diversity of cultural expression and interaction of cultures in the modern world.

Address some critical ethical and moral challenges to the international system.
REQUIREMENTS FOR THE INTERNATIONAL STUDIES MAJOR
A major in international studies consists of 10 required courses and four courses in an area of concentration.

The required courses are:
- ECON 101
- ECON 102
- ECON 310 International Trade, Investments and Economics
- PSCI 207 International Relations
- PSCI 338 American Foreign Policy or HIST 345 Modern Diplomacy
- THEOL 207 Catholic Social Teaching
- PSCI 350 Research Methods

IS 498 Senior Seminar
Two advanced courses above the intermediate level in a modern language approved by the coordinator of the international studies major. One must be an advanced language course (typically the 300 or 301 level of SPAN, FREN or GERMN) and the other an advanced culture course (often the 301 or 302 level of FREN, GERMN or SPAN).

Concentrations
A concentration may be 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. Students with a concentration in international politics or international business and economics are urged to take a course in social science statistics. Courses in the international cultures concentration must be related by a visible rationale approved by the coordinator of the international studies major.

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 majoring in International Studies who wish to either minor or double-major in Political Science need to develop a special plan with their advisor and the approval of the department chair. Ordinarily, the Department has a few additional requirements for students in these situations.

REQUIREMENTS FOR THE INTERNATIONAL STUDIES MINOR
The international studies minor consists of the following courses, for a total of 18 credit hours: ECON 101 and 102, PSCI 207, ECON 310, PSCI 338 or HIST 345, and THEOL 207.

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. (Full)
PSCI 115   The Presidential Election (3)
An introductory level course designed for freshmen. Course examines: the procedures for nominating and electing presidents, the candidates running for president, the strategies used by the campaigns, the role of the media, the role of money, and day-to-day changes in the political environment. (Offered in the fall semester of presidential election years)

This course examines the fundamental principles and issues of American law that every citizen needs to know. (As needed)

PSCI 120   Politics and Film (3)
This is an introductory course, designed primarily for freshmen, that examines basic concepts and issues in politics through film including how movies portray politically and culturally significant topics in the United States and abroad, such as revolutions, corruption, the death penalty, corporate interests, social justice, and war. (As needed)

PSCI 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 Counterinsurgence (3)
Examines the development and changes in the use of terrorism in order to achieve political objectives in the contemporary world. In addition to learning about the different forms of terrorism and insurgency, the course also examine 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.  

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.  

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.  

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.  

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.  

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.  

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.  

(As needed)
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 the history, operations and politics of the American Presidency, including: the impact of various individual presidents, constitutional questions pertaining to the office, and system for electing presidents. *(Spring, even years)*

PSCI 318 Congressional Politics (3)
An examination of the legislative process, structures and policy impact of the U.S. Senate and House of Representatives. *(Fall, odd years)*

PSCI 322 Perspectives in Political Science (3)
A consideration of a critical issue or theme in political science. *(As needed)*

PSCI/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 Ideologues (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)

PSCI/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)
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<tr>
<td>PSCI 349</td>
<td>Political Economy &amp; Globalization (3)</td>
<td>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, &amp; Keynes), the economic theory of Distributivism, as well as politics, money, and culture under democracy, capitalism, and globalization. <em>(As needed)</em></td>
</tr>
<tr>
<td>PSCI 350</td>
<td>Political Research Methods I (3)</td>
<td>A study of the basic procedures that constitute the research process in political science, focusing on theory construction, the relationship between theory and methodology, and the principles and problems of data collection in qualitative and quantitative research. Also introduces students to academic political science research and develops skills for locating, evaluating and utilizing the work of others. <em>(Fall)</em></td>
</tr>
<tr>
<td>PSCI 360</td>
<td>Political Research Methods II: Data Analysis and Statistics (3)</td>
<td>An introduction to the basic statistical skills used by social scientists. Includes the role of statistics in the hypothesis testing process and the concepts of central tendency, variability, correlation and regression. Aims at competence with formulas and calculations for basic statistics as well as with statistical software as a tool for data analysis. <em>(Spring)</em></td>
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<tr>
<td>PSCI 365</td>
<td>Mock Trial (1)</td>
<td>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. <em>(As needed)</em> Course does not count as elective credit toward the political science major or minor.</td>
</tr>
<tr>
<td>PSCI 390</td>
<td>Special Topics in Public Policy (3)</td>
<td>An in-depth and systematic study of a contemporary policy problem of national concern. <em>(As needed)</em></td>
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<tr>
<td>PSCI/IS 398</td>
<td>Independent Study (1-3)</td>
<td>Independent study or research. Approval of the instructor and the department chair. <em>(As needed)</em></td>
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<tr>
<td>PSCI 405</td>
<td>LSAT Preparation (1)</td>
<td>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. <em>(Fall, spring)</em></td>
</tr>
<tr>
<td>PSCI/IS 498</td>
<td>Senior Seminar (3)</td>
<td>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. <em>(Fall)</em></td>
</tr>
<tr>
<td>PSCI/IS 480</td>
<td>Internship Seminar (3-12)</td>
<td>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. <em>(As needed)</em></td>
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COLLEGE OF LIBERAL ARTS

Department of Theology

Dean: Joshua P. Hochschild
Professors: Fr. James Donohue, C.R. (Chair), William Collinge, David McCarthy
Associate Professors: Mary Kate Birge, David Cloutier, Msgr. Stuart Swetland
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 206 or 210, and 436 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 206 or 210; EDUC 436.

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 206 or EDUC 210 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 206 or EDUC 210 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)

THEOL 151  Theology and Film (3)
This course introduces students to the concepts and practices of theological reflection
and study through the medium of films. Films selected will include both overtly
religious films, as well as films which explore religious and spiritual themes less directly.
The course will pay special attention to how film narratives shape our sense of what
“religion” is, where we find it, and how it shapes human relationships and societies. The
course requires no background in theology. Evening attendance at film showing may be
required as a part of the course. (Fall)

THEOL 152  Catechism and Catholic Life (3)
This course is based on the Catechism of the Catholic Church and explores the aspects
of Catholic life represented by the parts of the Catechism: faith, sacraments, the
Christian moral life, and prayer. (Spring)

THEOL 153  “Good People, Good Works”
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)

VTTH 203  The Bible and Jesus: 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 are sacraments, Scripture, and
Christology (or the Bible and Jesus). (Fall 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)
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<tr>
<td>THEOL 207</td>
<td>Catholic Social Teaching (3)</td>
<td>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. <em>(Spring)</em></td>
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<tr>
<td>THEOL 208</td>
<td>The Church in the Modern World (3)</td>
<td>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. <em>(Spring)</em></td>
</tr>
<tr>
<td>THEOL 210</td>
<td>Christology (3)</td>
<td>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. <em>(Spring)</em></td>
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<tr>
<td>THEOL 300</td>
<td>Moral Theology (3)</td>
<td>Situates the moral life and contemporary issues within the Catholic theological tradition. As a capstone for the core curriculum, requires interdisciplinary work, particularly in relation to each student’s major and/or prospective career. <em>(Fall and Spring)</em></td>
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<tr>
<td>THEOL 301</td>
<td>The Old Testament (3)</td>
<td>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. <em>(Fall, even years)</em></td>
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<tr>
<td>THEOL 303</td>
<td>New Testament Survey (3)</td>
<td>A study of the New Testament writings, including an investigation of their historical setting, literary forms and theological content. <em>(Spring, odd years)</em></td>
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<tr>
<td>THEOL 305</td>
<td>The Bible as Story (3)</td>
<td>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. <em>(Occasionally)</em></td>
</tr>
<tr>
<td>THEOL 309</td>
<td>Johannine Writings (3)</td>
<td>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. <em>(Spring, occasionally)</em></td>
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<tr>
<td>THEOL 313</td>
<td>Christian Thought Before 1500 (3)</td>
<td>Major figures in Christian thought up to the eve of the Protestant Reformation. <em>(Fall, odd years)</em></td>
</tr>
<tr>
<td>THEOL 314</td>
<td>Christian Thought Since 1500 (3)</td>
<td>Major figures in Christian thought since the eve of the Protestant Reformation. <em>(Spring, even years)</em></td>
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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 2014)

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 2013)

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, even years)

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. (As needed)

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, odd years)

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, even years)

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. Satisfies the core requirement in Non-Western culture. (Fall, even years and spring)

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. Satisfies the core requirement in Non-Western culture. (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: Andrew Rosenfeld (Chair), Kurt Blaugher, Elizabeth Holtry

Assistant Professor: Mark Carlson

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 major in 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; MODVA 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, including one semester of FAMU 150 Basic Piano, taken concurrently with any level of theory; 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; VTCV201; MODTH 300; FATH 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. Regulations for the senior project must be obtained from the department chair or a departmental advisor in the first semester of the senior year.

Majors are expected to maintain a balance between theory and applied courses in the arts, and to this end will work in close consultation with an advisor from the visual and performing arts faculty.

**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.78)

**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 MODVA 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.

**MODVA 300**  
**Modernity in Visual Art**  
Study of important developments in the visual arts of the West from the late 19th century through the present.

**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/Sculpture (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 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 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)

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, but seniors may not enroll in their first 100-level course in the spring semester. 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 concentration. 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

MODMU 300 Modernity in Music
Study of important developments in music of the West from the late 19th century through the present.

FAMU 100 Music Theory 1 (3)
A study of the basic elements of music, including notation, rhythm, scales, intervals, time signatures, and ear training skills. Required for a concentration in music. (Fall, odd years)

FAMU 101 Music Theory 2 (3)
A study of the foundations of tonal theory, including counterpoint, voice leading, harmonic and melodic analysis. Required for a concentration in music. (Spring, even years)

FAMU 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 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 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 231 Instrumental Ensembles (2)
The University's primary instrumental ensemble, performing new and standard works from the wind ensemble and jazz repertory. Performs each semester in a variety of venues and school functions. Meets twice a week. 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 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
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.

VTCV 201  Imagination and Invention
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. The course will focus on great innovators, their creations, and the societies in which they lived and worked.

MODTH 300  Modernity in Theatre
Study of important developments in the theatre of the West from the late 19th century through the present.

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. Prerequisite: permission of instructor. 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 are 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

Codirectors: 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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>BIOL 204</td>
<td>Ecology</td>
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<tr>
<td>BIOL 225</td>
<td>Introduction to Environmental Science</td>
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<td>ENGL 112</td>
<td>War Literature and Film</td>
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<td>ENGL 360</td>
<td>African Literature</td>
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<td>ENGL 363</td>
<td>Literature of the Caribbean</td>
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<td>ENGL 377</td>
<td>Literature of Modern India</td>
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<td>ENGL 388</td>
<td>Literature of the Environment</td>
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<td>HIST 345</td>
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<td>HIST 355</td>
<td>Race and Slavery in America, 1619-1919</td>
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<td>HIST 360</td>
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<td>HIST 387</td>
<td>Manhood in America</td>
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<td>HIST 425</td>
<td>Age of Decolonization</td>
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<td>PHIL 322</td>
<td>Philosophy of Religion</td>
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<td>PHIL 323</td>
<td>Political Philosophy</td>
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<td>PHIL 333</td>
<td>Environmental Philosophy</td>
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<td>PHIL 344</td>
<td>Intercultural Dialogue</td>
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<td>PSCI 190</td>
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<td>PSCI 207</td>
<td>International Relations</td>
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<td>PSCI 225</td>
<td>The Politics of Gender, Race, and Ethnicity</td>
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<td>PSCI 311</td>
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<td>PSCI 313</td>
<td>The Politics of the Middle East</td>
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<td>PSCI 314</td>
<td>The Politics of Latin America</td>
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<td>PSCI 325</td>
<td>The Politics of Developing Nations</td>
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<td>PSCI 329</td>
<td>Survey of Political Thought</td>
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<td>PSCI 333</td>
<td>International Law and Organization</td>
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<td>PSCI 338</td>
<td>American Foreign Policy</td>
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<td>PSCI 341</td>
<td>Women and War</td>
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<td>PSCI 342</td>
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<td>PSCI 343</td>
<td>The Politics of Africa</td>
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<td>PSCI 348</td>
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<td>PSYCH 208</td>
<td>Social Psychology</td>
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<td>PSYCH 375</td>
<td>Psychology and Law</td>
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<td>SOC 214</td>
<td>Sociology of Religion</td>
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<td>SOC 303</td>
<td>Sociology of Gender</td>
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<td>SOC 304</td>
<td>Race and Ethnicity</td>
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<td>SOC 307</td>
<td>Social Inequality</td>
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<td>THEOL 207</td>
<td>Catholic Social Teaching</td>
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<tr>
<td>THEOL 208</td>
<td>The Church in the Modern World: Ethics of War and Peace</td>
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<td>THEOL 341</td>
<td>Theology and the Environment</td>
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<tr>
<td>THEOL 371</td>
<td>Religions of the World</td>
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</tbody>
</table>

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 fiction readings on- and off-campus. The program includes opportunities to work on the staff of the Mount’s award-winning literary magazine, Lighted Corners, and to submit features to the Emmitsburg News-Journal.

The creative writing minor consists of six courses (18 credits).

Begin with one 100-level course as a foundation for the minor:
- ENGL 114 Introduction to Short Fiction
- ENGL 118 Introduction to Poetry

Then take the next course in the sequence:
- ENGL/COMM 286 Introduction to Creative Writing (A prerequisite for ENGL 385.)

Select one or two upper-level courses that count toward the minor:
- ENGL 300 Reading Like a Writer
- COMM 305 Descriptive and Narrative Writing
- COMM 308 Personal 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/COMM 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 Non-Western Studies and the associate provost. The minor consists of six courses (18 credits). Students will select from among Non-Western courses offered by various departments in the University and cultural courses not offered as Non-Western courses (see below). Each student must take three courses (9 credits) in Non-Western Studies. No more than two of the required six courses may be taken from a single University department for purposes of disciplinary diversity. Also, PHNW344: Intercultural Dialogue is a required theory course among the 18 credits for the minor. Another theory course may be substituted with the approval of the director of Non-Western Studies.

Students pursuing a cross-cultural studies minor may begin to take cultural courses at any time – as early as the freshman year. Students may not, however, take a Non-Western course for core credit until junior year, at the earliest. Minors in cross-cultural studies may have one course meet multiple requirements. For example, one Non-Western course may fulfill three requirements: the core requirement in Non-Western Studies, 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.

The courses listed are some of those offered on a regular basis. All are 3-credit courses.

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 and Costa Rica.
### Other Cultural Courses

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<td>ENGL 327</td>
<td>19th-Century Russian Literature</td>
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<td>ENGL 345</td>
<td>African-American Literature</td>
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<td>FL 200</td>
<td>Cultural Approaches</td>
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<td>FL 300</td>
<td>Literature in Translation</td>
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<td>FREN 320</td>
<td>Modern France: La Belle Epoque to 1968</td>
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<tr>
<td>FREN 330</td>
<td>Contemporary France: Film and Culture</td>
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<td>GERMN 320</td>
<td>German Culture</td>
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<td>GERMN 330</td>
<td>Die Deutschen</td>
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<td>HIST 205</td>
<td>Ancient Greece</td>
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<td>HIST 220</td>
<td>Early Modern France</td>
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<td>HIST 236</td>
<td>History of the Italian People</td>
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<td>HIST 240</td>
<td>Russia of the Tsars</td>
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<td>HIST 280</td>
<td>History of Canada</td>
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<td>HIST 315</td>
<td>Early Modern European Society</td>
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<td>HIST 380</td>
<td>Canada Explored</td>
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<td>ITALN 320</td>
<td>Modern Italy: A Cultural Study</td>
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<td>ITALN 330</td>
<td>Contemporary Italy: Film and Culture</td>
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<td>LATIN 320</td>
<td>Daily Life in Ancient Rome</td>
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<td>PSCI 335</td>
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<td>SOC 106</td>
<td>Cultural Anthropology</td>
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<td>SPAN 320</td>
<td>Spanish Civilization and Culture I</td>
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<td>SPAN 325</td>
<td>Latin American Culture</td>
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<td>SPAN 330</td>
<td>Spanish Civilization and Culture II</td>
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</tr>
<tr>
<td>SPAN 335</td>
<td>Latin American Civilization</td>
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</table>
ENVIROMENTAL 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. 38 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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 413</td>
<td>Leadership Studies: Profiles of Women Leaders (3)</td>
</tr>
<tr>
<td>ENGL 348</td>
<td>American Women Writers (3)</td>
</tr>
<tr>
<td>ENGL 365</td>
<td>Non-Western Women’s Writing (3)</td>
</tr>
<tr>
<td>ENGL 390</td>
<td>Christopher Marlowe and the Early Modern Passions (3)</td>
</tr>
<tr>
<td>ENGL 391</td>
<td>Women and the English Novel (3)</td>
</tr>
<tr>
<td>HIST 204</td>
<td>Women of Faith (3)</td>
</tr>
<tr>
<td>HIST 226</td>
<td>Women in European History (3)</td>
</tr>
<tr>
<td>HIST 276</td>
<td>U.S. Women’s History to 1877</td>
</tr>
<tr>
<td>HIST 277</td>
<td>Modern U.S. Women’s History</td>
</tr>
<tr>
<td>HIST 310</td>
<td>History of the Family in Europe (3)</td>
</tr>
<tr>
<td>HIST 387</td>
<td>Manhood in America (3)</td>
</tr>
<tr>
<td>LATIN 350</td>
<td>Women in Ancient Rome (3)</td>
</tr>
<tr>
<td>PHIL 344</td>
<td>Intercultural Dialogue (3)</td>
</tr>
<tr>
<td>PSCI 226</td>
<td>Politics of Gender (3)</td>
</tr>
<tr>
<td>PSCI 332</td>
<td>Politics of the Human Body (3)</td>
</tr>
<tr>
<td>PSCI 341</td>
<td>Women and War (3)</td>
</tr>
<tr>
<td>PSYCH 345</td>
<td>Human Sexuality (3)</td>
</tr>
<tr>
<td>SOC 200</td>
<td>Sociology of Families (3)</td>
</tr>
<tr>
<td>SOC 303</td>
<td>Sociology of Gender (3)</td>
</tr>
<tr>
<td>SPAN 410</td>
<td>Culture and Gender in Nineteenth-Century Spain (3)</td>
</tr>
<tr>
<td>SPAN 425</td>
<td>Latin American Women Writers (3) Prerequisite: SPAN 202 or equivalent.</td>
</tr>
</tbody>
</table>
LATIN AMERICAN STUDIES MINOR

Directors: Diana Rodriguez-Lozano (Foreign Languages and Literatures)
Amanda Beal (Political Science)

This minor is an interdisciplinary program of study drawing on existing courses in the fields of modern languages, political science, literature, theology, sociology, economics, history and fine arts. The minor introduces students to a comprehensive understanding of Latin American culture, language, politics and society. The minor will be of particular value to students majoring in disciplines for which a regional focus would provide a useful linkage for inquiry (business and economics, politics, history, sociology, etc.).

Upon completion of the 18-hour minor, students are expected to have a thorough understanding of the evolution of Latin American countries, the societies that have emerged, the cultural context and expression of the Latin American cultures, one of the major languages of the region, the political systems and processes of the area, and the global linkages of the states. In addition, students will have the opportunity to learn more about specific issues related to the region, such as its literature, religion and political economy.

The minor in Latin American studies consists of a minimum of six courses (18 credit hours).

Four courses (12 credit hours) are required. These are:
- SPLA 335 Studies in Latin American Civilization or Culture (3)
- SPLA 355 Studies in Latin American Literature (3)
- PS/IS/GE 314 Politics and Culture in South America (3)
- PS/IS/GE 335 Politics and Culture in Central America (3)

The fifth and sixth courses can be any course that deals with Latin American topics.

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 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)
Leadership Laboratory: A
All ROTC cadets participate in professional development laboratories. Laboratory periods are designed to further the cadet’s understanding of the fundamental concepts of military science as well as provide them with an opportunity to develop and demonstrate leadership and management potential.
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 in central Maryland, 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 (2012-2013 academic year)*
Continuing Studies Course tuition, per credit ........ $418

Transcript fee .................................................. $5
(This does not include the Rush Transcript fee. For information on this fee, see p.14.)

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 ................................. $200
Internship II program fee ......................... $250

*All tuition and fees subject to change.

PAYMENTS
Payments may be made anytime between registration and the first day of classes. Continuing Studies students must pay for current classes by the Friday following the first class meeting. The Mount St. Mary’s Accounting Office provides registered students with a payment schedule based on session start dates. Tuition and fees must be satisfied before the student enrolls for the upcoming semester.

The following methods of payment are accepted:
• By phone: Call 301-447-5353 with VISA®, MasterCard®, American Express® or Discover®.
• In person: At the Accounting and Finance Office located on the third floor of Bradley Hall on the Mount St. Mary’s campus in Emmitsburg.
• 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 University registrar, who serves as the veterans certifying official. For more information, call 301-447-5215.

SATISFACTORY ACADEMIC PROGRESS AS IT RELATES TO AVAILABILITY OF FINANCIAL AID
Financial aid is available to students to assist in the timely attainment of academic goals. No financial aid will be available seven years after the first semester of continuous enrollment.

After completion of at least 12 credits at Mount St. Mary’s, students receiving financial aid must maintain a cumulative 2.0 GPA. Students with less than 2.0 GPA will be placed on probationary status for one semester. Students on probation will be informed that financial aid will not be available should the GPA not rise to or above 2.0 at the end of the current semester. Students who fail to achieve a 2.0 GPA for two consecutive semesters will forfeit further financial aid availability until such achievement is attained.
Undergraduate Academic Programs

Mount St. Mary’s Division of Continuing Studies offers degree-completion programs in business, criminal justice 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 100 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:

**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.

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.63.

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

The Information Systems requirement may be fulfilled at Frederick Campus or through CLEP, DANTES 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.84.

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: Tech/Report Writing, CJUST 310: Media Relations/Oral Communication, CJUST 315: Ethics in Criminal Justice, CJUST 400: Criminal Justice Research Methods, CJUST 410: Statistics and Information Technology.

**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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJUST 335</td>
<td>Juvenile Delinquency</td>
</tr>
<tr>
<td>CJUST 340</td>
<td>Law Enforcement Management</td>
</tr>
<tr>
<td>CJUST 345</td>
<td>Criminal Investigation</td>
</tr>
<tr>
<td>CJUST 352</td>
<td>Forensics</td>
</tr>
<tr>
<td>CJUST 354</td>
<td>Crime Analysis and GIS Mapping</td>
</tr>
<tr>
<td>CJUST 360</td>
<td>Crime-Gun Interdiction</td>
</tr>
<tr>
<td>CJUST 365</td>
<td>Drugs and Crime</td>
</tr>
<tr>
<td>CJUST 370</td>
<td>Organized Crime</td>
</tr>
<tr>
<td>CJUST 380</td>
<td>White Collar Crime</td>
</tr>
<tr>
<td>CJUST 405</td>
<td>Social Deviance</td>
</tr>
<tr>
<td>CJUST 415</td>
<td>Probation and Parole</td>
</tr>
</tbody>
</table>

**Total CJ Electives: 12 credits**
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 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 professional 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 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.78.

Important Notices Concerning the Elementary Education Program
Requirements for entering teacher education programs:

- Submit an “Application for Admission” to the coordinator 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 your communicative competence and professionalism during the admission interview, earning a rubric score of 2.5 or higher from the evaluation panel (3-point rubric).

• Achieve a passing score on the admission portfolio (10 or higher).

• 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 education department. Students may apply in writing to the coordinator of teacher education for an extension, if special circumstances pertain.

Requirements for teacher internship:
• Maintain a minimum cumulative GPA of 2.75.
• Recommendation of the Education Advisory Committee.
• There is a fee of $200 for the Internship I program, generally payable upon registration for the first course in Internship I. There is a fee of $250 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
Program completers of a Maryland Approved Program should apply for teacher certification in Maryland. A program completer is the teacher candidate who has 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, die cut, 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.

ELEMENTARY/SPECIAL EDUCATION
The elementary/special education program requires a major in elementary education and 25 credit hours 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, 411, 433, 434, 480. Note: Some of these courses require full-day field experiences.

Additions to Mount Core
Education programs require coursework that provides depth and breadth of knowledge needed for successful elementary education teachers. Therefore, education majors will be expected to take courses in addition to the University core courses.
<table>
<thead>
<tr>
<th>Transfer Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Processes and Acquisition of Reading</td>
<td>3</td>
</tr>
<tr>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Human Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>Foundations of Special Education</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total transfer credits</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mount Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 100 Foundations of American Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 202 Materials for Teaching Reading</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 303 Behavior Management or SPED 411 Methods and Management for Inclusive Settings</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 313 Instruction of Reading¹</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 316 Technology in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 335 Teaching Mathematics in Elem. School¹</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 330 Teaching Science in Elem. School¹</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 331 Teaching Soc. Studies in Elem. School¹</td>
<td>3</td>
</tr>
<tr>
<td>SPED 339 Reading Assessment and Intervention¹</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 480 Teacher Internship¹ or SPED 480 Teacher Internship/Special Education¹</td>
<td>10</td>
</tr>
<tr>
<td>EDUC 495 Professional Seminar¹</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Additional courses for elementary/special education:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 433 Assessment in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>and SPED 434 Special Education Curriculum Design and Application</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Mount Credits for Elementary Education OR</strong></td>
<td><strong>40</strong></td>
</tr>
<tr>
<td><strong>Total Mount Credits for Elementary/Special Education</strong></td>
<td><strong>46</strong></td>
</tr>
</tbody>
</table>

¹Lower-level prerequisites for these courses must be completed before registration.
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.49.

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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td>0.67</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
</tr>
</tbody>
</table>

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.

RETAKING A COURSE
Students may retake any course in the program. If a student retakes a course, the original grade will continue to appear on the transcript, but in the computation of the cumulative grade point average the new grade will replace the original. This policy will apply regardless of whether the new grade is higher or lower than the first. If a student repeats a course that was originally passed, no additional credits will be earned. Students may not repeat a prerequisite course if subsequent dependent courses have been passed.

ACADEMIC STANDING
Academic standing is based on the cumulative grade point average and the total number of credits earned. To continue to progress toward graduation in the Continuing Studies program, students must achieve the minimum GPA and number of Mount St. Mary’s credits listed below:

<table>
<thead>
<tr>
<th>Mount Credits Completed</th>
<th>Minimum GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>After 12 credits</td>
<td>1.75</td>
</tr>
<tr>
<td>After 24 credits</td>
<td>2.0</td>
</tr>
</tbody>
</table>

To graduate:
- Business major: 2.0
- Criminal justice major: 2.0
- Elementary Education, Elementary/Special Education major: 2.75

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 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 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.43.

**LIBRARY**
See p.44.

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

BOOKSTORE

Purchasing Books

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
The fee for each copy of a student’s official transcript is $5 per copy. Official transcripts bearing the seal of the University will be provided to schools, employers or in a sealed envelope to the individual.

Written request must be made for each transcript. No request can be honored until the financial account has been cleared by the Finance Office and until the transcript has been paid for. 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 transcript more quickly may submit a “rush transcript request.” These requests can be processed and mailed, or picked up, within 24 hours of the request provided there are no extenuating circumstances (such as unpaid bills). The charge for a rush transcript is $25, which must be paid at the time of requesting the transcript.
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 2012 for May 2013 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 twice a year in 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 100 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 75 credit hours from regionally accredited two-year institutions or 90 credits from regionally accredited four-year institutions. 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 Division of 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 Division of 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 an advisor.
Friends of the University may establish in perpetuity a medal or prize to be awarded annually at the honors convocation. 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 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 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 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 Lewis W. McAllister Prize is awarded to a senior nominated by the music faculty of the University for excellence in the study of music. It was founded by the faculty, students and alumni of the Department of Visual and Performing Arts.

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 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 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 international collegiate honor society for students of English and foreign literature recognizes and encourages the study of English and foreign literature.
**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.

Executive Vice President
Dan S. Soller, M.S.

Provost
David B. Rehm, Ph.D.

Vice President for University Affairs
Pauline Engelstäter

Vice President for Business and Finance
Vacant

Vice President for University Advancement
Robert J. Brennan

Vice President for Enrollment Management
Michael A. Post

Vice President/Rector of the Seminary
Msgr. Steven P. Rohlfs, 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
David W. Bushman, Ph.D.

Academic Dean, Frederick Campus
Gregory Ochoa, Ed.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 the Institute for Leadership Studies
Paul C. Manuel, Ph.D.

Director of Pre-Law Program
Edward T. Egan, J.D.

Director of Learning Services
Denise L. Marjarum, M.S.

Director of Summer School
Christopher Weber

Registrar
Margot C. Rhoades, 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

Associate Professor Emeritus of Accounting

Helen Lee Jones, 1992, B.A., M.F.A.
Associate Professor Emerita of Art

Professor Emeritus of Philosophy

Marie A. Cambell, 1994, B.S., M.A., Ph.D.
Associate Professor Emerita of English

Professor Emeritus of History

William G. Meredith, 1998, B.A., M.S., Ph.D.
Professor Emeritus of Biology

Professor Emeritus of Accounting

Professor Emeritus of Fine Arts

Robert B. Karsteter, 2000, B.A., MBA
Professor Emeritus of Business, Accounting and Finance

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., D.P.A.
Professor Emeritus of Business, Accounting and Economics

John J. Dropp, 2003, B.A., M.S., Ph.D.
Professor Emeritus of Science

Professor Emerita of Education

Provost and Professor Emeritus of Education

William R. Heath, 2007, B.A., Ph.D.
Professor Emeritus of English

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

Professor Emeritus of Business

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

Dean Emeritus of the Library

Sue Helder Goliber, 2012, B.A., M.A., Ph.D.
Professor Emerita of History

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

John W. Balch, lecturer of accounting, 1985-
B.S., University of Virginia; M.S., Georgetown University; C.P.A., Maryland, Virginia and Pennsylvania

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

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, assistant 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

Richard M. Buck, associate professor of philosophy, 2001-
B.A., Loyola University of Chicago; M.A., Ph.D., University of Kansas

John S. Bugbee, assistant professor of English, 2010-
B.A., Williams College; M.A., University of Virginia (Religious Studies); M.A., Ph.D., University of Virginia

David W. Bushman, Dean of the School of Natural Science and Mathematics, professor of science, 1991-
B.S., Loyola University; M.S., Ph.D., University of Maryland

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, assistant professor of economics, 2008-
B.A., M.A., Catholic University (Buenos Aires, Argentina); 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, assistant professor of education, 2007-
B.A., Washington Bible College; M.Ed., Shippensburg University; Ph.D., Pennsylvania State University

Kirk Davidson, The Morrison Professor in International Studies, professor of business, 1991-
B.A., Princeton University; MBA, Harvard Graduate School of Business; Ph.D., Golden Gate 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

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

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

Caroline M. Eick, assistant professor of education, 2007-
B. Ed., McGill University; M.A., Loyola College of Maryland; Ph.D., University of Maryland

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

Michael S. Epstein, associate professor of chemistry, 2003-
B.S., Ph.D., University of Maryland
Corinne Farneti, assistant professor of sport management, 2012-
B.S., Ithaca College; M.Ed., University of Georgia; Ph.D., Ohio State 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

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

Kristy Hamilton, visiting assistant professor of psychology, 2011-
B.A., Youngstown State University; Ph.D., Indiana University

Kim P. Hansen, assistant 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-
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