

University of St. Thomas

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Undergraduate Catalog 2022-2023

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Notice

This catalog is accurate to the best of our knowledge and ability at the time of publication, but is subject to change. Additions and changes to the catalog are available on the Web. It is the student's responsibility to know and meet graduation requirements and academic policy.

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Academic Calendar

Fall Semester 2022

September 7	Classes Begin
September 13	Last day to add a class without instructor permission
September 20	Last day to drop a class without notation on record
October 14	Last day to designate grading option (Pass/Fail)
October 28	Mid-term break begins
October 31	Classes resume (mid-term break ends)
October 31	Mid-term grades due to registrar
Nov 14 - Nov 23	Early registration for J-term and spring semester begins
November 16	Last day to withdraw from a class without a grade of F
November 24	Thanksgiving break begins
November 28	Classes resume (Thanksgiving break ends)
December 1	Incompletes due from spring semester and summer term
December 14	Classes End
December 15	Study Day
December 16	Final Exams Begin
December 21	Final Exams End
January 3	Final grades due to Registrar

January Term 2023

January 3	Classes Begin
January 4	Last day to add a class without instructor permission
January 6	Last day to drop a class without notation on record
January 10	Last day to designate grading option (Pass/Fail)
January 16	No Class - Martin Luther King Jr Day
January 20	Last day to withdraw from a class without a grade of F
January 26	Classes end
February 3	Final grades due to Registrar

Spring Semester 2023

January 30	Classes Begin
February 3	Last day to add a class without instructor permission
February 10	Last day to drop a class without notation on record
March 8	Last day to designate grading option (Pass/Fail)
March 20	Mid-term break begins
March 27	Mid-term grades due to registrar
March 27	Classes resume (mid-term break ends)
April 7 - 10	Easter Break
Apr 17 - Apr 28	Early registration for summer and fall semester begins
April 21	Last day to withdraw from a class without a grade of F
May 1	Incompletes due from fall semester and January term
May 12	Classes End
May 15	Study Day
May 16	Final Exams Begin
May 19	Final Exams End
May 20	Commencement
May 31	Final grades due to Registrar

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University Information

Accreditation & Membership

The University of St. Thomas is accredited by the Higher Learning Commission (www.hlcommission.org; 312-263-0456), an institutional accrediting agency recognized by the U.S. Department of Education.

All University of St. Thomas education licensure programs within the School of Education are approved by either the Minnesota Professional Educator Licensing and Standards Board (651-539-4200) or Minnesota Board of School Administrators (651-582-8754).

The following programs have specialized accreditation that are discipline-based or associated with national professional associations:

- The baccalaureate degree programs in mechanical engineering, electrical engineering, computer engineering, and civil engineering in the School of Engineering are accredited by the Engineering Accreditation Commission of ABET (410-347-7700).
- The School of Law is accredited by the American Bar Association (202-662-1000).
- The Bachelor of Science degree program in chemistry is approved by the American Chemical Society (800-227-5558).
- The Counseling Psychology Doctorate program is accredited by the American Psychological Association (202-336-5979).
- The Masters' degree programs in the St. Paul Seminary School of Divinity are accredited by the Association of Theological Schools (412-788-6505).
- The University of St. Thomas is accredited by The Association to Advance Collegiate Schools of Business (813-769-6500).
- The Health Care Master of Business program is accredited by the Commission on Accreditation of Healthcare Management (301-298-1820).
- The baccalaureate and Master's degree programs in the School of Social Work are accredited by the Council on Social Work Education (703-683-8080).

- The University of St. Thomas is accredited by the National Association of Schools of Music (703-437-0700).

The University of St. Thomas is registered with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions. Contact information for the Minnesota Office of Higher Education is:

1450 Energy Park Drive, Suite 350

St. Paul, MN 55108-5227

Phone: (651) 642-0567

Toll Free: (800) 657-3866

Fax: (651) 642-0675

<https://www.ohe.state.mn.us/>

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Assessment of Programs

The program to assess student learning is an integral part of the university's commitment to excellent teaching and effective learning. The assessment effort is sustained by the faculty and is fully supported by the administration. Information is systematically collected and examined both to document and improve student learning. The assessment program itself is routinely updated, and the information gained from the assessment process becomes part of on-going curricular development.

The University Learning Assessment Committee supports a university-wide learning assessment structure that encourages appropriate processes for all programs with stated student learning objectives.

The committee consists of a designated assessment coordinator (faculty or administrator) from each school or college; two additional faculty members duly elected by the faculty; one adjunct faculty member appointed by the Adjunct Faculty Council; the University Learning Assessment Analyst; the Vice Provost for Academic Affairs or designee; the Vice President for Student Affairs or designee, and the Director of St. Thomas Libraries or designee. The committee is chaired by the Associate Vice Provost for Accreditation, Assessment, and curriculum.

Currently, all curricula for major concentrations and the undergraduate core curriculum are routinely assessed. Thus, students are asked from time to time to participate in testing, surveys, interviews, or other methods of collecting data for assessment purposes.

Equal Opportunity Statement and Notice of Nondiscrimination

The University of St. Thomas is committed to the principles of equal employment opportunity and equal educational opportunity. St. Thomas does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, sexual orientation, gender identity or expression, family status, disability, age, marital status, status with regard to public assistance, membership or activity in a local commission, genetic information, veteran status or any other characteristic protected by applicable law. The university's policy of nondiscrimination extends to all aspects of its operations, including but not limited to, employment, educational policies, admissions policies, scholarship and loan programs and all other educational programs and activities. The following person(s) have been designated to handle inquiries regarding St. Thomas's

nondiscrimination policies:

Title IX Coordinator (for inquiries related to sex discrimination, including sexual harassment and sexual violence):

Danielle Hermanny, AVP for Equity Compliance and Title IX Coordinator, ASC 247, 2115 Summit Avenue, St. Paul, MN 55105, (651) 962-6882, dhermann@stthomas.edu

Rehabilitation Act Section 504/ADA Coordinator (for inquiries related to disability discrimination):

Danielle Hermanny, AVP for Equity Compliance and Title IX Coordinator, ASC 247, 2115 Summit

Avenue, St. Paul, MN 55105, (651) 962-6882, dhermann@stthomas.edu

Discrimination Inquiries Generally:

Danielle Hermanny, AVP for Equity Compliance and Title IX Coordinator, ASC 247, 2115 Summit Avenue, St. Paul, MN 55105, (651) 962-6882, dhermann@stthomas.edu

For further information on non-discrimination, visit <http://wdcrobcolpO1.ed.gov/CFAPPS/OCR/contact.us.cfm> for the address and phone number of the Department of Education office that serves your area, or call 1-800-421-3481.

History

The University of St. Thomas was founded in 1885 by Archbishop John Ireland, less than a year after he was installed as St. Paul's third bishop. What began as the St. Thomas Aquinas Seminary - with 62 students and a faculty of five - has grown to be Minnesota's largest independent university with three campuses and more than 10,000 students.

Built near a river bluff on farmland that was still considered "far removed from town" in the late 1800s, the university's main campus is nestled today in a residential area midway between the downtowns of St. Paul and Minneapolis.

In its first decade, St. Thomas was a high school, college and seminary; students enrolled in either the preparatory, classical or theological departments. In 1894 the theological department moved to an adjacent campus where it became The Saint Paul Seminary. The preparatory and classical departments, meanwhile, remained on the original campus and became the College of St. Thomas.

The classical department gradually grew to a four-year college curriculum. The first baccalaureate degrees were conferred in 1910 and St. Thomas was officially accredited in 1916. The preparatory department became the St. Thomas Military Academy, a high school that moved to a suburban campus in 1965.

After 92 years of all-male enrollment, St. Thomas became coeducational in 1977. Today, 50 percent of the undergraduates and 55 percent of the graduate students are women.

Coeducation, coupled with new graduate programs as well as new campuses, contributed to St. Thomas' growth over the past three decades. Enrollment increased from under 2,500 students in 1970 to

10,245 today. The undergraduate program currently enrolls approximately 6,240 students.

Long-standing graduate programs in business, education, professional psychology and social work offer degrees at the master's, specialist, and doctoral levels.

St. Thomas' original "classical" and "theological" departments came together once again in 1987 through an affiliation between the seminary and university. Together they created the School of Divinity, which offers graduate degrees in pastoral studies, divinity and theology. St. Thomas is also home to the undergraduate St. John Vianney Seminary.

In 1990, recognizing the many changes and the addition of graduate programs to the institution, the name of the College of St. Thomas was changed to the University of St. Thomas.

Mission & Undergraduate Vision Statement

Mission

Inspired by Catholic intellectual tradition, the University of St. Thomas educates students to be morally responsible leaders who think critically, act wisely, and work skillfully to advance the common good.

Convictions

As a community we are committed to:

1. **Pursuit of Truth**
We value intellectual inquiry as a life-long habit, the unfettered and impartial pursuit of truth in all its forms, the integration of knowledge across disciplines, and the imaginative and creative exploration of new ideas.
2. **Academic Excellence**
We create a culture among faculty, students and staff that recognizes the power of ideas and rewards rigorous thinking.
3. **Faith and Reason**
We actively engage Catholic intellectual tradition, which values the fundamental compatibility of faith and reason and fosters meaningful dialogue directed toward the flourishing of human culture.
4. **Dignity**
We respect the dignity of each person and

value the unique contributions that each brings to the greater mosaic of the university community.

5. **Diversity**
We strive to create a vibrant diverse community in which, together, we work for a more just and inclusive society.
6. **Personal Attention**
We foster a caring culture that supports the well-being of each member.
7. **Gratitude**
We celebrate the achievements of all members of our community in goals attained and obstacles overcome, and in all things give praise to God.

Undergraduate Vision Statement

The university's mission and convictions and our objectives for undergraduate education provide the framework for the Undergraduate Vision Statement.

The strengths of the undergraduate program are embodied in four commitments:

1. A commitment to the Catholic identity that informs its liberal and professional education;
2. A commitment to a common liberal arts foundation that serves as the core of the education in which all St. Thomas undergraduates participate;
3. A commitment to the integration of the liberal arts and career preparation, fostering in students a dedication to work for the common good;
4. A commitment to the underlying unity of the human person with an emphasis on the spiritual, intellectual, ethical and social development of all students. These commitments are manifested in the following features of the undergraduate program:
 - a. A strong core curriculum for all students that exposes them to enduring, transcultural human truths, provides for multicultural exploration, and encourages integration that crosses disciplinary boundaries;

- b. A comprehensive and strong set of major and minor fields that meet the increasing demands of career competency and interdisciplinary development, while maintaining a common liberal arts core curriculum;
- c. An energetic, expert and diverse faculty who show their concern for the total development of students through extensive time and effort spent with them, and through their eagerness to involve students in the work of their fields through joint research projects, practicums, and service to the community;
- d. faculty who model for students a love of learning through continual efforts to enhance teaching effectiveness, ongoing professional engagement, and collaboration with their colleagues in teaching, research and other program initiatives;
- e. A faculty who demonstrate a commitment to service through their willingness to serve as role models for students, demonstrating that compassion for others and lifelong dedication to service are ordinary aspects of being an educated, responsible citizen;
- f. A strong support and professional staff throughout the university committed to fostering the social, spiritual, and intellectual development of students through co- curricular activities, with a special focus on cultivating leadership ability.

further the integration of liberal arts and professional education, faith and practice, principles and techniques, and education and service;

- 3. Emphasize more the preparation of students for a life of service in an increasingly diverse world through the development of integrated service learning opportunities for students;
- 4. Stress the importance of global awareness by encouraging study abroad opportunities, increasing participation in faculty and student exchanges, and increasing involvement with the university's urban community;
- 5. Increase efforts to diversify the student body, the faculty, the staff, and the curriculum to reflect the diversity of the broader society;
- 6. Emphasize the integration of technology in teaching, and the development of computer literacy for all students;
- 7. Continue our strong emphasis on preparing students to think analytically, write and speak clearly, reason quantitatively, participate in a democratic society,
- 8. contribute to the health of their communities and the environment, and know the natural world and their own and other cultures;
- 9. Continue to foster in our students an appreciation for the dignity of all human persons, created in the image of a just and loving God.

As it looks to the future, the undergraduate program seeks to maintain these distinctive manifestations of its key commitments and to:

- 1. Build on the strengths of our Catholic identity by promoting dialogue between faith and reason and by enabling students to acquire an organic vision of reality which integrates faith and secular learning;
- 2. Increase efforts to cross departmental and disciplinary boundaries in order to enhance

Organization of the University Undergraduate

College of Arts and Sciences

The College of Arts and Sciences includes undergraduate programs in the arts, humanities, natural sciences, and social sciences, plus a number of interdisciplinary programs.

Opus College of Business

The Opus College of Business has seven departments offering undergraduate curricula in an interdisciplinary setting.

Dougherty Family College

The Dougherty Family College offers an Associate of Arts degree with a major in liberal arts.

School of Education

The School of Education offers undergraduate courses and curricula for elementary and secondary teacher licensures.

School of Engineering

The School of Engineering offers fully accredited degree programs in mechanical and electrical engineering. The School is committed to developing complete engineers who have a sound Liberal Arts foundation combined with extensive hands-on experience and strong technical skills. (more information is available at www.stthomas.edu/engineering/)

Morrison Family College of Health

The Morrison Family College of Health offers undergraduate curricula for social work and health and exercise science.

Graduate

College of Arts and Sciences

Master's-level programs are offered in Art History, Catholic Studies, English, Music Education, and Spanish.

Opus College of Business

The Opus College of Business offers seven degree programs at the graduate level. It is home to a variety of centers offering credit and noncredit seminars and continuing-education programs.

St. Paul Seminary School of Divinity

The St. Paul Seminary School of Divinity offers master's-level degrees oriented to theological study and the practice of ministry.

School of Education

Graduate study leading to certificates, master's, educational specialist, and doctoral degrees is offered.

School of Engineering

St. Thomas graduate engineering programs have served students and regional industries since 1986. The School of Engineering offers graduate degrees in manufacturing engineering, mechanical

engineering, systems engineering, technology management, and regulatory science. (more information is available at <https://engineering.stthomas.edu/>)

School of Law

The School of Law was reopened in 1999 after a 66-year hiatus. The first class of 120 students was accepted in fall 2001. Full accreditation by the American Bar Association was granted in 2006.

Morrison Family College of Health

The Morrison Family College of Health offers master's- and doctoral-level degrees in social work and counseling psychology.

The 4-1-4 Calendar

The Undergraduate program follows a 4-1-4 calendar. The 4-1-4 calendar consists of a fall semester during the months of September through December, a four-week January term, and a spring semester during the months of February through May. Each Spring and Fall semester consists of approximately 14 weeks of classes and a four-day examination period.

Regular Semesters -

During the fall and spring semesters, a student normally enrolls in 16-18 credits.

The January Term -

Students may enroll in a maximum of four credits in a January term.

Summer Sessions -

The university offers two six-week sessions, one eight-week session and one twelve-week session during the months of June through August. A student may enroll in a maximum of eight credits a given session, with a maximum of sixteen credits for the summer.

Please note, the Dougherty Family College A.A. is not in the summer or J-term.

Vital Statistics

The University of St. Thomas is a private, coeducational, Catholic, liberal arts university.

The university offers 5 bachelor's degrees, 118 major fields of study, and 62 minor fields of study. The university offers 59 graduate master degree programs, 1 juris doctor, 3 doctoral, 1 specialist, and

61 graduate certificates. It also offers 10 graduate-level joint- or dual-degree programs.

Please visit our University Quick Facts (<https://www.stthomas.edu/about/quick-facts/index.html>) page for helpful information about the University of St. Thomas.

Further details regarding student persistence (outcomes and retention) can be found under the Student Outcomes section of our Required Disclosures to Students - Policies page (<https://www.stthomas.edu/policies/required-student-disclosures/index.html>).

Academic Honors

Aquinas Scholars

The Aquinas Scholars Honors Program is the undergraduate honors program of the University. The program's mission is to enrich the educational experience of academically motivated students by creating a community of scholars dedicated to academic excellence and the ideals of a liberal arts education.

Incoming first-year Aquinas Scholars are required to take four honors courses and three interdisciplinary honors seminars on the standard grading system. Program requirements may be reduced based on incoming credits, DFC transition, or transfer status.

Aquinas Scholars honors courses and honors seminars emphasize depth of learning and encourage discussion. Honors courses or "sections" are distinctive from non-honors courses due to a substantially smaller class size, faculty recognized for excellence in teaching, and an increased focus on student participation and in-depth examination of topics.

Aquinas Scholars honors seminars bring together instructors or topics from different areas of study and students from a variety of disciplines to approach a topic of intellectual interest. This seminar format provides students the opportunity to situate themselves within a broader intellectual community. There is no additional tuition cost for the honors seminars.

The Aquinas Scholars Honors Program also sponsors a variety of co-curricular and extracurricular activities. All St. Thomas undergraduate students maintaining a 3.6 grade point average or higher are eligible to apply to the program. Continuing, transfer, and DFC students

must have sufficient courses remaining in their degree plan to complete the program requirements.

For further information, contact Dr. Eric H. Fort, Director of the Honors Program (aquscholarsdir@stthomas.edu) or the program email at aquscholars@stthomas.edu.

Dean's Honor List

A student who attains a grade point average of 3.50 or more at the end of a semester in which they have taken at least twelve credits for regular grades (A, B, C) will be placed on the Dean's Honor List if there are no grades of D or F or marks of I or R. (Evening program students must have taken at least eight credits in a semester and meet the same requirements.)

The list is made public and the student receives an e-mail letter of commendation from the Associate Vice Provost for Student Achievement.

Delta Epsilon Sigma

Delta Epsilon Sigma, a national honor society for students enrolled in Catholic colleges and universities, was established at St. Thomas in 1941. Students become eligible for membership in their junior year. St. Thomas students are accepted into the national organization of Delta Epsilon Sigma after they have been accepted into the University of St. Thomas Alpha Sigma chapter and are nominated for membership in the national organization.

Senior candidates must have earned a cumulative grade point average of 3.50, while junior candidates must have a cumulative 3.75 grade point average. In the case of transfer credits, the St. Thomas grade point average must also satisfy the minimum requirement, with a minimum of twelve St. Thomas credits taken for letter grade. Graduate students are eligible for membership upon completion of one-half of their master's degree requirements. Alumni are eligible if they have graduated with honors or have received a graduate degree.

Student members receive the Delta Epsilon Sigma Journal published by the national society three times each year. In addition, student members may submit articles for publication to the Journal, and apply for senior year and graduate school scholarships. Induction ceremonies are held in the spring semester each year.

Members enjoy the following privileges: no restriction on class loads, attendance as guests of

the university at special academic functions, and silver cords for commencement.

Department Honor Societies

A number of departments offer membership in an honor society for the particular discipline. Each of these is explained in more detail in the description of the department's offerings in the Curricula section of this catalog.

- **Aerospace Studies** - Arnold Air Society
- **Biology** - Gamma Tau chapter of Beta Beta Beta
- **Business** - Beta Gamma Sigma
- **Communication Studies** - Beta Chi chapter of Lambda Pi Eta
- **Economics** - Omicron Delta Epsilon
- **English** - Sigma Tau Delta
- **German** - Delta Phi Alpha
- **Geography** - Mu Alpha Pi
- **History** - Phi Alpha Theta
- **Neuroscience** - Nu Rho Psi
- **Political Science** - Chi Theta chapter of Pi Sigma Alpha
- **Psychology** - Psi Chi
- **Religious Studies and Theology** - Theta Alpha Kappa
- **Social Work** - Epsilon Zeta Eta Chapter of Phi Alpha
- **Sociology and Criminal Justice** - Iota chapter of Alpha Kappa Delta
- **Spanish** - Sigma Delta Pi
- **Women, Gender, & Sexuality Studies** - Iota Iota Iota

Latin Honors

Three types of academic honors are conferred upon graduates of the undergraduate program.

All students considered for graduation with Latin honors have a minimum of 52 credits taken for letter grade (A, B, C, D) at the University of St. Thomas.

All students eligible for Latin honors who have applied for graduation will be informed by the Office of the Associate Vice Provost for Student Achievement before mid-term of their final semester that they are eligible for this honor.

Cum Laude

A student whose overall cumulative grade point average and St. Thomas grade point average are both between 3.50 and 3.69 receives the baccalaureate degree Cum Laude.

Magna Cum Laude

A student whose overall cumulative grade point average and St. Thomas grade point average are both between 3.70 and 3.89 receives the baccalaureate degree Magna Cum Laude.

Summa Cum Laude

A student whose overall cumulative grade point average and St. Thomas grade point average are both 3.90 or higher and who is judged to be outstanding by members of an Honors Oral Examination Committee receives the baccalaureate degree Summa Cum Laude.

The examination committee is composed of faculty members. The student should invite a full-time faculty member from the student's major department to chair the committee. A student with multiple majors may choose a faculty chair from any of their major departments.

In consultation with the selected faculty chair, the student should invite two additional faculty members to constitute a three-person committee that represents three different departments and at least two academic areas of the undergraduate program. For the purposes of the Summa Cum Laude exam, the academic areas are:

1. The Division of Arts and Letters in the College of Arts and Sciences
2. The Division of Catholic Studies, Justice and Peace Studies, Philosophy, and Theology in the College of Arts and Sciences
3. The Division of Science and Mathematics in the College of Arts and Sciences, together with the School of Engineering and the Health & Exercise Science Department in the Morrison Family College of Health

4. The Division of Social Sciences in the College of Arts and Sciences, together with the School of Social Work in the Morrison Family College of Health
5. The College of Business
6. The School of Education.

In consultation with the faculty chair, the student should choose one of the following three options for structuring the examination, and then inform all of the faculty examiners which of these options has been selected:

1. The student selects a central theme for the examination and prepares a five-page paper on that theme, integrating the student's major field with the areas represented by the examiners and, to the extent possible, with the liberal arts more broadly. This paper will be sent by the student to the examiners at least one week prior to the examination date. This paper will be the focus of the examination.
2. The student selects a central theme for the examination and develops an outline of ideas on the theme, integrating the student's major field with the areas represented by the examiners and, to the extent possible, with the liberal arts more broadly. This outline will be made available to the examiners at the time of the oral examination and will be the basis of a twenty-minute oral presentation by the student, which will then become the focus of the remainder of the examination.
3. The student collects three exhibits to be included in a Summa Cum Laude portfolio, representing three disciplines. These exhibits might be papers, projects, lab reports, or other documents illustrating the student's academic achievement at St. Thomas. The exhibits should represent three distinct disciplines. The student also writes a five-page reflective essay that introduces the contents of the portfolio. The essay should explain the contexts in which the exhibits were produced, and why the student believes these materials provide a good picture of their academic achievements at St. Thomas. In addition, the essay should draw connections among the three exhibits, showing how they work together to illustrate intellectual depth, breadth, or growth. The student uploads

these materials onto SharePoint in an electronic portfolio. Committee members will have access to these materials at least two weeks before the Summa Cum Laude examination. The three exhibits together with the essay will be the focus of the examination.

Further details concerning the examination will be sent to eligible students and the chairs of their departments by the Office of the Associate Vice Provost for Student Achievement.

If a student who is eligible to graduate Summa Cum Laude chooses not to take the Honors Oral Examination, the student will receive the Magna Cum Laude designation.

Academic Support

Academic Counseling

The Office of Academic Counseling serves as a resource and referral agent for both students and faculty.

Through one-on-one partnerships, academic counselors challenge undergraduate students to determine meaningful academic and life goals by encouraging them to reflect upon their educational experiences and achievements. The Academic Counseling staff offers special support to those students who are experiencing academic challenges, provides assistance with class registration, long term academic planning, individual assistance in study skills improvement, time management, test taking preparation, college reading techniques, and college survival skills.

Faculty Advisors

Full-time faculty members serve as advisors to all students. Faculty advisors assist students with class schedules and enrollment decisions each semester during their first and sophomore years. A student may officially declare an academic major after a completing one semester of enrollment. When the student has been accepted as a major in a particular department, the guidance of her or his program is then transferred from the pre-major advisor to a departmental major field advisor. Major field advisors guide their advisees' progress toward a degree by reviewing grade reports and degree evaluations, assisting students with academic challenges, and consulting with them about career decisions.

Academic Development Program

The Academic Development Program (ADP) is a team-taught combination of courses designed to help incoming first year students develop proficiency in reading, writing, library and learning skills necessary for college success.

Students are invited to participate in this program if high school records and entrance exams (such as the ACT) indicate weakness in the areas of reading and writing.

Participants in the program register for twelve or sixteen credits in fall semester: ENGL 110 Intensive Writing; a companion course covering one of the core curriculum requirements; and one or two additional courses of the student's choice.

Undergraduate Research Opportunities Program (UROP)

UROP offers several different kinds of grant funding for faculty-mentored, independent student research projects in all fields. UROP accepts proposals three times a year and provides student and faculty stipends for a semester or summer of non-credit student research projects. Funding is also available for students to travel for research and presentation purposes. UROP hosts two research posters sessions each year to showcase the results of students conducting independent research in any capacity. UROP is a partner unit of the Center for Student Achievement. To learn more, please visit www.stthomas.edu/urop.

Center for Student Achievement (CSA)

The Center for Student Achievement, opening on the first floor of Murray-Herrick Center in Fall 2018, is a collaboration between Academic Affairs and Student Affairs that intentionally integrates resources to empower students as they navigate academic and professional goals. Through the CSA, students can get assistance exploring majors and careers, connect with offices and programs that provide academic support, and learn about opportunities that will enrich their academic experience at St. Thomas. More information can be found at: <https://www.stthomas.edu/centerforstudentachievement/>.

English Language Consulting

English Language Consulting provides help for undergraduate multilingual and international students to improve language and academic skills. The ELC offers support for vocabulary development, grammar, reading comprehension, note-taking, speaking and listening skills, study skills, and other English as a Second/Additional Language concerns. More information can be found at: <https://www.stthomas.edu/centerforstudentachievement/signatureprograms/englishlanguageconsultants/>

Math Placement Tutoring

All University of St Thomas students must complete at least one math course, as determined by their field of study. Math Placement Tutors are professional math educators who are available to help students place into the math course that best fits their needs and their major requirements. Students who are working to improve their math placement can schedule one-on-one tutoring sessions as they work through online prep and learning material tailored to the areas of math that challenge them. Tutors are also available for virtual tutoring sessions for those students who would benefit from that flexibility. Consult the website for more information and current hours: <https://www.stthomas.edu/centerforstudentachievement/signatureprograms/mathplacementtutors/>

Mathematics Resource Center

The Mathematics Resource Center (MaRC) provides a variety of resources including a tutoring staff, math placement assessment, and general mathematics advising.

Students must satisfy all prerequisites in order to enroll in a math course. Most entry-level math courses require an appropriate math placement derived from an ACT/SAT math score or from a St. Thomas Monitored Math Placement Assessment.

Students whose math placement is 099 cannot take any for-credit math course at St. Thomas. However, St. Thomas offers MATH 005 (Basic Math Skills) which serves as a prerequisite for MATH 006, MATH 100 and MATH 101. Successful completion of MATH 005 receives placement into MATH 100 or MATH 101. MATH 005 has a nominal registration fee and is offered every fall, J-Term and spring.

Consult the website for more information: Math Resource Center

Disability Resources

Students qualify for services from Disability Resources through self-disclosure of a disability. Reasonable academic accommodations are arranged on an individual basis to provide students with disabilities equal access to all university programs. The University of St. Thomas is committed to compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the Americans with Disabilities Act Amendments Act of 2008.

Center for Writing

Writers at all levels of experience use the Center for Writing. Through individualized conferences, peer consultants work with writers to help them focus, develop, and organize their ideas, and revise and edit their drafts. Students can seek assistance on any work in progress before they write, as they write, and after they write. Most writers bring course assignments, including analytical, research, and capstone papers. Those writing essays for application to graduate school or study abroad are also welcome.

The Center is staffed by peer consultants selected each spring through a rigorous application and interview process. The consultants do not edit or proofread, but instead help writers strengthen their approaches to all facets of the writing process.

Conferences with consultants are free and confidential.

Appointments should be made through our website. Online consultations are available through our website as well. For more information on our services, please contact the director, Dr. Susan Callaway, in JRC 361, 651-962-5601.

Consult the website for more information: Writing Center

Innovation & Technology Services

Innovation & Technology Services (ITS) is the University of St. Thomas' technology division. As part of its mission to connect and empower the St. Thomas community, ITS focuses on technology support, academic computing, process improvement, infrastructure services, and security. ITS is charged with developing initiatives that create and reflect best IT practices in higher education while supporting the University of St. Thomas' mission and strategic goals.

ITS provides a variety of software and services to students at no additional cost to support their academic and personal goals while at St. Thomas. All students receive a St. Thomas account upon acceptance to the university that includes email, file storage, on-campus printing, Microsoft Office suite for personal devices, and access to important university-wide systems that allow students to stay on top of their coursework, grades, and campus activities. The Tech Desk also offers free walk-up assistance for general troubleshooting on personal devices, including malware and virus removal.

For more information:

<https://www.stthomas.edu/about/departments/innovation-technology-services/index.html>

Admissions Information Information & Visits

All correspondence and telephone calls concerning undergraduate admission should be directed to:

Office of Admissions
University of St. Thomas
2115 Summit Avenue, Mail 5017
St. Paul, Minnesota 55105-1096.
Phone: (651) 962-6150 or (800) 328-6819 ext. 2-6150
e-mail: admissions@stthomas.edu

When writing, inquirers should be sure to include their full name, address with zip code and telephone number.

The Office of Admissions is located in 256 Murray-Herrick Campus Center (MHC). It is open from 8 a.m. to 4:30 p.m., Monday through Friday, and 9 a.m. to noon on select Saturdays during the academic year. Admission counselors and scheduled tour times are available during those hours. Please contact the Office of Admissions for an appointment.

Admissions Policies

The University of St. Thomas is an equal opportunity educator and employer. St. Thomas does not unlawfully discriminate, in any of its programs or activities, on the basis of race, color, creed, religion, national origin, sex, sexual orientation, family status, disability, age, marital status, status with regard to public assistance, membership or activity in a local commission, genetic information, or any other characteristic protected by applicable law. The university's policy of nondiscrimination extends to all aspects of its operations, including but not limited

to, employment, educational policies, admissions policies, scholarship and loan programs and all other educational programs and activities.

For more information, please see our site: Equal Opportunity Statement

The University of St. Thomas is registered with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions. Contact information for the Minnesota Office of Higher Education is:

1450 Energy Park Drive, Suite 350
St. Paul, MN 55108-5227
Phone: (651) 642-0567
Toll Free: (800) 657-3866
Fax: (651) 642-0675
<https://www.ohe.state.mn.us/>

Admissions Standards

It is recommended that an applicant's high school transcript include four units in English, four units in one foreign language, four units of mathematics (three units required), two units in natural sciences and two units in history or the social sciences.

Graduates of accredited high schools are admitted on the basis of their grade point average (GPA), academic rank in their graduating class (if applicable), and college preparatory course selection. St. Thomas is a test-optional institution. Students may choose to submit their Scholastic Aptitude Test (SAT) or the American College Test (ACT), but they are not required. Students are also encouraged to submit an optional essay and letters of recommendation with their application.

The university's SAT code number is 6110. The ACT code number is 2102.

Students with a Graduate Equivalency Diploma (GED) should submit the GED, including scores, in addition to their high school transcript.

Application Procedures

Candidates for admission should complete the following steps.

1. The official undergraduate application for admission is available at Application Portal and www.commonapp.edu.
2. The admissions committee considers each student's academic record, essay, and

recommendations, if applicable.

Depending on the Admission Type to which you applied - Early Action or Regular Decision - applications are reviewed by the Admissions Committee and decisions announced at the respective notification date.

3. Each accepted applicant should make a \$400 confirming deposit to reserve a place in the class and in university housing. This deposit is refundable when requested in writing by May 1 prior to the fall semester of admission. Spring students should inquire about the deposit and refund date.
4. First-year students are required to live on campus their first and second years at St. Thomas unless they are granted an exception to this policy. Transfer students may also have a residency requirement. Residence Life can provide additional information about the policy and the exception process.
5. Each confirmed student is required to provide a final high school transcript after graduation prior to the first day of class in the first semester of admission. Additionally, students who choose to submit a self-reported standardized test score at time of application will also be required to submit the official test score prior to the first day of classes.

All students born after 1956 who are enrolled in a Minnesota public or private college or university are required by Minnesota law to be immunized against diphtheria, tetanus, measles, mumps and rubella. These immunizations must have been done within a certain time frame. Questions about this requirement and exemptions allowed for by the law should be addressed to Health Services. Details about providing this information can be found at: www.stthomas.edu/healthservices/services/immunization

Credits Earned Prior to Admission

Students entering St. Thomas as first-time college students may have college credits earned prior to graduation from high school, Advanced placement (AP) credits or informal education that allows them to gain credit by examination. These various supplementary programs are explained in this section.

A Level Policy

Faculty/Department approved February 2019.

Course	Grade	UST Equivalent Credits Awarded
Accounting (9706)	A, B, or C	ACCT 210 and 215 (8 cr) ACCT 100 and 200 (2019 curriculum)
Biology	A, B, or C	BIOL 207
Business		MGMT 199 (8 cr) BUSN 100 (2019 curriculum)
Chemistry	A, B, or C	CHEM 111, 112 and 201 CHEM 111 and 112
Computer Science	A, B, or C	8 credits of CISC 199
Economics	A, B, or C	ECON 251 and 252 (8 cr)
English Language	A, B, or C	ENG 199 (4 cr)
Geography	A, B, or C	GEOG 111 Human Geography and GEOG 113 Globalization & World Regions.
History	A, B, or C	HIST 199 (8 cr)
Literature in English	A, B, or C	ENG 121 (4 cr)
Math	A, B, or C	MATH 199 (8 cr)
Math, Further	A, B, or C	2019: Math 298 and Math 240. Math 298 does not count towards the math minor. 2020 and 2021: Math 114 and 210. AS level exam Math 198
Math, Pure	A, B, or C	Math 113 (for AS level if students pass P1 and P2 papers). For A level passing P1 and P3 is equivalent to Math 113. Student. STAT 206 and 2 credits of STAT 199
Physics	A, B, or C	PHYS 109 and 110 (8 cr). Is not suitable for students with physics or engineering majors.
Psychology	A, B, or C	PSYC 111 and PSYC 199 (8 credits)
Sociology	A, B, or C	SOCI 199. Can meet Social Scientific Analysis requirement.

Advanced Placement Credits

Students who meet the conditions described in this section for an Advanced Placement (AP) Examination will receive four credits and an "S" grade. This examination must be taken prior to matriculation to a college or university.

Art History - A score of 3 or higher equals ARTH 199 (may fulfill Fine Arts requirement; evaluation based on individual course basis)

Biology - A score of 4 or higher (non-Biology majors) equals BIOL 101. Students intending to major in Biology or related programs who earn a score of 4 equals BIOL 101. BIOL 101 fulfills a core lab science, but will not fulfill a major field requirement in Biology or related programs. Students intending to major in Biology or related programs who earn a score of 5 equals BIOL 243 and fulfills 4 credits towards the Biology major.

Chemistry - A score of 3 or higher may equal CHEM 100, depending on laboratory experience, at the discretion of the chair of the department. A score of 4 or higher may equals CHEM 111, depending on laboratory experience, at the discretion of the chair of the department.

Students will be required to present both coursework in class as well as lab work that includes, but is not limited to, lab notebook, lab reports, experiments and experimental procedures, exams taken and syllabi.

Chinese - A score of 3 equals CHIN 211 (fulfills Language and Culture requirement); A score of 4 equals CHIN 212; A score of 5 equals CHIN 300

Computer Science - A score of 4 or 5 in Computer Science A equals CISC 130 or 131

Economics - A score of 4 or higher in macroeconomics equals ECON 251; A score of 4 or higher in microeconomics equals ECON 252 (either course fulfills Social Scientific Analysis requirement)

English - A score of 4 or higher in English Language/ Composition equals ENGL 199 (does not fulfill the English requirement); A score of 4 or higher in English Literature/ Composition equals ENGL 121 (fulfills 4 credits towards the English requirement)

Environmental Science - A score of 4 or higher equal ESCI 132.

French - A score of 3 equals FREN 211 (fulfills Language and Culture requirement); A score of 4 equals FREN 212; A score of 5 equals FREN 300; A score of 3 or higher in French Literature equals FREN 309 (this will count towards the major in French)

Geography – A score of 3 or higher in Human Geography equals GEOG 111 (fulfills Social Scientific Analysis requirement)

German – A score of 3 equals GERM 211 (fulfills Language and Culture requirement); A score of 4 equals GERM 212; A score of 5 equals GERM 300

History – A score of 4 or higher in European History equals HIST 199 (counts as an elective toward graduation) A score of 4 or higher in U.S. or World History equals HIST 100 (fulfills the Historical Analysis requirement)

Italian – A score of 3 equals ITAL 211 (fulfills Language and Culture requirement); A score of 4 equals ITAL 212; A score of 5 equals ITAL 300

Japanese – A score of 3 equals JAPN 211 (fulfills Language and Culture requirement); A score of 4 equals JAPN 212; A score of 5 equals JAPN 300

Latin – A score of 3 or higher equals LATN 212 (fulfills Language and Culture requirement)

Mathematics – A score of 3 or higher in Calc AB = MATH 113 (fulfills Quantitative Analysis); A score of 4 or higher in Calc BC = Math 113 & 114; AB subscore of 3 or higher in Calc BC = Math 113.

Music Theory – A score of 3 or higher may be the equivalent of MUSC 113 and a score of 4 or higher may be the equivalent of MUSC 114, however, all students who wish to transfer AP credits are required to take the music theory placement test for official placement. Review sheets and information on taking the test are available from the music department office (does not fulfill Fine Arts requirement)

Physics - Physics B: A score of 3 equals PHYS 101 (satisfies Natural Science requirement); A score of 4 or 5 equals PHYS 109-110 (satisfies Natural Science requirement);

Physics C1–Mechanics: score of 3 equals PHYS 101 (satisfies Natural Science requirement); A score of 4 or 5 equals PHYS 211 (satisfies Natural Science requirement); Physics C2–Electricity and Magnetism: A score of 3 or 4 equals PHYS 199 (satisfies Natural Science requirement); A score of 5 equals PHYS 212 (satisfies Natural Science requirement)

Physics 1: A score of 3 equals PHYS 101 (satisfies Natural Science requirement); A score of 4 or 5 equals PHYS 109 (satisfies Natural Science requirement)

Physics 2: A score of 3 equals PHYS 100 (satisfies Natural Science requirement); A score of 4 or 5 equals PHYS 110 (satisfies Natural Science requirement)

Political Science – A score of 3 or higher in Government & Politics: US equals POLS 199 (does not fulfill Social Scientific Analysis requirement). A score of 3 or higher in Comparative Government & Politics equals POLS 104 (fulfills Social Scientific Analysis requirement).

Psychology – A score of 4 or higher equals PSYC 111 (fulfills Social Scientific Analysis requirement)

Spanish Language and Culture – A score of 3 equals SPAN 211 (fulfills Language and Culture requirement); A score of 4 equals SPAN 212; A score of 5 equals SPAN 300

Spanish Literature – A score of 5 or higher equals SPAN 335 (this will count towards the major in Spanish)

Statistics – A score of 4 or higher in Statistics equals STAT 206

Studio Art – A score of 3 or higher in Studio Art equals ARTS 199 (does not fulfill Fine Arts requirement)

AP Seminar – A score of 4 or higher equals IDSC 199 and will count as 4 elective credits with an S grade. There may be instances where these credits would satisfy a major or minor requirement. For programs that would accept these credits, students must consult with the chair of the relevant department to determine if the seminar experience meets the learning outcomes of a required course in the major or minor. During this consultation, students may be asked to submit a syllabus and/or coursework to the department for review.

AP Research – A score of 4 or higher equals IDSC 199 and will count as 4 elective credits with an S grade. There may be instances where these credits might satisfy a major or minor requirement. For programs that would accept these credits, students must consult with the chair of the relevant department to determine if the seminar experience meets the learning outcomes of a required course in the major or minor. During this consultation, students may be asked to submit a syllabus and/or coursework to the department for review.

College Level Examination Program (CLEP)

The College Level Examination Program (CLEP) was conceived to serve post-secondary students who have acquired certain kinds of knowledge outside the usual formal educational channels. Students must take CLEP examinations before or during the first semester of college work to receive credit for the CLEP examination from St. Thomas.

Business - A score at the 50th percentile or above in Principles of Marketing=MKTG 200 (fulfills requirement in Business Major.) No other CLEP Exams in Business will earn St. Thomas credit.

English Literature/Composition - A score at the 50th percentile or above in any English Literature or Composition exam will earn ENGL 199 (does not fulfill the English requirement.)

Foreign Languages - No credit will be assigned for the CLEP exam in foreign languages.

History - A score at the 50th percentile or above in History of the United States I=HIST 113, History of the United States II=HIST 114 (both fulfill the Historical Analysis requirement.) History exams in other areas with a score of 50% or higher need to be evaluated by the department chair.

Mathematics - Students who receive a score greater than 50% on the College Mathematics exam will receive credit for MATH 101 Finite Mathematics (fulfills the core requirement in Quantitative Analysis).

Natural Sciences - CLEP Examinations that include Biology, Chemistry and Natural Sciences do not fulfill the laboratory science requirement; A score at the 50th percentile or above will earn elective credit.

Social Sciences - A score at the 50th percentile or above in the following social sciences will earn 4 credits in the following subject areas

CLEP Exam	St Thomas Credit
Princ of Macroecon	ECON 251 (fulfills Social Scientific Analysis)
Princ of Microecon	ECON 252 (fulfills Social Scientific Analysis)
Introductory Psyc	PSYC 111 (fulfills Social Scientific Analysis)
Introductory Soc	SOCI 100 (fulfills Social Scientific Analysis)

Department Examinations

Certain departments in the undergraduate program allow students to obtain credit for specific courses if they can demonstrate that they have mastered the content and method of the courses in question. Those interested in seeking credit in this fashion should contact the department chair of the appropriate department.

The examining faculty member offers no special instruction to the student except to furnish the syllabus of the course. If this is unavailable or of insufficient assistance to the student, the course should be taken as a regular semester offering or on an Individual Study basis.

A student may attempt to earn credit by examination only once for a particular course. Grades for courses taken in this way are usually given on an S/R basis unless the department has decided that a letter grade should be awarded.

Only courses for which credit is awarded will be posted on the transcript. A fee is charged for administering the examination.

The following departments offer the availability of credit by examination for selected courses. Departments not included in the list do not offer any courses under this option.

Business - Examinations may be given with the consent of the chair of the department. Contact the department with questions.

Chemistry - Examinations may be given for CHEM 111 and/or CHEM 112, at the discretion of the chair of the department.

Computer and Information Sciences - The Department of Computer and Information Sciences offers a "Credit by Exam" option to allow students the opportunity to earn course credit for one of the following four entry-level computing courses at UST:

- CISC 130: Introduction to Programming and Problem Solving in the Sciences
- CISC 131: Introduction to Programming and Problem Solving
- CISC 200: Introductory Computer Technology and Business Applications
- STAT 220: Statistics I

There will be a unique exam for each course that will evaluate students relative to the specific concepts and skills that are the focus of that particular course.

Students will need to obtain a score of at least 80% to receive credit for the course.

Each exam costs \$150, payable to the Business Office. An exam may only be taken once; retakes are not permitted.

Engineering - Examinations may be given for all courses, if circumstances warrant it, with the exception of:

- ENGR 480 Engineering Design Clinic I
- ENGR 481 Engineering Design Clinic II

Each case will be considered individually by the department chair.

English - Under extraordinary circumstances, with the consent of the department chair, credit by examination may be sought for English courses with the following exceptions:

- ENGL 121 Critical Thinking: Literature and Writing
- ENGL 201 Text in Conversation: Perspectives on Genre and Craft
- ENGL 202 Texts in Conversation: Interdisciplinary Perspectives
- ENGL 203 Texts in Conversation: Thematic and Intertextual Perspectives
- ENGL 204 Texts in Conversation: Perspectives on Language, Culture, and Literacy
- ENGL 300 Theory and Practice of Writing
- ENGL 421/422 Literary Magazine Practicum
- ENGL 481 or ENGL 482 Capstone Seminar

Foreign Language - Examinations may be given for certain courses. Each case will be considered individually by the department chair.

Geology - GEOL 111 Introductory Geology I

Mathematics - A departmental examination is available for MATH 113 Calculus I with the following qualifications:

- A score of 0 - 59 = no credit;
- A score of 60 - 79 = no credit but MATH 113 will be waived as a prerequisite;
- A score of 80 - 100 = credit for MATH 113

Psychology - In special circumstances, and with approval of the department, credit by examination may be sought for PSYC 111 General Psychology

International Baccalaureate

All exams with the exception of foreign languages, must be taken at the higher level. Students who pass the higher level International Baccalaureate (IB) Examination(s) in subjects included in the St. Thomas curriculum with a score of 4 or higher will ordinarily receive 4 credits toward graduation. The specific courses for which credit would be awarded will be determined by the appropriate academic department.

Following is a list of guidelines according to which credit may be obtained through the higher level IB exam in specific departments.

Credit awarded will be assigned an "S" grade (satisfactory).

Biology - A score of 5 or higher (non-Biology majors) equals BIOL 101. Students intending to major in Biology or related programs who earn a score of 5 equals BIOL 101. BIOL 101 fulfills a core lab science, but will not fulfill a major field requirement in Biology or related programs. Students intending to major in Biology or related programs who earn a score of 6-7 equals BIOL 243 and fulfills 4 credits towards the Biology major.

Chemistry - A score of 4 or higher usually equals CHEM 111. Students with scores of 5 or above should consult with the department chair. Students should consult with department chair if they intend to major in science, especially chemistry.

Economics - A score of 5 or higher on the Higher Level examination equals ECON 251 (fulfills the Social Scientific Analysis requirement).

English - A score of 4 or higher equals ENGL 121 (fulfills 4 credits toward the English requirement).

Foreign Language - Foreign language credit is dependent on the results of the UST departmental language placement exam typically administered during freshman orientation. Once a language placement exam result is known, IB credit will be granted with a score of 4 or higher.

UST Exam Result	IB Credit Earned
300	212 (fulfills Lang & Culture)
212	211 (fulfills Lang & Culture)
211	112

112	111
111	119 (elective)

History – A score of 4 or higher in European History equals HIST 199 (with the discretion of the department chair, may fulfill Historical Analysis requirement.) A score of 4 or higher in History of Americas equals HIST 100 (fulfills the Historical Analysis requirement.) A score of 4 or higher in History: Africa equals HIST 100 (fulfills the Historical Analysis requirement.)

Mathematics – A score of 3 or 4 will allow MATH 113 to be waived as a prerequisite (but no course credit will be given). Students are encouraged to take the departmental examination to receive credit for MATH 113. A score of 5 or higher gives credit for Math 113. Students are encouraged to take the departmental examination to receive credit for MATH 114.

Physics – A score of 4 or higher will be considered for the awarding of credit on a case by case basis.

Theater – A score of 4 or higher equals THTR 111 (fulfills the Fine Arts requirement).

Waiver of Credits

A waiver of credits does not add any credits to the student’s transcript. For example, if a student tests out of the Language and Culture requirement for the core curriculum, a waiver will be noted on the degree evaluation, but no credits are awarded.

International Students

The university welcomes and encourages prospective international students to apply for admission.

International students are classified as students applying for admission to the university who will need to have or already possess a visa to enter the United States. Admission is competitive and requires:

- Application and optional essay
- Secondary school official records with very good to excellent scores
- Proof of English proficiency
- Additional items may be found at International Application Process

Priority deadline for applications is January 15.

The University of St. Thomas has international student scholarships available for students with outstanding merit. To qualify for consideration, students must submit complete University of St. Thomas international student admissions application. To learn more about international student scholarships, visit Scholarships for Future Students.

For more information, or to arrange to visit, please contact:

International Admissions
 University of St. Thomas
 MHC 212 Mail 5014
 2115 Summit Avenue
 St. Paul, MN 55105-1096.
international@stthomas.edu
 1 (651) 962-6650

Non-Degree Students

Non-degree students are those who attend classes without intending to apply any credits earned to obtaining a degree at St. Thomas. There are two types of non-degree students: (1) those participating at St. Thomas in university-approved international exchanges or inter-institutional partnerships; (2) independent non-degree students.

(1) Non-degree students who are participating in university-approved international exchanges or inter-institutional partnerships are subject to the credit limits and registration times determined by the conditions of the exchange or partnership in which they are participating. Academic and disciplinary sanctions (probation, suspension, dismissal) apply.

(2) Independent non-degree students are admitted to the institution through the Office of the University Registrar. As they are not seeking a degree, they are not obliged to present their previous academic work for evaluation. Registration is on a space available basis with priority given to degree-seeking students. Independent non-degree students begin registration five days before the start of each term; they are not classified as freshman, sophomore, junior, or senior. Neither are they classified as part-time or full-time. They are limited to enrolling for eight credits during the spring and fall semesters, and four credits during J-term. They may register for a combined total of sixteen credits during the summer sessions. An independent non-degree student who wishes to change status and pursue a degree program must make a formal application for

admission through the Office of Admissions. A maximum of 24 credits taken at St. Thomas on independent non-degree status may be applied to a degree program. Academic and disciplinary sanctions (probation, suspension, dismissal) apply.

Readmission Policies

A student who was formerly enrolled in the university, but is not currently attending, must request reinstatement by calling or writing to Academic Counseling at St. Thomas. The student will be reinstated if the University Student Data & Registrar's verifies that the student left St. Thomas in good academic standing, and if the student is eligible to return to the university as certified by the Dean of Student Life.

However, if the student has been enrolled at another college or university since their last term of enrollment at St. Thomas, an official transcript and a completed Dean of Students form must be submitted to St. Thomas from that institution. The student will then be reinstated if the transcript indicates work of a C average or better and the Dean of Students form indicates the student left that institution in good standing.

A student who discontinues his/her enrollment in the university for four consecutive academic years must re-enroll under the terms of the catalog in effect at the time of re-enrollment.

Transfer Students

In addition to following the general application procedures, students wishing to transfer from another college should submit a complete Dean of Students Form, official final high school and all college transcripts to the Office of Admissions as soon as possible. Previous college work and other academic information will be reviewed as part of the admission decision. All coursework, regardless of grade, is considered in the admission review process. Only coursework in which the student earned a grade of C- or higher from a regionally accredited college/university will be recognized for credit at St. Thomas. To determine if your college/university has regional accreditation, please click here.

Transfer students must fulfill the core curriculum requirements, maintain a GPA of 2.00 in courses taken at St. Thomas, and successfully complete thirty-two of their last thirty-six credits at the university.

In order to stay within enrollment goals, the university reserves the right to adjust published application and standing deposit deadlines when necessary.

Students interested in transferring to the university should contact the Office of Admissions at: (651) 962-6150 or (800) 328-6819, Ext 2-6150 or admissions@stthomas.edu.

Veterans Services

The School Certifying Official in the Office of Student Data and Registrar acts as a liaison between the Dept. of Veterans Affairs and students eligible for VA education benefits. Each student's enrollment for fall and spring semester is automatically certified prior to the start of the term to insure benefits are received from the VA in timely manner.

The Veterans Resource Center is a gathering place for St. Thomas veterans where they can connect with other veterans, receive academic and career service support, and find information about educational and other resources available to veterans and their families. Veterans Services' mission is to equip each military-affiliated student with the necessary means to succeed at the University of St. Thomas, and beyond, assisting him or her to become "morally responsible leaders who think critically, act wisely, and work skillfully to advance the common good".

Core Curriculum

All bachelor degrees awarded by the University of St. Thomas shall meet the core curriculum requirements of the undergraduate program.

Please use the right side menu to navigate the specific areas of the Core Curriculum.

Goals of the Core Curriculum:

The educational experience of the University of St. Thomas is designed to enable students to grow as reflective, moral persons prepared to advance the common good.

We seek to develop students who:

Understand and synthesize central ideas of liberal arts disciplines:

- Grasp foundational claims and methods of disciplines that ground liberal education
- Integrate principles, theories, and perspectives across disciplines and cultures

Think critically and creatively:

- Think critically, which includes logically evaluating information, arguments and evidence; using sound reasoning to solve problems or address questions; interpreting data by explaining its meaning and significance; and being aware of one's own inferences and biases in order to confirm, correct, or develop ideas
- Think creatively, which includes generating one's own ideas, insightfully evaluating ideas and information, and innovatively applying concepts or ideas

Communicate effectively with diverse audiences:

- Articulate and support positions clearly and persuasively
- Access, evaluate, and use information appropriately
- Know the audience, and apply appropriate approaches and language

Reflect on the ethical and spiritual dimensions of life, and of their own lives, in light of Catholic intellectual tradition:

- Understand foundational claims of Catholic intellectual tradition, including claims that underlie such convictions as: faith and reason are compatible, the common good is to be pursued, and the dignity of the human person is to be respected
- Engage the claims and convictions of Catholic intellectual tradition, through critical reflection and constructive dialogue, in developing a reasoned worldview
- Apply ethical principles and the principles of Catholic intellectual tradition toward resolution of intellectual and social problems for the sake of the common good

Overview of requirements:

- First Year Experience
- English
- Language and Culture
- Natural Science
- Quantitative Analysis

- Historical Analysis
- Fine Arts
- Social Scientific Analysis
- Philosophy & Theology
- Diversity, Inclusion, and Social Justice
- Integrations in the Humanities
- Global Perspectives
- Signature Work
- Writing Across the Curriculum

A summary of credit requirements and details about how core requirements cannot overlap (except in a few specific situations) is provided in the Summary of Requirements.

Summary of Core

Requirements

First Year Experience

- FYEX 100 - Foundations for College Success (1 credit)
- Living-Learning Community or Theme-Based Learning Community (4-8 credits)

Core Area Requirements

- English (4 credits)
- Language & Culture (0-12 credits)
 - Either complete coursework through 211 level (or place at 212 or above via placement test)
 - OR take eight credits of the same language
- Natural Science (4 credits)
- Quantitative Analysis (4 credits)
- Historical Analysis (4 credits)
- Fine Arts (4 credits)
- Social Scientific Analysis (4 credits)
- Philosophy & Theology (12 credits)
- Integrations in the Humanities (8 credits)

Flagged Core Area Requirements

Flagged Requirements: provide an added dimension to another course - need not necessarily add to course load

- Writing Across the Curriculum (16 credits)
 - Writing to Learn (4 credits)
 - Writing Intensive (8 credits)
 - Writing in the Discipline (4 credits)
- Global Perspectives (4 credits)
- Diversity, Inclusion, and Social Justice (4 credits)
- Signature Work: (2 or 4 credits)
 - Completed after a student has earned at least 80 credits
 - Often part of a student's major
 - Includes a portfolio of work collected over the student's time at St. Thomas

Non-Overlap of Core Requirements

A course used to satisfy one core-area requirement cannot be used (by the same student) to satisfy a different core-area requirement. Some courses may be chosen either to satisfy one requirement, or to satisfy another, but not both. More specifically, some courses may be counted either for Integrations in the Humanities, or for another core-area listed above, but not both. For example, THEO 221 could meet the requirement for the third Philosophy and Theology course for one student OR it could meet the Integrations in the Humanities for another student.

Courses used to satisfy core-area requirements cannot also be used to satisfy the GP or DISJ flags, except for courses used to satisfy the Integrations in the Humanities requirement.

A course which is designated for Writing Across the Curriculum (WAC) can also meet a core requirement (this applies to all core area and core flagged courses).

See the New Degree Requirements Starting Fall 2020 section for further detail on requirements for a degree.

First-Year Experience

Students must take one course:

- FYEX 100

Students must participate in a learning community:

- Living Learning Community
- OR
- Two Theme-Based Learning Community Courses (TBLC)

Courses taken for either learning community can overlap with either major or core area requirements. Both types of learning communities have activity requirements outside of class.

Note: Both courses from the Theme-Based Learning Community (TBLC) courses must be within the same theme, and students must register for the accompanying TBLC Path (FYEX 15) (for activities) for the specific TBLC for which they are signed up.

English

The study of literature and writing fosters empathy and imagination, critical insight, power of expression, interdisciplinary engagement, cultural awareness, and appreciation for the variety of human experience. Students who study literature and writing learn close observational skills, rhetorical knowledge, and discernment of the relationship between aesthetics and ethics. They develop a repertoire of strategies for thinking critically, analyzing texts, and composing in a variety of genres. They learn how to inhabit different perspectives, examine their values, and envision and create new realities, which helps prepare them to be caring, engaged citizens of their communities and the world.

Students must take one course (depending on placement):

- ENGL 121 or ENGL 190

Language and Culture

Skill in a second language is essential to global citizenship. Such skill is useful in itself; furthermore, acquiring it exercises broad intellectual skills that transfer to other areas. When students' acquisition of proficiency in the target language is supported by an analytic study of the fundamental structures of that language, students are continually challenged to exercise critical thinking while solving language problems. Discussion of the nuances of language

helps to improve students' sensitivity to language as a vehicle of expression.

A second language is an integral part of another culture, and second languages need to be studied as such. Students need to consider other cultures in their own terms; they need to recognize the force of locale, time, ideology, and language itself in shaping ways individuals in different cultures perceive human experience. Ultimately, developing a critical perspective with regard to the assumptions of one's own culture may be the greatest benefit to be gained from first-hand contact with another culture through studying its language.

Students who studied a language other than English (and the cultures where it is spoken) for two or more years in high school must take a placement exam if they plan to continue studying that language at St. Thomas, unless they are bringing in college credit for that or other coursework in that language. Students are not permitted to enroll above or below their placement without approval of the Department of Modern and Classical Languages.

The Language and Culture core requirement can be fulfilled in any of the following ways:

- Establish proficiency at the 212 level or higher through completion of a course at that level, proctored placement exam, or the language waiver process (for languages not offered at St. Thomas)
- Place into the 211 level and complete that level
- Place into the 112 level and complete 112 & 211
- Begin a new language, or place into 111 or 122, and complete a two-course sequence

International students who completed their high school education in a language other than English are exempt from this requirement.

Natural Science

Science plays a pervasive and fundamental role in modern society, providing the technological advances that drive our economy and the insights that help us understand ourselves, our environment, and the universe in which we live. Students learning to work toward the common good must have some sense of how scientific reasoning – from observation, to interpretation, to theory formation – allows us to make sense of complex, interacting natural systems that characterize our planet, our home. Without the

powerful tools of science, there is little hope of addressing pressing issues such as climate change, water quality, disease, natural disasters, and even poverty. For all these reasons, the natural sciences are essential to a liberal arts education.

Students will take one core-area course in the natural sciences that includes a hands-on

laboratory experience. For students intending to major in a natural science, the core-area course will typically be a foundational course that serves as an introduction to the discipline and provides fundamental skills needed for future courses. For students not intending to major in the natural sciences, courses typically focus more on the importance of science literacy in daily life. Students are asked to critically evaluate scientific arguments by assessing the relevance, reliability, and limitations of scientific knowledge. Through engaging the natural world, students are exposed to the scientific method to illustrate that science is a continually changing process to better understand the world in which we live. The laboratory component of these courses uses an experiential-based approach with opportunities for students to engage in the scientific process.

Students must take one lab science:

- BIOL 101
- BIOL 102
- BIOL 105
- BIOL 106
- BIOL 110
- BIOL 207
- BIOL 208
- BIOL 209
- BIOL 361
- CHEM 100
- CHEM 101
- CHEM 109
- CHEM 111
- CHEM 112
- CHEM 115
- ENGR 123

- ESCI 132
- GEOL 102
- GEOL 111
- GEOL 114
- GEOL 115
- GEOL 130
- GEOL 161
- GEOL 162
- GEOL 163
- GEOL 211
- GEOL 220
- GEOL 260
- IDSC 150
- PHYS 101
- PHYS 104
- PHYS 105
- PHYS 109
- PHYS 110
- PHYS 154
- PHYS 211
- PHYS 212
- PUBH 200
- PUBH 210

Quantitative Analysis

Tradition has it that the phrase “Let no one ignorant of geometry enter here” was inscribed above the entrance to Plato’s Academy. Plato was not obsessed with triangles, but desired his students to be well-versed in a certain way of thinking that the study of geometry, and mathematics in general, conveys.

Mathematics is a cognitive process that requires critical thinking: reading and re-reading, gathering data, formulating an abstract model to understand and solve a problem, assessing various tools and perspectives at one’s disposal, and taking a series of small and logical steps to arrive at a solution, or an approximation of a solution, all the while assessing

the path one is taking, adjusting or backtracking as necessary, and reformulating or tweaking the model. It is a way of learning, knowing, investigating, describing, predicting, analyzing, and understanding.

The fundamental aim of the requirement in Quantitative Analysis is to help students develop and strengthen their abilities to engage in this deep and broad, deliberate thought process.

Students must take one course:

- MATH 100
- MATH 101
- MATH 109
- MATH 111
- MATH 113
- STAT 220

Historical Analysis

Historical study promotes critical thinking, intellectual resourcefulness, interdisciplinary engagement, and intercultural awareness in ways that are complementary to but distinct from other academic disciplines. Students who study history gain a better knowledge of their own and other people’s cultures and traditions. They come to understand how major social, economic, political, religious, and cultural changes over time impact our world today and set

the stage for future developments. They also learn to make connections between written and material legacies that offer evidence of lived experience and the circumstances that produce them in order to become more productive and engaged citizens of our communities and our world.

Students must take one course:

- HIST 111
- HIST 112
- HIST 113
- HIST 114
- HIST 115
- HIST 117
- HIST 118

- HIST 119

Fine Arts

The arts – visual arts, theater, film, dance, music, and creative writing – challenge and extend human experience. They provide means of expression that go beyond ordinary speaking and writing. They can express intimate thoughts and feelings. They are a unique record of diverse cultures and how these cultures have developed over time. They provide distinctive ways of understanding human beings and nature. The arts are creative modes by which all people can enrich their lives both by self-expression and by response to the expressions of others.

Works of art often involve subtle meanings and complex systems of expression. Fully appreciating such works requires the careful reasoning and sustained study that lead to informed insight. Moreover, just as thorough understanding of science requires laboratory or field work, so fully understanding the arts involves first-hand experience with them. [Academic Preparation for College: What Students Need to Know and be Able to Do (New York: College Entrance Examination Board, 1983, p. 16.)

A core-area course in the Fine Arts will enhance the student’s understanding of and appreciation for one or more of the fine arts (visual arts, theater, film, dance, music, and creative writing). It will instill in the student an understanding of the role of the fine arts in expressing and maintaining, discovering and questioning a culture’s dominant beliefs and ideals. The focus of the course is broad enough to encompass different styles, but also allows an intensive scrutiny of the way in which the work of art is composed and created.

All university students have experienced the arts in one way or another. They have all seen artwork whether it be in advertising or public art or even a visit to a museum. They have heard music almost constantly since they were born. They have experienced theater either as a live performance in a theater, or more likely in film and television. They have read literature, increasingly written expressly for children and young adults, and perhaps have heard creative writers describe their craft at reading events and book signings. The core-area course in the Fine Arts will build on that foundation of knowledge and develop an appreciation for what students already know while exposing them to other levels of the particular art form. In discussing the various art forms across the historical spectrum, students will become more aware of the fact that the

arts, and the culture in which those arts were created, have a great deal in common. Students will also discover that certain arts are successfully implemented because they reflect the view of the dominant group within a culture.

The arts can be a focal point of beginning to understand what a culture has to offer. By examining examples from diverse cultures, students will recognize that certain values are held in common, although they may be expressed in different ways.

Students in a Fine Arts course will come away from it with an understanding of the means by which an artist can express an idea, an emotion, or a cultural belief. Such an understanding should include an awareness of the possible variations that exist in style, expression, and symbolic associations that allow for a range in audience reaction and that make a work of art relevant not only to its own world, but also to our own. Students should become aware of the power of communication that goes beyond ordinary language and be able to analyze its structure, message, and effect.

Since many of the ideas and perspectives explored in a Fine Arts core-area course are interdisciplinary in nature, drawing upon history, language, literature, philosophy, and religion, it is recommended that students take some of these courses prior to the Fine Arts course.

Students must take four credits:

Course Numbers

ARTH 105, 106, 115, 116, 120, 121, 130, 131, 132, 140, 141, 142, 150, 202, 204, 250, 251, 260, 265, 270, 275, 280, 282, 284, 285, 291, 297, 304, 305, 310, 321, 323, 328, 329, 330, 335, 339, 340, 345, 351, 352, 355, 356

ENGL 255

FILM 200, 310

MUSC 115, 117, 130, 162, 170, 204, 216, 218, 230, 233, 412

THTR 111, 221, 222, 223, 297, 412

- Alternately, students may choose to participate for four semesters in one of the following music ensembles:
- MUSN 173 Guitar Ensemble
- MUSN 181 Orchestra

Or

Students may take a total of four semesters in any combination of choirs:

- MUSN 140 Donne Unite
- MUSN 142 Chamber Singers
- MUSN 143 Liturgical Choir
- MUSN 160 Concert Choir

Or

Students may take a total of four semesters in any combination of bands:

- MUSN 185 Symphonic Band
- MUSN 186 Symphonic Wind Ensemble

Or

Students may take a total of four semesters in 50-minute lessons in the same instrument or lesson (with exceptions granted in consultation with the Chair):

- MUSP 110 Digital Music Lessons
- MUSP 121 Harpsichord: Elective
- MUSP 122 Lute: Elective
- MUSP 128 Recorder: Elective
- MUSP 131 Piano: Elective
- MUSP 135 Organ: Elective
- MUSP 159 Harp: Elective
- MUSP 160 Banjo: Elective
- MUSP 161 Harmonica: Elective
- MUSP 162 Mandolin: Elective
- MUSP 165 Music Composition: Elective
- MUSP 168 African Drumming: Elective
- MUSP 187 Electric Guitar: Elective
- MUSP 188 Flamenco Guitar: Elective
- MUSP 152 Jazz/Pop Vocal: Elective
- MUSP 153 Jazz Piano: Elective

Four semesters of music ensembles (MUSN 140, 142, 143, 160, 173, 181, 185, 186) or lessons (MUSP

110, MUSP 121, MUSP 122, MUSP 128, MUSP 131, MUSP 135, MUSP 159, MUSP 160, MUSP 161, MUSP 162, MUSP 165, MUSP 168, MUSP 187, MUSP 188, MUSP 152, MUSP 153).

Note: A student cannot satisfy the Fine Arts requirement with a combination of two semesters of ensembles (or lessons) and then another 2-cr Fine Arts course.

Social Scientific Analysis

The rationale for this requirement is based on two beliefs. The first is that an essential component of a liberal arts education helps students understand and develop the ability to analyze the social world in which they live. The second is that the social sciences provide a distinctive and valuable perspective for understanding human behavior, social interaction, and related issues of social concern. This requirement is intended to ensure that all students develop basic abilities to perform social scientific analysis of patterns of social interaction.

Students must take one course:

- ECON 211
- ECON 251
- ECON 252
- ENVR 151
- GEOG 111
- GEOG 113
- POLS 104
- PSYC 111
- SOCI 100
- SOCI 110

Philosophy & Theology

How do human dignity and the nature of the human person ground ethics? How are people formed to become virtuous and wise? What is the common good? Why should we strive for a just and inclusive society? Is truth knowable? What gives life meaning? Are humans more than matter? Do we have free will? Is belief in God reasonable, given modern science? What can an agnostic make of traditional arguments for God's existence? What should a person of faith make of the diversity of religions across the globe? How can alleged revelations be tested? What is the nature of evil? Is evil a barrier to belief in a good God? Is faith possible in a state of

doubt about evidence? Is redemption possible? What role does community play in redemption? What sense does it make to say that God is all-knowing, or all-powerful, or becomes incarnate? What sense does it make to speak of divine providence?

Catholic intellectual tradition includes rich discussions of all these vitally important questions, and others like them. Through the centuries, the great philosophers and theologians of the tradition have posed the questions, debated them, and studied possible answers from various sources, including reason and natural human experience, along with Scripture and religious doctrine. As a university inspired by Catholic intellectual tradition, St. Thomas asks all its students to explore philosophical and theological foundations of the tradition. Such exploration provides theoretical mooring for the university's convictions and commitments – its conviction, for example, that faith and reason are compatible, and its commitment to the common good and to action for a higher purpose.

All students take a course that introduces the discipline of philosophy and engages philosophical questions central to Catholic intellectual tradition, and all students take a course that introduces the discipline of theology and the Catholic intellectual tradition's theological framework. A deeper, more focused exploration of these foundations is necessary to begin to appreciate the strength of the tradition; thus, all students take a third foundational course in Catholic intellectual tradition in their choice of either the Philosophy Department or the Theology Department.

These three courses in Philosophy and Theology do not constitute the entirety of St. Thomas's treatment of Catholic Intellectual tradition: rather, the three courses root concepts and principles that find their full flowering throughout the university's curriculum.

Students must take these two courses:

- PHIL 110
- THEO 100

And one of the following, either from PHIL or THEO:

- PHIL 200
- PHIL 202
- PHIL 213
- PHIL 234

- PHIL 235
- PHIL 240
- PHIL 245
- PHIL 250
- PHIL 254
- PHIL 255
- PHIL 256
- PHIL 258
- PHIL 265
- PHIL 272
- PHIL 340
- PHIL 360
- PHIL 365
- PHIL 460
- THEO 221
- THEO 222
- THEO 223
- THEO 224
- THEO 225
- THEO 226
- THEO 227
- THEO 228
- THEO 229

Diversity, Inclusion, and Social Justice

The study of human diversity, inclusion, and social justice is an important component of a liberal arts education. It exposes us to the richness of human aspirations and achievements, and strengthens our understanding of the essential and equal dignity of all human beings. It provides vantage points for reflection upon our own experiences, beliefs, and practices. It forces us to confront instances of oppression, and to recognize that the experiences, beliefs, and practices of various people and cultures have been at times misrepresented or underrepresented in academic discourse and in the discourse of American society. It shows us how

particular interests and privileges may contribute to misrepresentation or underrepresentation. It helps us make the world more just, more peaceful, and more harmonious.

The University of St. Thomas values the study of diversity, inclusiveness, and social justice also because it is basic to Catholic education. Following the radical call of the gospel, the Church demands justice for the vulnerable and for the economically, socially, and politically oppressed: "Since all men and women possessed of a rational soul and created in the image of God have the same nature and origin," *Gaudium et Spes* tells us, "the basic equality which they all share needs to be increasingly recognized" and "every type of discrimination affecting the fundamental rights of the person ... should be overcome."

Finally, the University of St. Thomas believes it is important for students to explore issues of diversity, inclusion, and social justice because it wants its graduates to be successful, as well as informed and ethical actors in a diverse society. If graduates of St. Thomas are to be successful, they must understand the significance of human diversity, inclusion, and social justice for a wide field of human interactions, from those associated with responsible citizenship to those involved in the practice of their chosen professions and disciplines. DISJ core-flagged courses are part of a series of DISJ touchpoints in the core curriculum stretching from the first days of orientation to reflective capstone work, and including curricular and co-curricular components.

A course may satisfy DISJ and the Integrations in the Humanities requirement; however, a single course cannot satisfy both DISJ and a core-area requirement (other than Integrations in the Humanities) for the same student.

Students must take four credits.

Some sections of a course may carry the DISJ flag while others do not. Students should use ClassFinder to determine which course sections satisfy the DISJ requirement in the term for which you are completing the requirement.

Integrations in the Humanities

Liberal arts education takes knowledge to be intrinsically valuable and liberating. It produces understanding that illumines and ennobles. The humanities disciplines are traditionally a subset of the disciplines in the liberal arts. The humanities focus on documenting and understanding the human experience; they help students perceive

value, discover and construct meaning, and synthesize various sources of knowledge. Without such synthesis, it is impossible to develop an informed view of the whole.

Courses in the area of "Integrations in the Humanities" show how methods of the humanities help integrate ideas and perspectives across disciplines or across communities.

Integration is a goal of humanistic studies generally and a goal also of a Catholic university. As *Ex Corde Ecclesiae* says: "A University, and especially a Catholic University, 'has to be a "living union" of individual organisms dedicated to the search for truth ... It is necessary to work toward a higher synthesis of knowledge, in which alone lies the possibility of satisfying that thirst for truth which is profoundly inscribed on the heart of the human person.'" [*Ex Corde Ecclesiae*, 16]

A student may elect both of the required IH courses from IH-designated offerings within a single major only if the student has more than one major.

See Summary of Core Requirements section for detail regarding potential overlap with Integrations in the Humanities and core flagged requirements.

Students must take eight credits.

- ARTH 202: History of Street Art
- ARTH 204: Typography and Visual Culture
- ARTH 250: Museum Studies: Exhibitions, Collections, Structures
- ARTH 251: Museum Studies: Trends, Practices, Visitors
- ARTH 265: Art and Archaeology of Ancient Mesoamerica
- ARTH 270: Arts of the Pacific Islands
- ARTH 330: Churches and Mosques in the First Millennium
- ARTH 275: Buddhist Art
- ARTH 304: Typeface Design
- ARTH 305: Greek Art and Archaeology
- ARTH 310: Roman Art and Archaeology
- ARTH 328: Chinese Sculpture and Architecture
- ARTH 329: Chinese Painting

- ARTH 351: Romanticism to Impressionism
- ARTH 352: Art in the United States
- ARTH 356: Modernism in European Art
- BETH 390: Technology, Society and the Human Person
- ENGL 215: American Authors II
- CATH 205: Crisis and Development in the Catholic Church
- CATH 301: The Catholic Vision
- CATH 308: Woman and Man
- CATH 340: Church and Culture: The Social Dimension of Catholicism
- CATH 405: John Henry Newman
- CATH 406: The Many Worlds of G. K. Chesterton (2 credits)
- CATH 407: The Many Worlds of G. K. Chesterton (4 credits)
- CLAS 225: The Classical Hero, Epic and Film
- CLAS 245: Classical Mythology
- COMM 370: Intercultural Communication
- ENGL 201: Texts in Conversation: Perspectives on Genre and Craft
- ENGL 202: Texts in Conversation: Interdisciplinary Perspectives
- ENGL 203: Texts in Conversation: Thematic and Intertextual Perspectives
- ENGL 204: Texts in Conversation: Perspectives on Language, Culture, and Literacy
- ENGL 211: British Authors I
- ENGL 214: American Authors I
- ENGL 217: Multicultural Literature
- ENGL 220: The Classical Tradition
- ENGL 341: Literature by Women: Critical Questions
- ENGL 221: The Modern Tradition
- ENGL 297: Modernist Europe
- ENGL 298: Topics: Introduction to Italian Cinema
- ENGL 324: Genre Studies: The Healing Art of Drama
- ENGL 325: Writers Grappling with God: Theology and Literature
- ENGL 362: Early British Literature: Contexts and Conversations
- ENGL 364: Eighteenth Century British Literature
- ENGL 366: Victorian Literature
- ENGL 371: Nineteenth Century American Literature
- FILM 300: World Cinema
- FILM 335: Film Theory and Criticism
- HIST 211: Women and Families in the Americas
- HIST 226: Modern Europe Since 1914
- HIST 227: Global History of Genocide and Ethnic Cleansing in the Twentieth Century
- HIST 228: Environmental History
- HIST 349: History of Ottoman Empire
- HIST 375: Non-State Actors: Insurgents and NGOs in the Islamic World
- HONR 480: Art for Just Water
- HONR 480: The Scientific Revolution: When Modern Science Was Born?
- HONR 480: At the Heart of Time
- HONR 480: Improvisation as Equipment for Living
- HONR 480: Matrix of Connectivity: How We Bridge the Gaps
- HONR 480: Seeking Meaning and Money in Life's Work
- HONR 481: Honors Seminar
- JOUR 372: Environmental Journalism

- JPST 275: Qualitative Methods: Research for Social Justice
- PHIL 218/219: Philosophy of Sport
- PHIL 220: Logic
- PHIL 221: Critical Thinking and Inductive Reasoning
- PHIL 230: Disability and Human Dignity
- PHIL 235: Philosophy of Art and Beauty
- PHIL 240: Faith and Doubt
- PHIL 241: History and Philosophy of Medicine
- PHIL 245: Politics, Law, and the Common Good
- PHIL 250: Christian Mysteries from a Philosophical Viewpoint
- PHIL 254: Biomedical Ethics
- PHIL 255: Technology and Ethics
- PHIL 258: Environmental Ethics
- PHIL 260: Global Philosophy of Religion
- PHIL 265: Minds, Brains, and Computers
- PHIL 272: Evolution and Creation
- PHIL 330: Philosophy of Mind
- PHIL 357: Political Philosophy
- PHIL 359: Philosophy of Law
- PHIL 385: Philosophy of Science
- PHIL 460: Philosophy of God
- SPAN 315: Hispanic Linguistics
- SPAN 335: Introduction to Spanish Literature
- STCM 244: Research, Evaluation and Measurement
- THEO 221: Bible: [Instructor-Chosen Subtitle]
- THEO 222: History: [Instructor-Chosen Subtitle]
- THEO 223: Belief: [Instructor-Chosen Subtitle]
- THEO 224: Bridges: [Instructor-Chosen Subtitle]
- THEO 225: Faith & Ethics: [Instructor-Chosen Subtitle]
- THEO 226: Spirituality: [Instructor-Chosen Subtitle]
- THEO 227: Contexts: [Instructor-Chosen Subtitle]
- THEO 228: Comparative: [Instructor-Chosen Subtitle]
- THEO 229: Professions: [Instructor-Chosen Subtitle]
- THEO 300: Signature Work: [Instructor-Chosen Subtitle]

Global Perspectives

Global Perspectives courses are designed to introduce students to the opportunities and challenges of living in an increasingly globalized world. As the St. Thomas Strategic Plan notes, our world is “marked by social, cultural, political, technological and economic interdependence and integration across local, national and international boundaries”; thus “understanding and integrating global knowledge, perspectives and intercultural competencies is essential to living, working and serving.”

The study of and dialogue with world cultures is central to the idea of a Catholic university. *Ex Corde Ecclesiae*, for example, calls for an impartial search for truth, “a search that is neither subordinated to nor conditioned by particular interests of any kind.” It exhorts Catholic universities to “become more attentive to the cultures of the world today” and to realize that various diverse cultures provide “a wealth for the whole of the human family.” [*Ex Corde Ecclesiae*, 7, 45]

A course may satisfy GP and the Integrations in the Humanities requirement; however, a single course cannot satisfy both GP and a core-area requirement (other than Integrations in the Humanities) for the same student.

Students must take four credits.

Some sections of a course may carry the GP flag while others do not. Students should use ClassFinder to determine which course sections satisfy the GP requirement in the term for which you are completing the requirement.

A study abroad course which spends 20 days abroad (including travel days) will automatically meet the GP requirement (such a study abroad course may also meet another core-area requirement).

Signature Work

The Signature Work experience advances the mission of St. Thomas by asking upper-class students to integratively engage with a topic that is relevant to the mission, convictions, and vision of St. Thomas. This experience is intended to be a culmination of students' time at St. Thomas: Students showcase their ability to integrate and consciously reflect on their learning from across their years at St. Thomas in an interdisciplinary manner.

The St. Thomas Signature Work experience addresses the Integrative and Applied Learning aspects of the American Association of College and Universities' (AAC&U) Essential Learning Outcomes. Signature Work focuses on "synthesis and advanced accomplishment across general and specialized studies" as "demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems" (Paul Gaston, *General Education & Liberal Learning*, 2010, p. 9). Culminating experiences such as Signature Work are listed by the AAC&U as high-impact practices.

Students must have already completed 80 credits of course work before taking a Signature Work Course.

A student's major may require a specific course which satisfies the Signature Work requirement. However, if a student's major does not require a specific Signature Work course, a student may take a Signature Work course in the field of their choosing.

A Signature Work course may also meet another (any other) core requirement.

Students must take one course:

Some sections of a course may carry the Signature Work flag while others do not. Students should use ClassFinder to determine which course sections satisfy the Signature Work requirement in the term for which you are completing the requirement.

Writing Across the Curriculum

The mission of the Writing Across the Curriculum program is to create a culture of writing at the University of St. Thomas, enabling students to think critically, to engage deeply in their learning, and to write with confidence, precision, and grace.

Writing Across the Curriculum (WAC) classes fall into three categories:

Writing Intensive (WI)

Students learn to practice writing as a process: generating and developing ideas, offering helpful feedback to others, using feedback from instructors and peers to revise drafts, and editing near-final drafts. This writing process is used to promote critical thinking as well as to produce quality academic writing. WI classes are typically offered in the core curriculum.

Writing to Learn (WTL)

Students complete a series of informal, low-stakes writing assignments that promote critical thinking and facilitate learning course content. WTL classes are offered throughout the curriculum.

Writing in the Disciplines (WID)

Students learn the genres and conventions of writing in their major fields of study and the rationales behind them. The writing process is supported at critical stages of development and includes instructor feedback on drafts. WID classes are offered in the major.

Students must complete a minimum of two (2) Writing Intensive classes*, one (1) Writing to Learn class, and one (1) Writing in the Disciplines class to fulfill the Writing Across the Curriculum requirement.

*At least one Writing Intensive course must be outside of the department of English.

WAC class offerings vary by term and are identifiable by the section number:

- Writing Intensive sections will begin with a 'W'
- Writing to Learn sections will begin with an 'L'
- Writing in the Disciplines sections will begin with a 'D'

For more information you may also refer to the Writing Across the Curriculum website:

<http://www.stthomas.edu/wac/>

Degree Requirements

The University of St. Thomas grants the degrees Bachelor of Arts (B.A.), Bachelor of Music (B.M.),

Bachelor of Science (B.S.), Bachelor of Science in Civil Engineering (B.S.C.E.), Bachelor of Science in Computer Engineering (B.S.C.P.E.), Bachelor of Science in Electrical Engineering (B.S.E.E.) and Bachelor of Science in Mechanical Engineering (B.S.M.E.) to individuals who successfully complete its undergraduate degree programs. These undergraduate degrees have three primary components: the core curriculum, the enhanced curriculum, and the major concentration.

To complete the core curriculum, a student takes courses in English; Philosophy and Theology; natural science; quantitative analysis; social scientific analysis; historical analysis; fine arts; language and culture; integrations in the humanities; global perspectives; diversity, inclusion and social justice; signature work; and Writing Across the Curriculum. These courses provide the student with a broad education and with the skills needed for further work in these and other areas. See the section on Core Curriculum for additional details.

A candidate for a degree completes a major concentration in one of the specific academic disciplines represented in the undergraduate program. Alternatively, a student may construct a major concentration to meet a specific need or interest, subject to the approval of the Committee on Studies. This major concentration component of a degree provides students with the opportunity to pursue a limited subject in depth and to prepare for a career. See the section on Major Requirements for additional details.

GPA Requirements

A minimum grade point average (GPA) of 2.00 must be achieved in all of the following categories:

- all credits presented for graduation (including transfer credits)
- all credits earned at St. Thomas
- all credits in the department (Opus College of Business for business majors) of the major field (including transfer credits)
- all credits in the department (Opus College of Business for business majors) of the major field earned at St. Thomas.

If the student has elected to declare a minor field, all credits in the department (Opus College of Business for business minors) of the minor (including transfer credits) and all credits in the department (Opus College of Business for business minors) of the

minor field earned at St. Thomas must have a GPA of 2.00.

Minimum Credit Requirement

To receive a bachelor's degree, a student must successfully complete a minimum of 129 credits and fulfill all degree requirements.

Students must take a minimum of 64 credits at the 200-level or above.

Maximum Credits in Experiential Learning and Courses Graded Pass/Fail.

No more than eight credits in Experiential Learning may be counted toward the minimum 129 credits for graduation.

No more than one-eighth of the courses taken at St. Thomas presented for graduation may be graded on the Pass/Fail system.

Overlapping or Equivalent Courses and Courses Satisfying More Than One Requirement

No two courses may be equivalent or overlapping. (Credit is not given for a course that overlaps a course previously taken or a cross-listed course in another department. Such courses are indicated in the course descriptions by the number of the conflicting courses in parentheses following the title.)

Within the core curriculum, there are only a few instances in which one course may satisfy more than one core requirement for a student. For example a course that fulfills Integrations in Humanities may also fulfill the Global Perspectives flag or the Diversity, Inclusion and Social Justice flag. Also, a course may meet a Writing Across the Curriculum requirement and a core requirement (and core area or core flag course). A study abroad course which spends 20 days abroad (including travel time) may meet Global Perspectives and another core-area requirement.

The same course may be used to satisfy both a requirement in the core curriculum and in the major and/or minor fields.

Senior Residency Requirement

Senior residency requires that a graduate have completed thirty-two of the final thirty-six credits at

St. Thomas, at one of the other four ACTC colleges, or through an affiliated program.

Enhanced Curriculum

Students will enhance their core and major curricular experience in a reflective manner. Students will do so by completing one of the following (unless exclusions apply):

- A second major (B.A.) in Liberal Studies
- A second B.A., B.M., or B.S. major
- A minor (or minors)
- A certificate
- A guided series of courses, including at least 12 credits outside the primary major:

This option requires students take courses (adding up to 12 credits) related to their field of study, including allied courses that support their major and are outside of their major department; explore outside the boundaries of an established second major or minor; or complete a subset of courses in a second major or minor. Students who elect this option should articulate to their advisors a rationale and plan for the set of courses they select.

- A set of exploratory electives, including at least 12 credits outside the primary major:

This option applies to students exploring their opportunities for a major in an eclectic way. Exploratory electives (adding up to 12 credits) can be taken at any point in a student's education, either at the beginning as a way to explore possible majors or minors, or throughout the student's time simply to explore areas of interest outside their major. Students may choose whatever exploratory elective courses they wish, but they should discuss their chosen exploratory elective courses with their advisors.

Facilities

Chapels

Chapel of St. Thomas Aquinas

The present Chapel of St. Thomas Aquinas was built in 1917. E.L. Masqueray, who also designed the St. Paul Cathedral and the Basilica of St. Mary, Minneapolis, was the architect. The university's chapel is an excellent example of the classicized mode of design that emanated from the Ecole des

Beaux Arts during the early years of the twentieth century.

The luminous stained glass, designed by Chester Leighton of Minneapolis, and the paintings containing sacred and secular details by Joseph Capecci and Carl Olson, were installed in the 1940s. The chapel was renovated in 1978 and in 1987, a three-manual 56-rank mechanical action pipe organ, designed and built by Gabriel Kney of London, Ontario, was installed.

The Chapel was renovated again in 2008 by designers Alexander Tylevich and Fr. James Notebaart with the addition of an 11-ft-tall altar crucifix, sanctuary gates, a new altar and ambo.

The Chapel underwent a renovation the summer of 2019 to improve the lighting, replace the pews, and add air-conditioning.

Florance Chapel

The Florance Chapel is the lower chapel in the Chapel of St. Thomas Aquinas. An award-winning design in its renovation, it incorporates modern furnishings in the prairie school style of Frank Lloyd Wright along with some of the oldest sacred sculptural artwork owned by the university.

St. Mary's Chapel

St. Mary's Chapel of The Saint Paul Seminary was begun in 1901 and consecrated in 1905. Designed by Minnesota architect Clarence H. Johnston in the basilica style, it blends Romanesque and Byzantine architecture. Artist Bancel LaFarge of New Haven, Connecticut, completed the installation of the stained glass and murals in the 1930s.

The chapel was renovated in 1973, and more extensively in 1988. This project was undertaken with the assistance of liturgical consultant Frank Kacmarcik. A new sanctuary area was created in the north end of the chapel allowing the apse area to become the environment of the baptismal font and new access to the chapel.

In the spring of 2000 a two-manual, 27-rank mechanical action pipe organ designed by Noack Organ Company of Georgetown, Massachusetts, was installed.

St. John Vianney Chapel

The university seminary chapel was redesigned in 1998 by the Rev. Peter Christensen, the rector at that time. The theme of the chapel is "The Tree of Life." The chapel, an adjoining Eucharistic chapel, and an

adjacent prayer room, replicating a medieval monastic cloister, are open for anyone wishing to use them. The seminary has become a focal point for contemporary religious art, including the iconic triptych in the foyer and the mosaic behind the altar.

A small one-manual Van Daalen organ was moved to the chapel in 2000.

Albertus Magnus Chapel - Sitzmann Hall

The Albertus Magnus Chapel, located in Sitzmann Hall-Catholic Studies Building, is dedicated to Saint Albert the Great, the Dominican philosopher, theologian, scientist and later bishop who was the teacher of Saint Thomas Aquinas. The Chapel incorporates stained glass windows from a closed parish outside of Boston. The windows depict four saints: Augustine, John the Baptist, Joan of Arc, and Louis, King of France. The chapel contains statues of Our Lady of Guadalupe and Albert the Great as well as relics of Saints Augustine, Monica and Thomas More; Philip Neri, Blessed John Henry Newman and Dominic Barberi; Albert the Great and Thomas Aquinas; Elizabeth Ann Seton and John Neuman.

St. Thomas More Chapel

Located in the School of Law on the Minneapolis campus, the two-story St. Thomas More Chapel features colored art-glass windows, seating for more than 100 and a striking bronze crucifix. A meditation room overlooking the chapel on the second floor provides a quiet respite and a place for reflection.

In the summer of 2019, a two-manual Van Daalen pipe organ was installed in the chapel.

University Libraries

The University Libraries warmly welcome all St. Thomas students, faculty, and staff to use our collections, spaces, services, and resources.

Collections

In our effort to meet the needs of today's researcher, the University of St. Thomas libraries now provide anytime/anywhere access to 383 databases that include 400,000 online books, 58,000 online journals, and more than 77,000 streaming audio and video titles. In visiting our libraries, you can still find more than 700,000 volumes to meet your needs, or you can use our Interlibrary loan service to borrow materials from libraries around the nation and the world, which often includes overnight service through our special relationship with CLIC (a network of Twin Cities private academic libraries)

and MINITEX (the University of Minnesota + 200 other regional libraries).

Library Services

Library staff offer a wide range of services to support coursework and research for all members of the University of St. Thomas community, including research help both in person and via chat and email. Subject librarians teach classes and are available for one-on-one consultations on research strategies that address your specific projects or assignments. Collaborative study spaces are available throughout the libraries, some of which can be booked online.

O'Shaughnessy-Frey Library

The O'Shaughnessy-Frey Library Center is the principal library on the main campus with the largest collection of books, journals, and media. It also has a coffee shop, comfortable seating, quiet study spaces, and spaces for group work. Throughout the year, you will find a variety of events taking place at this library including book readings, lectures, exhibits, concerts, therapy pets, and more! This library also houses the university Archives and Special Collections. In it, you will find treasures such as the Celtic Collection, one of the most outstanding collections of its type in this country, and a notable collection of the work of Hilaire Belloc and G.K. Chesterton.

Charles J. Keffer Library

The Charles J. Keffer Library, located in Opus Hall on the Minneapolis campus, serves the School of Education, School of Counseling Psychology, the Opus College of Business, and the Dougherty Family College, as well as the variety of centers, institutes based in Minneapolis. Students of the School of Law are served by the Schoenecker Law Library on the Minneapolis campus.

Archbishop Ireland Memorial Library

The Archbishop Ireland Memorial Library, located on the south campus, is the graduate theological library. It serves seminarians and lay students in graduate and continuing education programs, as well as UST undergraduates and archdiocesan parish professionals. The Ireland Library collection is highly regarded by theological scholars.

Website: www.stthomas.edu/libraries

Computing Resources

The University offers a wide variety of computing resources for students including use of public

computers, printers, scanners, Microsoft Office on personal devices, software, and access to the St. Thomas network.

Public computer labs are provided to students for coursework or personal use in our libraries located on the St. Paul and Minneapolis campuses. These general-purpose computer labs are furnished with both PC and Macintosh computers and offer printing services. Specialized departmental labs are available to students who are enrolled in classes within that discipline or working on course specific assignments. The majority of residence halls on campus also offer computer labs that are open to St. Thomas students who live in the residence halls.

In addition, support for research, writing, information literacy, and computer application is available at the Information Commons in O'Shaughnessy-Frey Library on the St. Paul Campus to assist students in developing papers, presentations, and projects.

More information on technology-related services for students are available on the Innovation & Technology Services (ITS) website.

The Luann Dummer Center for Women

The Luann Dummer Center for Women was established in 1993 by a special bequest from the estate of Dr. Luann Dummer, longtime member of the Department of English and founding director of the Women's Studies Program at the university. The center addresses the needs and aspirations of women through educational programs, activities, and resources that are available to all students, faculty, and staff at St. Thomas. These services foster the intellectual, spiritual, and personal development of women and promote an inclusive and equitable campus environment.

The center serves as a meeting place for women and allies where they can share their expertise and experience. Located in the O'Shaughnessy Educational Center, at the crossroads of campus activity, it offers a supportive environment for women on campus where issues of equity and diversity can be explored by the entire university community in a spirit of respect and understanding. The center sponsors many co-curricular programs related to women and gender, including its annual Women's History Month lecture by an acclaimed speaker. The center also offers a number of grants to support students, faculty and staff. The center collaborates with the Women, Gender, and Sexuality

Studies Program (WGSS) and the University Advocates for Women and Equity (UAWE).

Science and Engineering Facilities

The Frey Science and Engineering Center, comprising the O'Shaughnessy Science Hall and the Owens Science Hall, houses the classrooms, instructional and research labs, and faculty/staff offices for the departments of biology, chemistry, engineering, geology, mathematics, Center for Applied Mathematics, physics, and quantitative methods and computer science. It also houses special support facilities such as an attached greenhouse and one-third of the university's computer terminals.

Auditoriums

The O'Shaughnessy Educational Center (OEC) auditorium has 330 seats on the main level and 292 seats in the balcony level and hosts a number of guest lectures, teleconferences, and student assemblies.

The auditorium in the John R. Roach Center (room 126 JRC) has 194 seats and contains state-of-the-art technology. It is used for course lectures, meetings, conferences and is the site for many student activities including film viewings.

The Baumgaertner Auditorium in Brady Educational Center (BEC), located on the south campus, has 348 seats and is used for musical performances and community events. Musical concerts are also presented in the St. Thomas Aquinas Chapel.

The 3M Auditorium, located in Owens Hall of the Frey Science and Engineering Center, has 143 seats, is technologically advanced, and hosts a number of course lectures, teleconferences, and community events.

The Thornton Auditorium, located in the 1000 LaSalle Building at the Minneapolis campus, serves as the site for a number of lectures and presentations.

Athletic Facilities

The athletic facilities at the university provide opportunities for student participation in a variety of varsity, intramural and recreational sports and activities.

The Lee and Penny Anderson Athletic and Recreation Complex (AARC) includes venues for basketball, volleyball, running, swimming, tennis,

weight and aerobic training and many other recreational activities. Locker rooms and other support areas are also located in this facility.

A six lane, 200 meter track is the focus of the field house which supports varsity track and tennis activities and provides recreational space for the university community.

Schoenecker Arena seats 2000 and accommodates varsity and recreational volleyball and basketball sports and activities.

The AARC also includes an eight lane swimming/diving pool for varsity and recreational activities.

State of the art weight and aerobic training equipment and facilities are included in this complex.

The McCarthy Gym, located on the South Campus, offers 2 collegiate gyms, weight and cardio equipment, racquetball/handball courts, and locker space for additional varsity, intramural, club and recreational activities of the campus community.

Outdoor facilities include the O'Shaughnessy Stadium (football, track and field, intramural and recreational activities), the North Field (baseball and track) and the South Field (fastpitch softball and soccer).

Anderson Student Center

The 225,000 square foot Anderson Student Center officially opened in January 2012. Highlights of the student center include:

- A three-story atrium with a spiral staircase connecting all four levels. Adjoining the atrium is a large open area which serves as a "living room" for the St. Thomas community. There are 9 flat panel screens located in this area that broadcast digital signage.
- Dining facilities include T's which has a variety of made-to-order and grab-and-go options; the View, named for fantastic views of Palmer Field, O'Shaughnessy Stadium and the Lower Quad. Students may select from fresh, local and sustainable product to be prepared right in front of them by one of St. Thomas' talented chefs.
- Scooters - 6,900 square feet of recreational space including a pool table, air hockey,

bubble hockey, gaming tables, and a 1500 square foot dance floor.

- Lower level gaming area - this recreational facility includes flat screens with gaming consoles (Wii U, Xbox one, Playstation 4) and table tennis tables.
- create[space] - A student, faculty, and staff driven hub of creativity and innovation. The space features 3D printers, vinyl cutters, laser cutters, sewing machines, and more.
- Eleven meeting rooms.
- Art Gallery
- Tommie Central - the university's main information desk and switchboard operations.
- Woulfe Alumni Hall - 9,600 square foot multi-purpose room for banquets, concerts, etc. Lounge of 2,900 square feet of space with soft seating furniture and a baby grand piano.
- Hearth room - fireplace.
- Leadership Center - 6,000 square feet of student collaborative work space. Offices for Undergraduate Student Government, STAR, DAB, Tommies Together Volunteer Center.
- Bowling - 4 bowling lanes, pinball, and skeeball.
- Dance - 3,000 square feet with front stage area. Dance floor of 960 square feet.
- Summit Market Place - convenience store and food emporium.
- Tommie Shop - retail store.
- The Loft - specialty coffee drinks and smoothies.

University Bookstores

The St. Paul campus Bookstore is located in the Murray-Herrick Campus Center. The store sells or rents new and used textbooks. We also offer a large selection of eBooks. The bookstore also offers a complete line of school and office supplies, computer supplies, St Thomas clothing and gifts, candy, class rings, cards, and gifts.

The Minneapolis campus Bookstore, located in Terence Murphy Hall, sells and rents new and used textbooks for classes taught on that campus and most off-campus graduate classes. It also carries all of the same items mentioned above.

Check out the Tommie Shop in the Anderson Student Center. The Tommie Shop carries all the latest styles and best sellers in clothing and gifts.

Visit our Website at <http://tommiebooks.stthomas.edu/tommiebooks1/home> for hours of operation or to shop 24 hours a day

Student Records Privacy - FERPA

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

The right to inspect and review the student's education records within 45 days of the day the university receives a written request for access.

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

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

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the university to comply with the requirements of FERPA.

Directory information may be released without the written consent from the student, unless the student specifies to the contrary as described below.

To withhold directory information from the public, the student normally must file a form available in the Office of the University Registrar within one week from the beginning of the fall semester (or the semester in which the student enters). The order for withholding will remain in effect until the student rescinds it in writing. The form for withholding directory information will inform the student of some possible consequences. For example, if the student's name is withheld, he or she cannot participate in intercollegiate athletics where team rosters are published, or commencement ceremonies.

The complete FERPA policy is available at www.stthomas.edu/registrar/student/ferpa

Financial Aid

The cost of a college education is of vital concern to students, their parents and the educational institutions they attend. This section identifies many sources of financial aid and information about university programs and policies that are designed to help students finance a college education at St. Thomas. Whenever possible, students will want to take advantage of opportunities such as federal and state grants, loans and student employment programs. It is important that proper application for aid be made by the deadlines noted.

The University of St. Thomas participates in Federal and State financial aid programs. These programs include scholarships and grants, loans and student employment. In addition, the university offers institutional merit-based scholarships and awards to those students who have excelled academically and/or made contributions to their school, community or church. In addition, the university may offer need-based grants to students who demonstrate financial need. Merit-based scholarships may meet some or all of a student's financial need as determined by the Free Application for Federal Student Aid (FAFSA).

Financial Aid Information on the Web

For the most current information regarding the application process, scholarships, grants, student employment, student loans and financial aid policies at the University of St. Thomas, visit the undergraduate financial aid website at www.stthomas.edu/financialaid/undergraduate.

Applications

To be considered for financial aid, a student must be admitted to the university as a degree-seeking student.

Students wishing to apply for need-based financial aid or federal student loans must complete the Free Application for Federal Student Aid (FAFSA). The FAFSA collects information about the student and his/her family, considers that data in light of the federal financial aid formula and determines financial need.

Students are strongly encouraged to complete the FAFSA online at studentaid.gov. A paper form may

also be obtained, contact the Financial Aid Office for assistance.

Undocumented students who are MN residents may be eligible for a MN state grant. Students with this status should complete the state financial aid application rather than the FAFSA. More information can be found at www.ohe.state.mn.us.

Awards and Renewals

Need-based financial aid is awarded annually unless specified otherwise.

Students must reapply by filing the FAFSA each year. All financial aid is disbursed to the student's account to pay tuition, fees or other charges for each semester. Awards will be adjusted if the student withdraws from the university before the end of the semester or year, or if the student is enrolled less than full-time (12 credits or more per semester). Students must be in compliance with the Satisfactory Academic Progress Policy to be eligible for financial assistance.

Satisfactory Academic Progress

To remain in compliance with the Satisfactory Academic Progress Policy, a student must:

1. Successfully complete 67 percent of all attempted credits
2. Maintain a cumulative GPA of 2.00 after his/her fourth term of attendance in the four-year program or after the second term of attendance in the two-year program.

All students meeting the above conditions are eligible to receive financial aid for a maximum of 192 attempted credits. A detailed copy of the Satisfactory Academic Progress Policy is available at www.stthomas.edu/ugsap.

Financial Aid Policy Regarding Withdrawal from the University

If a student withdraws from the University of St. Thomas during a semester, January or summer term, a calculation of "earned" vs. "unearned" federal aid must be determined. This federal policy assumes the student earns his or her aid based on how much time has elapsed in the term. If a student receives federal financial aid, that aid may be reduced as a result of the withdrawal.

There are four steps that St. Thomas must complete to comply with the federal policy: 1) For each class

for which the student was registered, determine whether the student attended or participated in any academic activity, 2) Determine the withdrawal date, 3) Calculate the amount of earned federal aid, 4) Return unearned federal funds to the appropriate program(s). To officially withdraw from the university, the student should meet with Academic Counseling and drop their courses on Murphy Online. Upon official withdrawal, the Financial Aid Office will contact all of the student's instructors to determine when the student last participated in academic activity related to their class. The date established as the latest date among their responses will act as the student's withdrawal date. If the student fails to withdraw officially, the withdrawal date will become the midpoint of the term, unless the university can document a later date. If the student withdraws after completing 60 percent of the term, they earn all federal financial aid for the term. The responsibility to repay unearned aid is shared by the institution (St. Thomas) and the student. The institution's share is the lesser of the unearned aid or unearned institutional charges. The institution's share must be repaid to the federal aid programs in the following order before the student's share is considered:

1. Federal Direct Unsubsidized Stafford Loan
2. Federal Direct Subsidized Stafford Loan
3. Federal Direct PLUS/Grad PLUS Loan
4. Federal Pell Grant
5. Federal Supplemental Educational Opportunity Grant (FSEOG)
6. Other Title IV Aid

If the student is required to repay a portion of their loan through the student's share calculation, they will not be expected to return those funds immediately, but rather when repayment begins according to the terms and conditions of the promissory note. If the student's share includes grant funds, federal rules allow the grant to be reduced by 50 percent. In such cases, St. Thomas repays the grant programs on the student's behalf and the student is then responsible for repaying St. Thomas. If this causes undue hardship, a satisfactory payment arrangement can be made with St. Thomas.

Institutional Charges and State Aid Refund Policy

The Return of Title IV Aid calculation, as cited above, only considers federal funds – not institutional, state or outside funding sources that may be included in the student’s financial aid package. Depending upon the timing of your withdrawal, you may qualify for a tuition refund.

If a student withdraws during a period of time that allows for a tuition refund, a portion or all of the student’s institutional, state and/or outside funding may need to be reduced or cancelled. If a student receives a 100 percent tuition refund on all courses for a particular term, all institutional, state and outside funding must be returned to the appropriate aid program(s). If the student’s tuition refund was not used to fully repay the Return of Title IV Aid, a proportional share of the remaining tuition refund must be returned to the appropriate aid program(s).

Tuition Refund Plan/Tuition Insurance

For information about the voluntary Tuition Refund Plan please <https://www.stthomas.edu/businessoffice/students/tuitionrefundplan/>.

Consumer Information

For important information to consider please look below -

Required Higher Education Act disclosures: <https://www.stthomas.edu/policies/required-student-disclosures/>

University of St Thomas Policy Repository: <https://www.stthomas.edu/officeofgc/universitypolicies/universitypolicyrepository>

Grades

At the end of each semester or term, each student who is registered for a course receives either a grade or a mark in that course. In each case, the grade or mark is one of the following letters: A, B, C, D, F, I, R, S, or W. At the discretion of the instructor, the grade A may be followed by a minus, as A-, and the grades B, C, D may be followed either by a plus, +, or a minus, -. The use of plus and minus indicates performance levels between those suggested by these characteristics:

A	Excellent Work
B	Very Good Work
C	Satisfactory Work
D	Poor but Passing Work

F	Failing Work
I	Incomplete
S	Satisfactory
R	Unsatisfactory
W	Withdrawal
NR	Indicates a grade that has not been recorded

Grade Point Value, Grade Point Total, and Grade Point Average

The grades A, B, C, D, either alone or followed by a plus or minus, and the grade F are called regular grades. Each of these grades has an associated grade point value. These values are listed below:

A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3

C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7
F	0.0

Marks of W, I, R, and S have no grade point value.

The grade point total is the sum of grade points (multiply each grade point value by the number of credits for the course) for all courses with grade point value.

The grade point average (GPA) is determined by dividing the grade point total by the number of credits with grade point value.

For example, using a standard four-credit course as a basis, if a student received two A’s (32 points), one B- (10.8 points), and one C+ (9.2 points) divided by 16 (the number of credits), the GPA would be 3.25. If the student received a grade of F (0 points) in a course, the grade point total would still be divided by 16 credits, and the GPA would be lower.

SDR Grading (Pass/Fail)

To encourage a wider choice of courses by lessening the student’s concern for the grade point average (GPA), selected courses may be taken using the S-D-R grading option, where:

S	Satisfactory performance - the student would have received a grade of A, B, or C
D	Equivalent to letter grade of D
R	Unsatisfactory (failing) performance

The following rules apply to courses taken on this basis:

1. The S-D-R grading option is not available for courses taken to fulfill a requirement in the core curriculum.
2. No more than one-eighth of the credits taken through the undergraduate program may be taken on the S-D-R grading option.
3. A student must complete a form at the Office of Student Data and Registrar for any course to be taken on this basis. The published deadline date is in the academic calendar for each term. Once a student opts in to the S-D-R option, the student may not revert back to regular grading.
4. If the course is part of the major or minor program (including allied requirements), the signature of the department chair is required.
5. If a student receives a letter grade of C- or above, the mark of S (satisfactory) and credit will be given. If the grade of D, D+, or D- is received, the student has the option of:
 - accepting a mark of R with no effect on the GPA and no credit earned, or
 - earning the credit, with the grade of D, D+, or D- becoming the grade of record and used in computing the GPA.

S-R Grades

1. All experiential learning courses are marked with S for satisfactory work and R for unsatisfactory work.
2. For individual study or research courses, the mark of S is given for satisfactory work and the mark of R for unsatisfactory work. If a student wishes to be graded according to the regular system (A, B, C, D, F), this choice must be approved by the appropriate faculty supervisor and the department chair. In addition, this choice must be indicated on the form used to outline the individual study project.
3. Several other courses in various departments are routinely marked with S for satisfactory and R for unsatisfactory work. The grading system for such courses is indicated as part of the regular course description.
4. Courses that are routinely graded on the S-R system are not counted among the one-eighth of a student's courses for which the S-D-R grading system may be selected.

Incomplete and Not Recorded Grades

The mark of I is used if the student has not completed the work of the course, has good reason for delay, and has made arrangements with the instructor before grades for the course are due. Ordinarily, good reason will involve matters not wholly within the control of the student such as illness. The mark may not be used to allow a student to improve a grade by completing additional work over and above that ordinarily expected for the course or by repetition of work already submitted to the instructor. The mark of I should not be used without prior arrangement between instructor and student.

If a mark of I is assigned, an Incomplete Form must be submitted to the office of Student Data Registrar. This form includes a description of work left to complete, a deadline for completion, the option for an instructor to provide a provisional grade based on work the student has completed to date, and signatures of both the student and instructor.

The student must complete the designated work and submit it to the instructor by the date designated by the instructor on the incomplete form. The latest possible date for entering a final grade is May 1 for an incomplete received in fall semester or January term and by December 1 for an incomplete received in spring semester or a summer session.

If a final grade is not submitted by the faculty member before the deadline, the mark of I will change to the provisional grade assigned on the form, or to a grade of F or R if no provisional grade was assigned. The deadline may not be extended. The instructor may change a resulting F or R by means of university grade change policies and procedures (see below).

Change of Grade

An instructor may change a grade using the Grade Change Form only if there has been an error in the computation, transcription, or reporting of the grade. All grade changes must be submitted to the Office of Student Data and Registrar within 6 months of the original grade submission. From six months until one year after the original grade submission, changes require the approval of the department chair and dean.

After one year, grade changes are not allowed.

Instructors may change grades of F that resulted from the lapse of incomplete notations, but those changes require department chair and dean approval.

Changes may not be made on the basis of additional work completed by a student unless all members of the class had the option to submit additional work.

Grade Report

Final grades can be accessed by the student through Murphy Online, the St. Thomas student self-service system.

Grade Point Total and Grade Point Average

Grade points are assigned as indicated in the 'regular grades' section. Marks of W, I, R, and S have no grade point value.

The grade point total is the sum of grade points (multiply each grade point value by the number of credits for the course) for all courses with grade point value.

The grade point average (GPA) is determined by dividing the grade point total by the number of credits with grade point value.

For example, using a standard four-credit course as a basis, if a student received two A's (32 points), one B- (10.8 points), and one C+ (9.2 points) divided by 16 (the number of credits), the GPA would be 3.25. If the student received a grade of F (0 points) in a course, the grade point total would still be divided by 16 credits, and the GPA would be lower.

Non-Traditional Grading

St. Thomas will post non-traditional grades that meet our minimum transfer grade policy (these include AB or a grade value of 3.5 and BC or a grade value of 2.5). To be posted, all non-traditional grades must be the equivalent of a C- or higher.

Graduation

Catalog of Record

The catalog in effect at the time of matriculation is usually considered the catalog of record and determines the student's graduation requirements. However, a student may wish to choose a later catalog if degree requirements change, and the student would like to take advantage of those changes. Generally speaking, the student may

choose any catalog in force during the time the student is enrolled for a degree.

Choosing a new catalog means accepting all changes in that catalog. If there is a change in core curriculum requirements, for example, the student will be responsible for those changes or will need to petition for a waiver. Students should contact Academic Counseling if they wish to change their catalog of record.

Commencement Ceremony

A single commencement ceremony is held in May for all students earning an undergraduate degree each year. Students who complete degree requirements at the end of summer, fall, January, and spring terms participate in the May ceremony following the term in which requirements are completed.

Students with at least senior status who are in good academic standing may choose to participate in a ceremony prior to completing all degree requirements. However, students may only participate in one ceremony.

Committee on Undergraduate Studies

The Committee on Studies is charged with interpreting the general academic requirements of the undergraduate program and has the authority to grant exceptions and waivers when warranted. The committee is composed of elected faculty members and a representative from Academic Counseling.

Students begin the petition process by visiting the Director of Retention and Student Success in the Center for Student Achievement.

Requests concerning major or minor field requirements should be addressed to the appropriate department chair.

Date of Graduation

Degrees are awarded at the end of fall, January, spring, and summer terms. The date of graduation will be the last day of the term in which a student is registered. The degree will not be awarded until the student completes all degree requirements. To be considered completed, all courses must have final grades. An Incomplete (I) or a Not Reported (NR) grade is not considered a final grade and must be changed before the degree will be awarded.

Diploma

One diploma is awarded for each degree earned. Diplomas are distributed to graduates after the university has verified that all requirements for graduation have been met. This may be several weeks after commencement. Diplomas will be sent to the graduate's permanent address by mail. Diplomas will not be released to students who have holds on their record.

The size of all diplomas is 8.5 x 11 inches. Information on the diploma includes the name of the university, the university seal, the graduate's name, the degree represented by the diploma, and the date of graduation.

Transcripts

A transcript of a student's academic record will be issued only upon receipt of a written request from the student. Former students should submit a complete and signed Transcript Request Form to the Office of Student Data and Registrar. Current students may request a transcript via Murphy Online. Transcripts will not be issued to students who have active holds on their record.

Majors and Minors

Majors

The following is a list of major concentrations or programs of study. Details are provided in the Curricula section in this catalog.

St. Thomas students may choose a major area of concentration that is not offered at St. Thomas through any of the four other institutions in the Associated Colleges of the Twin Cities (ACTC) Consortium: Augsburg College, Hamline University, Macalester College and St. Catherine University. The student must be accepted into the major by the appropriate department chair at the school where the major is offered and the proposed program of study must be submitted to the Committee on Studies at St. Thomas for its approval. Curricula involving other institutions in the ACTC consortium are indicated by [ACTC]. Unless otherwise noted, the degree granted is a bachelor of arts (B.A.).

An individualized major also may be proposed to the Committee on Studies for acceptance. Guidelines for such a proposal are available from the Academic Counseling.

- Actuarial Science

- Art History
- Biochemistry
- Biology
- Biology (BS)
- Biology of Global Health
- Bus Adm - Law & Compliance
- Bus Adm - Real Estate Studies
- Bus Admin - Accounting
- Bus Admin - Business Analytics
- Bus Admin - Communication
- Bus Admin - Entrepreneurship
- Bus Admin - Financial Mgmt
- Bus Admin - Gen Business Mgmt
- Bus Admin - Human Resc Mgmt
- Bus Admin - Intl Business
- Bus Admin - Leadership& Mgmt
- Bus Admin - Marketing Mgmt
- Bus Admin - Op&Supl Chain Mgmt
- Business in a Digital World
- Catholic Studies
- Chemistry
- Chemistry (9-12)
- Chemistry (ACS Certified)
- Civil Engineering
- Classics - Culture
- Classics - Language
- Comm. Arts & Lit (5-12)
- Communication Studies
- Comp Science BS (Master Track)
- Computer Engineering
- Computer Science (BS)
- Criminal Justice

- Data Analytics
- Digital Media Arts
- Earth & Space Science (9-12)
- Economics
- Economics - Business
- Economics - International
- Economics - Mathematical
- Economics - Public Policy
- Electrical Engineering
- Elem, Middle & Secondary Ed
- Elementary Education (K-6)
- English
- English - Creative Writing
- English - Professional Writing
- English - Teacher Ed (5-12)
- Environ Studies-Humanities
- Environmental Science
- Environmental Std-Business
- Environmental Studies
- Environmental Studies-Nat Sci
- Environmental Studies-Soc Sci
- Exercise Science
- Faith & Praxis
- Family Studies
- Film Studies
- French
- French (K-12)
- Geography
- Geography - Geo Info Sys (GIS)
- Geology
- Geology (BS)
- German
- German (K-12)
- Health Promotion & Wellness
- History
- Info Systems (Masters Track)
- Instrumental Music (K-12)
- International Studies
- Intl Studies - Economics
- Intl Studies - History
- Intl Studies - Pol Sci
- Journalism
- Justice & Peace Studies
- Justice&Peace-Conflict Transfrm
- Justice&Peace-Ldrshp Soc Just
- Justice&Peace-Public Policy
- K-12 Music Education
- K-12 Phy Ed/ 5-12 & Hlth Ed
- K-12 World Lang. & Cultures
- Liberal Arts
- Liberal Arts - Engineering
- Liberal Studies
- Life Science (9-12)
- Mathematics
- Mathematics (5-12)
- Mathematics (Applied Track)
- Mathematics (Education Track)
- Mathematics (Pure Track)
- Mathematics (Statistics Track)
- Mechanical Engineering
- Middle/Secondary Education
- Music
- Music - Business
- Music - Performance

- Neuroscience
- Nursing
- Performer's Certificate
- Philosophy
- Physics
- Physics (9-12)
- Physics (BS)
- Political Science
- Psychology
- Public Health
- Risk Management and Insurance
- Sci, Tech, Engineering, & Math
- Soc Studies (5-12) - Economics
- Soc Studies (5-12) - Geography
- Soc Studies (5-12) - History
- Soc Studies (5-12) - Pol. Sci.
- Soc Studies (5-12) - Psych.
- Soc Studies (5-12) - Sociology
- Social Work
- Sociology
- Spanish (K-12)
- Spanish Cultural/Literary St.
- Spanish Linguistics/Lang. St.
- Statistics
- Strategic Comm: Ad and PR
- Study of War & Society
- Theology
- Theology - Lay Ministry
- Vocal Music (K-12)
- Women/Gender/Sexuality Studies
- World Lang & Culture (K-8)

Education Co-Majors

The following sets of majors (with specialty) require a second major. They cannot be "stand-alone" majors.

- Elementary Education (K-6) - Science, Technology, Engineering and Mathematics (STEM)
- Middle/Secondary Education and Chemistry (9-12)
- Middle/Secondary Education and Communication Arts and Literature (5-12)
- Middle/Secondary Education and Earth and Space Science (9-12)
- Middle/Secondary Education and Life Science (9-12)
- Middle/Secondary Education and Physics (9-12)
- Middle/Secondary Education and Social Studies (5-12) - (Economics, Geography, History, Political Science, Psychology, or Sociology)
- Music Education - Instrumental Music Education (K-12) (B.M.)
- Music Education - Vocal Music Education (K-12) (B.M.)

The following sets of majors constitute a double major when taken together. The education component cannot be a "stand-alone" major.

- Middle/Secondary Education and Mathematics (5-12)
- Middle/Secondary Education and Physical Education and Health Education (5-12)
- K-12 Teaching Physical Education and Physical Education-Teaching (K-12)
- K-12 World Languages & Cultures - French (K-12)
- K-12 World Languages & Cultures - German (K-12)
- K-12 World Languages & Cultures - Spanish (K-12)

Minors

Students may choose to complete a minor in addition to a major. A student may declare more than one minor.

A student may propose an individualized minor to meet a specific need or interest, subject to the approval of the Committee on Studies. Guidelines for such a proposal are available from Academic Counseling.

- Actuarial Science
- Aerospace Studies
- Museum Studies
- American Culture & Difference
- Applied Statistics
- Art History
- Biology
- Business Administration
- Data Analytics
- Bus Admin - Entrepreneurship
- Business of Healthcare
- Catholic Studies
- Chemical Dependency Counseling
- Chemistry
- Classics - Culture
- Classics - Language
- Communication Studies
- Computer Science
- Information & Decision Theory
- Computer & Information Science
- Digital Media Arts
- Biomedical Engineering
- Economics
- Education
- Electrical Engineering
- Mechanical Engineering
- Engineering Education
- English
- General Engineering
- Environmental Studies
- Environmental Science
- Special Educ Exceptionalities
- Exception Spec & Gifted Educ
- English as Second Lang. (K-12)
- Exercise Science
- Family Studies
- Film Studies
- French
- Geography
- Geology
- German
- Geography - Geo Info Sys (GIS)
- History
- Community Health Education
- Journalism
- Peace Engineering
- Justice & Peace Studies
- Liberal Arts and Business
- Latin Amer & Caribbean Studies
- Legal Skills
- Legal Studies
- Mathematical Statistics
- Mathematics
- Middle Eastern Studies
- Music Industry
- Material Science & Engineering
- Music Composition
- Music in Faith

- Recording Arts
- Music
- Nutrition
- Philosophy, Ethics, & Society
- Global Philosophy
- Philosophy
- Philosophy of Law and Politics
- Philosophy of Mind and Brain
- Philosophy of Religion
- Philosophy and Science
- Physics
- Political Science
- Psychology
- Public Health
- Science, Medicine, and Society
- Sociology
- Criminal Justice
- Spanish
- Social Service Management
- Strategic Comm: Ad and PR
- Sustainability
- Social Welfare
- Biblical Studies Minor
- Theology & the Common Good
- Interreligious/Compar Theology
- Catholic Health Care Ethics
- Faith & Praxis
- Interfaith Leadership
- Theology
- Urban Studies
- Women/Gender/Sexuality Studies

Major Requirements

Regular Majors

After a student has completed 48 semester credits, that student must apply to be admitted to a major in his or her chosen field. Admission to a major field is necessary if the student wants to continue receiving registration times that coincide with his/her class.

A student must complete one of the regular major concentrations described in the section on Curricula with a grade point average of 2.00 or better in courses taken in the department (Opus College of Business for business majors) of the major required for the major. (See section on Academic Programs for a list of these majors.)

A major in a Bachelor of Arts degree program consists of 30 to 44 credits in the area of concentration plus allied courses as specified by the department in which the major is offered.

A major in a Bachelor of Science degree program (or an Engineering program) may require more than 48 semester credits in the field of the major.

Students with transfer courses in the major must also attain a 2.00 grade point average for the courses taken in the department (Opus College of Business for business majors) of the major at St. Thomas. (See section on Requirements for a Degree).

If major field requirements or courses specified in the catalog are no longer available, the chair of the appropriate department will designate acceptable substitutes for the major program.

The department has the right to specify how many courses in the major field (and at what level) must be taken at St. Thomas. Students may earn more than one major.

Procedures for applying to a major are available from the Office of the University Registrar.

Majors at other Associated Colleges of the Twin Cities (ACTC) Institutions

A student wishing to complete a major offered at one of the ACTC schools (and not offered at St. Thomas), must file a petition with the Committee on Studies for approval. In the petition, the student should indicate his/her acceptance for the major by the chair of the department at the other institution, the list of courses that will need to be completed at that institution, and the name of a St. Thomas faculty member in a closely-related field who will act as an

adviser. Core curriculum requirements for St. Thomas and any prerequisites for courses in the major program offered at St. Thomas will be taken on the home campus.

Individualized Majors

A student may pursue a major other than one of the regular majors described in the section on Curricula.

An individualized major requires the selection of a faculty adviser, a proposal explaining the rationale for the selection of courses (which should include lower- and upper-division courses), a number of credits in accordance with the guidelines for a regular major, and approval by the Committee on Studies.

Minor Requirements

Regular Minors

A student is not required to complete a minor. A minor consists of 16 to 26 credits in the area of concentration including all prerequisites and allied courses as determined by the department or program offering the minor.

A minimum grade point average of 2.00 is required for the courses in the minor. Transfer students must also attain a minimum grade point average of 2.00 for minor courses taken at St. Thomas.

The department has the right to specify how many courses in the minor field (and at what level) must be taken at St. Thomas.

A student may earn more than one minor.

Minors at other Associated Colleges of the Twin Cities (ACTC) Institutions

A student wishing to complete a minor offered at one of the ACTC schools (and not offered at St. Thomas), must file a petition with the Committee on Studies for approval. In the petition, the student should indicate his/her acceptance for the minor by the chair of the department at the other institution, and the list of courses that need to be completed.

Individualized Minors

A faculty adviser should be chosen for the minor. Individualized minors must be approved by the Committee on Studies.

Addition of major, minor, or degree after graduation

A student who has graduated from the University of St. Thomas may add an additional major by fulfilling all remaining requirements of the major. The 32-credit senior residency requirement need not be met a second time. No more than one additional transfer course may be used to meet major and allied requirements.

A student who has graduated from the University of St. Thomas may add a minor by fulfilling all remaining requirements of the minor. The 32-credit senior residency requirement need not be met a second time. No more than one additional transfer course may be used to meet minor and allied requirements.

A student who has graduated from the University of St. Thomas may add a second degree (such as a B.S. added to the original B.A.) by fulfilling all remaining requirements of the degree. The 32-credit senior residency requirement need not be met a second time. The second degree may not be in the same discipline as the original degree.

Certificate Requirements

A student is not required to complete a certificate. A certificate consists of at least 12 credits in the focus area as determined by the department or program offering the certificate.

A minimum grade point average of 2.00 is required for the courses in the certificate. Transfer students must also attain a minimum grade point average of 2.00 for certificate courses taken at St. Thomas.

The department has the right to specify how many courses in the certificate (and at what level) must be taken at St. Thomas.

A student may earn more than one certificate.

Progress to Degree

Student Classification

Degree Students

A degree-seeking student is one who takes courses for credit toward a degree at the university. A degree-seeking student who takes 12 or more credits during a fall or spring semester is considered a full-time student. A degree-seeking student who takes fewer than 12 credits is considered a part-time student.

A degree-seeking student is ranked by credits successfully completed:

- * 27 credits or fewer = freshman
- * between 28 and 59 credits = sophomore
- * between 60 and 91 credits = junior
- * 92 credits or more = senior

Non-Degree Students

A student who takes courses for credit and without expectation of a degree is called a non-degree student.

Auditors

An auditor is a student who takes courses without expectation of credit.

Math Placement

Beginning in fall 2017, entering students with 27 or fewer credits who do not place into a credit-bearing math class (Math 100 or above) must make satisfactory progress toward that placement within three semesters, including J-term. This means that a student beginning in fall 2017 would need to obtain math placement status by the end of spring 2018 to avoid discretionary probation or other penalties as specified. Entering students with 28 or more credits must make satisfactory progress toward math placement by the end of their second semester (including J-term). A student entering in fall 2017 with 28 or more credits would need math placement status by the end of J-term 2018 to avoid discretionary probation or other penalties as specified.

Academic Standing

The student's unofficial transcript indicates the student's academic standing as determined by the student's grades at the end of each fall and spring semester. Academic standing does not change after a January term or summer session.

Good Standing

A student with a University of St. Thomas cumulative grade point average of at least 2.00 is making satisfactory progress toward meeting the minimum grade point average requirement for graduation and is, therefore, in good academic standing.

Academic Probation

A student who has attempted 12 credits or more at the University of St. Thomas and has not achieved a University of St. Thomas cumulative grade point average of 2.00 or better is put on academic probation.

OR

Each student who is placed on probation will receive a letter from the Associate Vice Provost for Undergraduate Studies informing that student of her or his probationary status and identifying both the implications of probation and the conditions under which probation will be lifted.

Students placed on academic probation are required to meet with an academic counselor to discuss strategies for improving their academic performance.

Academic Suspension

A student is suspended from the university for one semester (not a January term or summer session) if the student has not achieved a University of St. Thomas semester grade point average of at least 2.00 for courses taken during a fall or spring probationary semester.

Each student suspended will receive a letter from the Office of Student Data & Registrar. A student may re-enroll following a semester of suspension but must make an appointment with an academic counselor to do so. In addition, students returning from suspension are required to work with an academic counselor during their first semester after suspension. Students who are suspended may appeal their suspension to the Committee on Studies after consulting with the Director of Academic Support.

Academic Dismissal

A student is dismissed from the undergraduate program if the student has not achieved a University of St. Thomas semester grade point average of at least 2.00 for courses taken during a fall or spring probationary semester following academic suspension.

Each student dismissed will receive a letter from the Office of Student Data & Registrar. Students who are dismissed may appeal to the Committee on Studies for readmission after consulting with the Director of Academic Support.

Conditions for Readmission after Suspension or Academic Dismissal

Academic suspension applies only to fall and spring semesters. After the semester of suspension, the student is eligible to register for the following term, upon consultation with a counselor in the Office of Academic Counseling. This semester becomes a probationary semester and is subject to the conditions listed above.

If a student is readmitted to the university by the Committee on Studies after academic dismissal, the conditions of readmission will be stated by the Committee.

Attendance and Excused Absence Policy

St. Thomas has an Undergraduate Course Attendance and Coursework Completion Policy that establishes expectations for class attendance and coursework completion in undergraduate courses, defines what can be considered an excused absence from class or the timely completion of coursework, and outlines the process for notification and verification of excused absences. Students are responsible for reading, understanding, and adhering to the Undergraduate Course Attendance and Coursework Completion Policy, located here:

<https://stthomas.edu/media/officeofgeneralcounsel/policies/Undergraduate-Course-Attendance-and-Coursework-Completion-Policy.pdf>

Other Related Policies

- First-day Class Attendance Policy:
<https://www.stthomas.edu/catalog/undergradinfoandpolicies/bacinfoandpolicies/registrationwithdrawal/>
- Financial Aid Withdrawal Policy:
Undergraduate Students:
<https://www.stthomas.edu/policies/undergraduate-financial-aid/withdrawal/index.html>
- Changes in Registration:
<https://www.stthomas.edu/catalog/undergradinfoandpolicies/bacinfoandpolicies/registrationwithdrawal/changeinregistration/>
- Full-term Withdrawal:
<https://www.stthomas.edu/catalog/undergradinfoandpolicies/bacinfoandpolicies/registrationwithdrawal/withdrawal/>

Audit

A student may choose to audit a course rather than take it for credit. If attendance is satisfactory, the course number, title and the audit designation will

appear on the transcript. If attendance is not satisfactory, the course will not appear on the transcript. In no case may a student receive credit for a course that was audited unless the course is retaken for credit. An instructor or Department chair approval is required to Audit any course.

Students may not switch from credit status to audit status after the last day to withdraw from a class without a grade of F. Students may not switch from audit status to credit status after the last day to register or add a class.

The tuition charged for an audited courses is equivalent to one credit of tuition.

Changes in Registration

Adding Courses

Students can add courses to their schedules using the Murphy Online registration system until the published deadline to “add a class without instructor permission” (usually the fifth class day). After the published deadline, additional classes are added by submitting a Change in Registration (Add/Drop) form, which must be signed by the instructor, to the Office of Student Data & Registrar. This form is available at the Office of Student Data & Registrar or by clicking the add/drop link on the right side under related links.

Dropping Courses Without Notation (No Mark of “W” on Transcript)

Students must use the Murphy Online registration system or the Change in Registration form (see the related links section to the right) to withdraw from a course. The official date of withdrawal from a course is determined by the date the action is taken using the Murphy online system or the date the change in registration form is received by the Registrar’s office during regular office hours.

Courses that are dropped on or before the last date to drop a course without notation marked on the academic calendar will not appear on the student’s transcript. For fall and spring semesters, this is the 10th weekday of the semester for withdrawals made using the Change in Registration form, counting the first day of the semester as day one, or the 14th calendar day of the semester, counting all calendar days including weekend days from the first day of the semester as day one, for withdrawals made using the Murphy online registration system. Please consult the university’s academic calendar for the last day to drop a course without notation on record for January and Summer terms.

Dropping Courses With Mark of W on Transcript

Courses that are dropped between the last day to drop a course without notation on record and the last day to withdraw from a course without a grade of F or R (identified on the Academic Calendar and defined as the day on which 75% of the class days in the semester have expired) will receive a grade of W. A grade of W is an official grade and is posted on the permanent record. The grade does not affect the GPA, but financial aid awards could be adjusted if a student remains enrolled in fewer than 12 credits; students should consult the financial aid office. Classes dropped after this day will receive the grade of F.

Conditions Determining Tuition Refunds

Students are responsible for all tuition and fees incurred by registration in a course. Failing to attend or ceasing to attend a course does not constitute a withdrawal from the course. Only the official date of withdrawal determined by using the Murphy online registration system or by the Registrar's reception of a Change in Registration form will determine whether a full refund, a partial refund, or no refund will be available based on the official date of withdrawal.

Full refund of tuition and fees is made for courses dropped up to the last day to drop a course without notation on record indicated in the academic calendar for each term. For fall and spring semesters, this is the 10th weekday of the semester for withdrawals made using the Change in Registration form, counting the first day of the semester as day one, or the 14th calendar day of the semester, counting all calendar days including weekend days from the first day of the semester as day one, for withdrawals made using the Murphy online registration system.

Tuition refunds (if any) for courses dropped after the last date to withdraw without notation during fall and spring semesters are determined by the standard refund calendar available from the university Business Office:

Date of Official Drop/Withdrawal	Tuition Refund	Fees Refund
Through the 14th calendar day of the term	100%	100%
The 15th - 21st calendar day of the term	80%	0%
The 22nd - 28th calendar day of the term	60%	0%
The 29th - 35th calendar day of the term	40%	0%

The 36th - 42nd calendar day of the term	20%	0%
The 43rd calendar day of the term and beyond	0%	0%

Students should consult their financial aid advisor to determine the consequences of dropping a course on their financial aid award. In some cases, the actual refund, if any, will depend upon such consequences as determined by the financial aid office.

Students should consult the Business Office for the refund schedule for January and Summer terms.

New Student Registration

Registration for new freshmen and entering transfer students is coordinated by the Office of Academic Counseling.

Freshmen who begin their studies at the university in the fall receive a pre-registration packet containing course information and a description of the registration process which occurs during Summer Orientation.

New transfer students meet individually with an academic counselor to interpret their transfer credit evaluation and select appropriate courses related to their interests.

At this meeting, transfer students should identify any transfer courses they think should count as fulfilling particular core requirements. The academic counselor will assist the transfer student with a petition form used to request consideration of one or more transfer courses for fulfillment of core requirements. The petition form should be submitted to the Associate Vice Provost for Undergraduate Studies during the first semester of enrollment at St. Thomas.

Upper division transfer students are encouraged to declare a specific major field. Separate summer orientation programs are held for new freshmen and transfer students.

All students are assigned faculty advisors.

Withdrawal

St. Thomas has a policy that establishes the conditions and limitations under which students can withdraw from one or more undergraduate courses (also known as "dropping a course"), from all courses within a term, and from the institution.

Students are responsible for reading, understanding, and adhering to the withdrawal policy, located here:

<https://www.stthomas.edu/media/officeofgeneralcounsel/policies/Undergraduate-Course,-Term-and-Institutional-Withdrawal-Policy.pdf>

Other Related Policies:

- [Financial Aid Withdrawal Policy: Undergraduate Students](#)
- [Tuition Insurance Plan](#)
- [Changes in Registration](#)
- [Attendance and Excused Absence Policy](#)
- [Military Withdrawal Policy](#)

Generic Courses

Some courses – including topics, experiential learning, seminars, research, and individual study – are offered under the same numbers in all or most academic departments. Additional information on these courses can be found in department course listings.

Topics Courses

The subject matter of the course will vary from year to year but will not duplicate existing courses. Descriptions of these courses are available in Class Finder.

295, 296 Topics (2 credits)

The even number is normally used by the department. The odd number is used if the course has been approved to fulfill a core curriculum requirement.

297, 298 Topics (4 credits)

The even number is normally used by the department. The odd number is used if the course has been approved to fulfill a core curriculum requirement.

487, 488 Topics (2 credits)

The even number is normally used by the department. The odd number is used if the course has been approved to fulfill a core curriculum requirement.

489, 490 Topics (4 credits)

The even number is normally used by the department. The odd number is used if the course has been approved to fulfill a core curriculum requirement.

Experiential Learning

The university will grant credit for experiential learning to a registered student if the student's proposal for the work receives prior approval of the department involved and the relevant dean, and the student successfully completes the experience agreed upon. Students requesting credit for experiential learning usually will have attained junior or senior status. The most common type of experiential learning is an internship.

Credit granted in this way is graded on an S/R basis. A maximum of 8 credits of experiential learning may be counted toward the 129 credits required for graduation. The regular tuition for the number of credits is charged.

Prior to the occurrence of the experience for which credit is being sought, a student makes a formal request for one (1), two (2), three (3), or four (4) credits. This request includes:

- A detailed description of the experience for which credit is sought and a statement of its academic significance and validity in the student's program;
- An indication of any supplementary academic requirements to be fulfilled: papers, reports, etc.;
- The name of the person at the University of St. Thomas who will approve the proposal, maintain periodic contact with the off-campus supervisor and student, and corroborate the evaluation of the experience;
- An outline of the evaluation procedures to be used.

The credits allotted will comply with the undergraduate credit hour policy. For example, 1 credit should entail 12.5 hours of faculty-led instruction time and at least 30 hours of out-of-class or on-site work. Two credits should entail 25 hours of faculty-led instruction time and at least 60 hours of out-of-class or on-site work; 3 credits should entail 37.5 hours of faculty-led instruction time and at least 90 hours of out-of-class or on-site work; 4 credits should entail 50 hours of faculty-led instruction time and at least 120 hours of out-of-class or on-site work. Meetings with St. Thomas faculty,

meetings with the on-site supervisor, and evaluation of the project will be determined by the department.

Forms for requesting credit for experiential learning are available here <<https://one.stthomas.edu/sites/its/student-data-registrars-office/SitePage/42384/student-forms>>. Departments may require additional forms. Forms must be signed by the supervising faculty member, the chair of the department, and the relevant dean before being submitted to the Office of Student Data and Registrar at the time of registration.

When, in the view of the department,

supervision and evaluation of the experience are provided chiefly by a person at the University of St. Thomas, the student should seek credit by means of individual study.

476 Experiential Learning (1-4 credits)

Seminars

Seminars are offered in a number of departments. With the exception of honors seminars in the Aquinas Scholars program (courses with an HONR prefix), regular tuition is charged.

483, 484 Seminar (2 credits)

The even number is normally used by the department. The odd number is used if the course has been approved to fulfill a core curriculum requirement.

485, 486 Seminar (4 credits)

The even number is normally used by the department. The odd number is used if the course has been approved to fulfill a core curriculum requirement.

Research

Some departments offer the opportunity to do research in the discipline. Students interested in pursuing credit for research should discuss their plans with the appropriate faculty member. When the project has been determined, the student and faculty member should complete the Independent Study Form. The research contract must be approved by the supervising faculty member, the chair of the department, and the relevant dean and then submitted to the Office of Student Data and Registrar during the registration period. Regular tuition is charged.

Research involving human subjects may not begin prior to review and approval by the Institutional Review Board (IRB). Student researchers are advised to consult with their faculty advisor and secure the needed forms and other information from the IRB website early in the research-planning process.

269 Research (2 or 4 credits)

This research course can be either a 2- or 4-credit course depending on the department and the topic.

389 Research (2 or 4 credits)

This research course can be either a 2- or 4-credit course depending on the department and the topic.

491 Research (2 or 4 credits)

This research course can be either a 2- or 4-credit course depending on the department and the topic.

Individual Study

Individual study refers to a type of learning contract in which a registered student and/or faculty member have the responsibility for defining, organizing, and evaluating a special project of limited scope (limited in content and in the time designated for its completion). Individual study provides an opportunity for students (usually at junior or senior status) to receive one-on-one instruction and guidance, while pursuing a subject of special interest. This work is completed independently under the faculty member's personal direction.

Individual study may be pursued for either two (2) or four (4) credits. Determination of the amount of credit awarded is at the discretion of the department but should reflect an academic rigor commensurate with a regularly-offered course for the same amount of credit.

Students interested in pursuing individual study should discuss their plans with the appropriate faculty member. When the project has been determined, the student and faculty member should complete the Independent Study Form. The individual study contract must be approved by the supervising faculty member, the chair of the department, and the relevant dean and then submitted to the Office of Student Data and Registrar during the registration period. Regular tuition is charged.

The grading for individual study may be standard (A,B,C, etc.) or Pass/Fail (S/R). This selection and an explanation must be indicated on the individual study contract when it is presented to the Office of

Student Data and Registrar. (If the course is in the major field, grading must be on the standard system.)

243 Individual Study (2 or 4 credits)

This individual study can be either a 2- or 4-credit course depending on the department and the topic.

393 Individual Study (2 or 4 credits)

This individual study can be either a 2- or 4-credit course depending on the department and the topic.

495 Individual Study (2 or 4 credits)

This individual study can be either a 2- or 4-credit course depending on the department and the topic.

Course Load

The normal course load for fall and spring semesters is 16 credits. During the first semester at the university, a first-year student is limited to 17 credits. Students may take no more than the number of credits listed below without endorsement of their faculty advisor and approval of the relevant dean. Students are advised to seek this approval before registration begins.

Credit Limits

- Fall semester: 21 credits
- January term: 5 credits
- Spring semester: 21 credits
- Summer term: 16 credits (8 credits per summer session)

Students on academic probation may register for no more than 16 credits.

Retaking a Course

A student may retake a course if her or his grade or mark is F, R, D-, D or D+. If the course is retaken at St. Thomas, only the higher grade will be used to compute the GPA. Credit will not be given more than once for the same course. Both notations, however, will remain on the transcript.

If the course is retaken elsewhere, the student must obtain preapproval from the relevant department to confirm that the course is equivalent to the course originally taken at St. Thomas.

If the student earns a C- or higher after taking the off-campus course, the course can transfer to St. Thomas to fulfill a requirement, but credit will not be

given for the course the second time and the St. Thomas grade will not be replaced in the GPA. Both notations, however, will be included on the transcript.

Credit Hour Definition

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that reasonably approximates not less than: (1) one hour (50 minutes) of classroom or faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester of credit, or the equivalent amount of work over a different amount of time; or (2) at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by the institution, including laboratory work, internships, practice, and other academic work leading toward the award of credit hours.

Exchange Courses (ACTC)

Courses taken by undergraduate day, degree-seeking St. Thomas students at Augsburg College, Hamline University, Macalester College and St. Catherine University through ACTC cross-registration are called exchange courses. These courses may be substituted for courses at the University of St. Thomas, subject to the following conditions:

1. The course is not one specified by a specific course number in the list of core curriculum requirements; and
2. The student has the written permission of the department chair of the major or minor if the course is in the major or minor concentration and taken to satisfy a particular requirement for that major or minor; and
3. The student consults the University Registrar before registering for more than one course at Augsburg, Hamline, Macalester or St. Catherine University during one semester. This one course limit does not apply to students pursuing a major or minor at these schools.

Additional restrictions may apply. See the ACTC Website for additional restrictions:

<https://sites.google.com/a/actc-mn.org/actc>

For exchange courses in the fall and spring semesters, St. Thomas students register at St. Thomas. Grades for these courses are automatically recorded on the St. Thomas transcript.

For courses during the summer sessions, students register at the college offering the courses and have a transcript of the completed work sent to St. Thomas. These summer courses are considered transfer courses.

Exchange courses may be used to fulfill the senior residency requirement.

Grades for exchange courses are included in the computation of the St. Thomas GPA.

Courses taken at Augsburg, Hamline, Macalester and St. Catherine by a student before he or she matriculates at St. Thomas or while the student is not an active student at St. Thomas are treated as transfer courses.

Special Curricula

The undergraduate program offers several programs that a student may pursue in addition to a major concentration.

These include:

- Air Force, Army, and Navy ROTC
- Certificate In Lay Ministry
- Community Engagement
- Higher Education Consortium for Urban Affairs (HECUA)
- Pre-Engineering
- Pre-Law
- Study Away Programs
- Washington Semester

Associated Colleges of the Twin Cities (ACTC)

The University of St. Thomas has joined with four other private colleges in the Twin Cities to form the Associated Colleges of the Twin Cities (ACTC), a legal entity designed to facilitate cooperative activities among the five benefiting institutions. Augsburg College in Minneapolis and Hamline University, Macalester College and St. Catherine University in St. Paul are the other institutions that make up this consortium with the University of St. Thomas. These colleges possess a long history of cooperative academic activity.

Full-time, degree-seeking undergraduate students in the day division are eligible to register for

exchange courses in the fall and spring semesters. Students are limited to one exchange course each semester. An exception to this are students majoring in Social Work which is a joint program with St. Catherine University, and students with a declared ACTC major or minor.

Exchange courses are not transfer courses, and thus courses taken through the ACTC are considered St. Thomas courses and will count towards the senior residency requirement.

Note: courses taken during the summer sessions at an ACTC institution are considered transfer work. Students register and pay tuition at the college offering the courses and must have a transcript of the completed work sent to St. Thomas.

In addition to the course exchange, St. Thomas students may choose a major or minor area of concentration at any of the other four institutions. The student must be accepted into the major or minor by the appropriate department chair at the school where the program is offered. Not all programs offered by other ACTC universities are available through the ACTC: for instance, Nursing at Saint Catherine University is not available to St. Thomas students or other ACTC students per Saint Catherine University's policy. The proposed program must be approved by the Committee on Studies at St. Thomas. For additional information please consult our Office of Academic Counseling, located in MHC room 110. Counselors may be reached at 651-962-6300.

For more information on the Associated Colleges of the Twin Cities please visit: <http://actc-mn.org>

International & Off-Campus Programs

Study Abroad Programs (SABD)

The University of St. Thomas encourages students to incorporate intercultural experiences into their degree plans. Study Abroad staff guide students of all majors through the process of choosing and applying for a program that will advance their academic and personal goals. Visit the Study Abroad web site for current program options, application deadlines, scholarships and health and safety information:
<https://www.stthomas.edu/studyabroad/>.

Students should discuss their financial aid eligibility with a Study Abroad Advisor and their Financial Aid counselor in the Financial Aid Offices.

Semester, Year-Long and Short-term Programs

Rome Empower Semester

All majors may study in Rome during this fall program and take core curriculum courses including Fine Arts, Social Analysis, Literature and Writing, Historical Studies, Moral and Philosophical Reasoning and Faith and Catholic Tradition. Students live at the St Thomas Bernardi Residence.

London Business Semester

Business majors and minors study abroad during this annual fall semester program in London. Students take regular St. Thomas business and liberal arts courses, as well as complete the Business 200 Community Service requirement.

Shanghai Business Semester

Students take business, allied and core requirements, and gain professional experience while interning at a multinational corporation, Chinese company, or international nonprofit in Shanghai.

Catholic Studies in Rome

Catholic Studies majors and minors may study Catholic social thought, theology, and social justice, as well as introductory Italian language. Program takes place each spring; students live at the St Thomas Bernardi Residence.

Other Approved Programs and Exchanges

Semester and Year-Long opportunities are also available through other approved program partners and a number of universities with which St. Thomas partners. Check with the Office of Study Abroad for exchange opportunities.

January and Summer Programs

The University of St. Thomas offers a number of two- to six-week, faculty-directed programs during January and summer terms. January Term programs are offered by the University of St. Thomas, co-sponsored programs and UMAIE, a seven-member consortium of schools in the Midwest.

St Thomas sponsored January Term courses are announced in February; summer courses are announced in September. Topics and locations vary each year.

Participation Requirements for Study Abroad

Academics and Conduct

Students may not apply for, maintain an approved application, nor participate in a study abroad or off-campus program while on academic or conduct probation. Semester and academic year programs require at least a 2.5 GPA, while short-term programs require a 2.0 GPA.

Language Requirement

The overseas study program must include study of the native language in non-English-speaking countries.

Deadlines

Students must submit study abroad applications by October 1 for January Term and spring semester participation, and by March 15 for summer, fall semester or year-long programs. Some programs will have earlier deadlines.

Parents-on-Campus Program

Parents of full-time students in the undergraduate day program are eligible to take up to two undergraduate courses (or eight credits) on a space-available basis in fall and spring semesters without tuition charge. The dependent daughter/son must be a full-time day student taking at least twelve credits.

Parents may audit courses or take them for credit. Parents may be non-degree or degree-seeking students. If the parent chooses to become a degree-seeking student, an application must be made through the Office of Undergraduate Admissions.

Fees will be charged for books, music lessons, laboratory charges, individual studies, and experiential learning. There is a fee charged for all business courses.

Not included in this program are: Graduate courses, courses at ACTC schools, courses taught in January term or summer sessions, and study abroad courses.

Registration for Parents-on-Campus (non-degree and degree-seeking) will begin five business days prior to the start of the term.

Additional information on this program can be obtained from the Office of Student Data & Registrar.

Pre-Health Professions

The Pre-Health Professions advising program provides guidance to St. Thomas students preparing for admission to health professional schools.

Services available include:

- Support in choosing courses, a major, or a career
- Assistance with the application process for admission to health professional schools
- Special events
- Scheduled visits by recruitment or admissions coordinators from a variety of health professional schools

Students are required to major in an academic discipline of their choosing. Beyond their St. Thomas degree requirements, students may also need to complete additional coursework required for admission to the particular health professional program of their choosing.

Pre-Health Areas include:

- Chiropractic
- Dentistry
- Medicine
- Occupational Therapy
- Optometry
- Pharmacy
- Physical Therapy
- Physician Assistant
- Podiatric Medicine
- Public Health
- Veterinary Medicine

Additional information is available at:
www.stthomas.edu/healthprofessions

Washington Semester

Cross-College Program

High-Pippert (POLS), adviser

The University of St. Thomas is affiliated with American University's Washington Semester Program, Washington, D.C.

Students selected from across the nation to participate in the program have the option of studying in various subject areas that have included: American Politics, Economic Policy, Foreign Policy, Gender and Politics, Information Technology and Telecom, International Business and Trade, International Environment and Development, Journalism, Justice, Law Enforcement vs. Liberty, Peace and Conflict Resolution, Public Law, and Transforming Communities. Program areas are subject to change.

The Washington Semester involves seminars, research and internships drawing on governmental and private organization resources in the Washington area. Nominations to participate are made by the university, with final acceptance decided by American University.

Upon successful completion of four courses, 16 semester credits are earned and transferred to St. Thomas.

IDSC 310 Washington Semester (16 credits)

Community Engagement

The University of St. Thomas offers courses that engage in the community through non-profit organizations, schools, and governmental agencies. These courses require community service, most in collaboration with specific community partners who have identified projects for students to complete in the timeframe of one semester. These opportunities provide students with real world experiences even as they learn their discipline-specific course content. Community partners become co-educators with our faculty—all with the goal of advancing the common good. The courses that include a service component change each semester, but students can find the "service learning component" attribute on classfinder when searching for courses; designated courses can also be viewed on the community engagement website (https://www.stthomas.edu/center-for-common-good/academic-opportunities/?utm_source=ustredirect&utm_medium=communityengagement).

Student Services

Campus Life

Students will find that there are many cultural, social, and educational events to attend and many activities in which they may participate.

Students can further develop their leadership skills by being an active member in one of over 140 clubs and organizations on campus.

Undergraduate Student Government

The Undergraduate Student Government, representing the University of St. Thomas undergraduate student body, is dedicated to advocating student concerns by working with faculty, staff, the administration, community leaders, and fellow students to promote positive change while staying true to the Catholic identity of this institution.

USG operations are financed by an activity fee assessed each full- and part-time undergraduate student each semester.

The Undergraduate Student Government is comprised of 40 representatives who act as the voice of the students at the University of St. Thomas. Members of the USG serve their constituents by working with faculty, staff, administration, and other students to promote positive change and foster tradition in an effort to provide students with an exceptional college experience both inside and outside of the classroom. Membership in the Undergraduate Student Government consists of seven executive officers, two neighborhood and two residential senators, one legislative affairs and one commuter senator, two student athlete representatives, one commuter representative, one elections and credentials chair, one transfer student senator, one Residence Hall Association representative, the class president and two representatives from each class, one International Student representative, one STAR representative, one St. John Vianney representative, one student organization's representative, one Student Alumni Council representative, one student diversity relations representative, one student spirituality representative, one sustainability representative, and advisers, including the Associate Vice President for Student Affairs and the Director of Campus Life.

The USG functions in an advisory capacity to administrative decision making.

Participation in Faculty Committees

Students of the undergraduate program work cooperatively with the faculty and administration on seven committees: the Student Life Committee, the Grievance Committee, the Committee on Discipline,

the Undergraduate Planning and Policy Committee, the College of Arts and Sciences Curriculum Committee, and the Budget Advisory Committee.

The function and authority of these committees may be found in the Student Policy Book.

Student Organizations and Clubs

There are approximately 140 clubs and organizations at the University of St. Thomas. Clubs and organizations are available in a range of interests, including academics, sports, honors and service. Choosing to be involved is a great way to develop and build relationships with your peers and the university community. Most importantly, getting involved at St. Thomas is an excellent way to enhance social, interpersonal, problem solving, leadership and other important skills.

The Undergraduate Student Government and the Department of Campus Life oversee all student organization recognition and funding processes. Some of these clubs are organized around the career objectives of their members or according to their major field of interest; others are organized according to common interests. Some professional, service, and social fraternities have chapters on campus.

A description of all the clubs, organizations, and other types of involvement on campus is available online. An Activities Fair is held at the beginning of each semester to allow interested students to learn more about the clubs.

Intercollegiate Athletics

The intercollegiate athletic program includes twenty-one varsity sports.

Men's varsity sports are soccer, cross country, football, hockey, basketball, swimming, baseball, golf, and indoor and outdoor track and field.

Women's varsity sports are volleyball, hockey, cross country, basketball, swimming, soccer, softball, tennis, golf, and indoor and outdoor track and field.

Intramural Activities

Numerous intramural activities are offered throughout the academic year for men and women. All leagues are open to students, faculty and staff.

During the fall semester activities include: touch football, whiffle ball, 4-on-4 basketball, racquetball, coed soccer, tennis, and volleyball.

During the spring semester the offerings include 5-on-5 and 3-on-3 basketball, floor hockey, sand volleyball, dodgeball, and kickball.

Aerobic classes are also offered and students, faculty and staff are encouraged to use the recreational facilities for leisure enjoyment.

www.imleagues.com

Student Publications

Each student publication has a faculty adviser or advisers, or a managing editor, but the university delegates editorial freedom and responsibility to the editors, giving them latitude to carry out editorial responsibilities. The university is the official publisher of all student publications.

TommieMedia

TommieMedia is the student produced on-line news source at St. Thomas. Its primary purpose is to serve as a voice of the St. Thomas community.

Students produce stories using a variety of digital formats, including video, slideshows, audio and text, social media are emphasized to build an audience of community members throughout the university. TommieMedia is a member of the Associated Press and its stories are available to all AP members. Applications are available on-line at tommiemedia.com.

The Aquinas

The Aquinas is the university digital yearbook, and its student staff captures the school year's events through words, pictures, videos, and graphic theme. View and search past yearbooks, is available online throughout the year.

Summit Avenue Review

Summit Avenue Review is the literary and visual arts magazine at St. Thomas. Designed and edited by students, the magazine publishes poetry, fiction, literary nonfiction, photography, and other visual art from the St. Thomas community. Work on the magazine begins in early fall, with a first submissions deadline in December and an April publication date. Inquiries should be sent to the Department of English. Visit the Summit Avenue Review website for more details.

Musical Organizations

Student music ensembles appear regularly in concerts on campus, perform in a variety of venues in the Twin Cities area, and tour nationally and internationally.

Instrumentalists and vocalists can choose from a diverse selection of large and small ensembles - bands, orchestra, choirs, jazz ensembles (both vocal and instrumental), ensembles for pianos, guitars, woodwinds, brass, strings, percussion, and new and popular music. Membership in most ensembles is by audition. For details consult the Music Department.

Dean of Students Office

The Dean of Students Office assists and supports students in achieving their academic and personal goals. Staff are available to answer questions, to help resolve issues or concerns, and to refer students to the appropriate department, office or community resource.

The Dean of Students Office provides a variety of programs and services for undergraduate and graduate students. These include new student orientation, student advocacy services, students' rights and responsibilities information, the student conduct process, and parent liaison services, emergency loans, off-campus student life and student policies.

Contact the Dean of Students Office at (651) 962-6050, Room 241 Anderson Student Center, or www.stthomas.edu/deanofstudents.

Student Policies

All University of St. Thomas students are expected to be familiar with and to comply with the university's mission, convictions, university policies, and applicable law. We call these our "community standards." Policies applicable to students and related information and procedures may be found at Dean of Students as well as in the University Policy Repository:

<https://www.stthomas.edu/officeofgc/universitypolicies/universitypolicyrepository/policiesbyapplicability/>

Anderson Student Center

The Anderson Student Center is the campus gathering space that provides an exceptional environment and opportunities for students, faculty, staff, alumni and neighbors to participate in and contribute to the activities of the University community. Tommie Central, located on the first

floor of the ASC, is your one stop shop for campus information, resources, tickets to campus and community events and equipment rental. The ASC is home to create[space], complete with 3D printers and sewing machines, Bowling, gaming areas, and Dance, there is always something to do in the Anderson Student Center.

Center for Ministry

www.stthomas.edu/campusministry/

The Center for Ministry believes that the depth of our faith powerfully affects the way we live and who we become. It is because of this that the Center for Ministry invites students, faculty and staff of all faiths and religious traditions to explore their faith more fully through the many worship, service and personal growth opportunities offered here.

In addition to eight full-time professionals, the Center for Ministry employs peer ministers and over twenty-eight student employees. The staff coordinates the religious life of the campus and offers a variety of programs.

Numerous worship opportunities are available, including daily, Sunday and special community Masses, the Sacrament of Reconciliation, Adoration, morning prayer, and ecumenical services. Students may participate in worship through the Liturgical Ministers Program, Schola Cantorum, and the Liturgical Choir.

The Center for Ministry also provides opportunities to serve the broader community through the Volunteers in Action program and VISION J-term and spring break volunteer service trips.

To inspire personal growth, the Center for Ministry has a number of programs including prayer groups, retreats, pastoral counseling and referral, marriage preparation, crisis intervention, and special groups for support.

The Center for Ministry also offers the Rite of Christian Initiation for Adults (RCIA) to those who are preparing for Baptism, Eucharist and Confirmation in the Catholic Church.

The Center for Ministry is located in Suite 207 of the Anderson Student Center.

Center for Well-Being

www.stthomas.edu/center-for-well-being/

The Center for Well-Being provides compassionate care, expertise, education, and resources to help members of our community thrive in and out of the

classroom. The Center provides a full array of health, mental health, and well-being services in an integrated model. By integrating our services, we can better support students, faculty, and staff from a single location.

Our partner areas include:

- Health Services
- Counseling and Psychological Services
- Health Promotion, Resilience, and Violence Prevention
- Located in mid-campus, 200 steps from the arches on Finn Street South.

Health Services

www.stthomas.edu/healthservices/

The Center for Well-Being Health Services provides high-quality, patient-centered health care that promotes the health and well-being of the entire St. Thomas community.

Our health staff includes primary care physicians, psychiatrists, nurse practitioners, registered nurses, physical therapists, certified medical assistants, a registered dietitian, and a health case manager. Our services include Primary Care, Psychiatric Care, Preventative Care, Women's Health, Physical Therapy, Travel Clinic, Urgent Care and Wellness Services. We work closely with Counseling and Psychological Services, Health Promotion and Athletics.

All visits and personal information are confidential. All medical records are confidential and can only be released with your written permission.

Health Insurance

Domestic students: St. Thomas does not offer a University-sponsored student health insurance plan for domestic students. Health insurance resources are available for those in need of coverage.

International students: F-1 and J-1 international students on a St. Thomas I-20 or DS-2019 are billed each semester for the UST-sponsored international student health insurance plan.

F-1 students with comparable health insurance coverage may submit a request to waive the St.

Thomas-sponsored plan. See F1 Waiver Requirements and Instructions for additional information.

J-1 students are not eligible to waive the UST-sponsored plan.

Additional Health Records

The state of Minnesota requires that students be immunized against diphtheria and tetanus (TD), and measles, mumps and rubella (MMR) and provide their vaccination dates. See Immunization Requirements for additional information and instructions.

All students, faculty, and staff must be vaccinated against the COVID-19 virus before returning for the 2022-2033 academic year. See Covid Vaccination requirements for additional information and instructions.

Counseling and Psychological Services

www.stthomas.edu/counseling/about/

Counseling and Psychological Services is available to help students deal with a wide variety of concerns from the concerns of daily living to problems of a more serious nature. Counseling provides individual counseling, groups, workshops, seminars and consulting services on a variety of topics. Urgent care hours are available every day. After Hour Urgent Counseling is available weekdays after 4:30 pm, weekends, and during school breaks. Complete confidentiality is maintained in accordance with legal requirements and the professional code of ethics.

Testing Services

www.stthomas.edu/counseling/testingservices/

Testing Services located in the Counseling and Psychological Services Office offers a full range of services including personality assessment and career testing.

Health Promotion, Resilience and Violence Prevention

www.stthomas.edu/healthpromotion/

Through collaboration and education, Health Promotion, Resilience, & Violence Prevention

supports students in healthy decision-making to foster individual and community well-being and thrive at the University of St. Thomas.

Health Promotion, Resilience, & Violence Prevention uses evidence-based and best practices to address alcohol and other drugs, mental health and resiliency education, physical wellness (nutrition, sleep, and disease prevention), and violence prevention for our undergraduate and graduate students.

We provide opportunities for students to improve their health and well-being through four modes of change:

EDUCATION – Promote the development of effective lifelong healthy behaviors through student education, awareness, programming, and marketing strategies.

PREVENTION – Provide evidence-based prevention strategies to mitigate impediments to student success (e.g., flu shots, bystander training, sleep screening, etc.)

INTERVENTION – Deliver coordinated, affordable, and accessible student health and mental health intervention and referral services (e.g., yoga for well-being, wellness coaching, sleep management, etc.)

MIND-BODY SPACE – A dedicated space for students that encourages relaxation, meditation & contemplation to foster the connection between the mind and body.

Career Development Center

www.stthomas.edu/career-development/

Career Development Center helps students and alumni launch and explore careers in a way that makes sense for them. Career exploration is supported by connections with employers and alumni, integration of career conversations and curriculum across the university, and opportunities for continuous learning and upskilling.

Individual career advising, workshops/webinars, employer events, and a variety of online resources are offered. Topics include:

- Career assessments
- Researching majors and career options
- Searching for internships, full-time, part-time and summer employment
- Connecting with employers and alumni

- Employer research tools
- Networking face to face and via social media during the job and internship search
- Evaluating job offers and negotiating salary

It's never too early to start thinking about your career plans. Wherever you are in your journey, the Career Development Center is here to help. Visit the Career Development website to access resources, learn more about our services, access Handshake to view job and internship listings, and connect with alumni on St. Thomas Connect.

Off-Campus Student Life (OCSL)

Off-Campus Student Life provides hospitality, information, programs, resources, and services to all students with an emphasis on students living off campus including commuters, non-traditional students, and students that live in the immediate neighborhood. Programs and services include: Commuter Mentors and Neighborhood Student Advisors, off campus housing listings, renter education materials, e-mail updates, bus route information, and a resource room with a refrigerator, microwave, computers and a printer for student use. The OCSL resource room is located on the second floor of the Anderson Student Center, room 218. Phone: 651-962-6138

Veterans Resource Center

The Veterans Resource Center offers student veterans the resources they need to succeed academically, the community they need to find connections, and the career support they need to thrive as alumni. Located in MHC LL 03, the center serves as a central location for student veterans, fielding their questions and supporting their success at St. Thomas.

Student Diversity and Inclusion Services

www.stthomas.edu/studentdiversity/

Student Diversity and Inclusion Services (SDIS) exists to enhance the campus climate and holds deep commitment in developing and sustaining an inclusive campus community in the broadest sense including identities of gender, race, ethnicity, generational history, culture, socioeconomic class, religion, sexual orientation, national origin, citizenship status, political perspectives, geographic

origin, and ability through programs, events, and initiatives designed for St. Thomas students.

Our work is based on four pillars: Education, Leadership, Advocacy, and Community.

Student Diversity and Inclusion Services seeks to provide experiences for St. Thomas students that facilitate growth and development of their knowledge and understanding of 1) how they and others experience the world; 2) the positive personal, professional and societal outcomes that can result from doing such work; and 3) the negative outcomes that can result from failing to do so.

Facebook: facebook.com/UofStThomasSDIS

Instagram: [UofStThomasSDIS](https://www.instagram.com/UofStThomasSDIS)

Office of International Students & Scholars

stthomas.edu/oiss/

The Office of International Students & Scholars recruits, serves and cultivates lifelong relationships with international students and scholars. OISS aspires to drive a comprehensive internationalization of the campus community by engaging in partnerships, supporting intercultural competence, and fostering a culturally responsive campus.

The Office of International Students & Scholars provides the following services and programs:

Week-long and extended orientation program for new international students, including International Orientation Leaders, about academic, cultural, legal, and practical life at the University of St. Thomas.

Immigration advising for all F-1 and J-1 nonimmigrant students, and international faculty and staff.

Counseling and advising on academic, cultural, financial, health, practical and personal matters.

Weekly event emails and monthly newsletters.

Cultural and educational programming such as the Global Tommies excursion, Thanksgiving and Friendship Family programs.

Career and job-search workshops in cooperation with the Career Development Center.

VITA site for non-resident tax returns through student volunteers.

Tommie Central

Tommie Central is the information desk and hub of the Anderson Student Center (ASC). At Tommie Central, members of the university community can reserve bowling lanes, ASC lockers, recreational equipment for use in the ASC, and purchase tickets to many St. Thomas campus-sponsored events as well as discounted tickets to many local Twin Cities cultural, theatrical and athletic events. A sampling of tickets includes museums, athletic events, movie theaters, and specialty entertainment.

Tommie Central also offers rental of a wide variety of outdoor camping, sporting and athletic equipment for a minimal fee.

Housing

www.stthomas.edu/residence-life/

The University of St. Thomas houses approximately 2,500 2,800 students in its residence halls.

Living on campus provides students with an inclusive and supportive educational living environment. Students will participate in the First-Year Experience (FYE) and many will choose to meet their Learning Community Requirement by choosing the Living Learning Community (LLC) option. LLCs are specialized living environments that help connect students in and out of the classroom. Students will also experience the "Tommie Advantage," which is a campus-wide initiative that brings an intentional focus on student learning outside of the classroom. In the second year, students will participate in our Second-Year Experience Program and some will choose to live in our Second-Year Interest Housing Communities. All residential students will engage in The Tommie Advantage focusing on the following learning goals; Self-Understanding, Connecting, Embracing Our Differences, Practicing Holistic Wellbeing, and Acting Wisely.

The University has a Two-Year Residency Requirement where all first-year and second-year students live on campus. Information and policies for residence life are found in the Student Residence Agreement and the Resident Student Handbook. Both are available on the residence life website.

Visit Residence Life for additional and updated information about living on campus.

Dining Facilities

www.stthomas.edu/dining/

All food locations accept Dining Dollars or Express dollars, cash and credit cards.

Dining Locations

The Anderson Student Center offers several dining options to meet the needs of our guests.

T's restaurant, on the first floor, is a dining experience that includes B & W coffee and breakfast made to order. Sandwich with our natural meats and cheeses, now with a toasted option are also available. Practically Plated grab and go items, beverages and snacks round out the offerings in this venue.

Summit Marketplace, also on the first floor, is a convenience store concept with a focus on healthy food choices such as fresh fruit, salads made fresh daily, and Practically Plated gourmet sandwiches. Fresh brewed B & W coffee is available as well as a large assortment of bottled Pepsi products. Need a pencil, batteries, or cough syrup? This is the place to find them, as well as an assortment of chips, cookies and candy.

The View, on the second floor, is available to anyone who enjoys an all you care to eat environment. The View is an exciting and on-trend dining destination so named for its beautiful overlook of the football stadium and quad, featuring many new and diverse serving lines. B & W coffee is also available to guests dining in The View.

The Loft, on the third floor, is the place to get coffee, specialty drinks, tap Kombucha, Nitro Coffee and smoothies while enjoying a great view overlooking the atrium. It is a great place to start the day, enjoy a mid-morning snack or an afternoon pick-me-up.

Stacks Café, located in the library on the St. Paul campus offers B & W coffee, espresso and other drinks along with daily fresh baked assorted muffins, cinnamon rolls and cookies. Practically Plated grab and go snack packs, salads and gourmet sandwiches made fresh daily are available.

Beakers is located on the second floor in the Owens Science building. It features B & W specialty coffee and espresso, Practically Plated sandwiches, and various snack and beverage items.

Located on the first floor of Tommie North, our new resident hall on campus is the Northsider. This destination is for anyone who enjoys an all you care to eat environment. The Northsider is another exciting and on-trend dining destination featuring

many new and diverse food stations featuring menu items exclusive to this location.

Minneapolis campus

The Cornerstone Kitchen dining facility is located on the second floor of the 1000 LaSalle building, Terrance Murphy Hall, offering several different food stations in another one of our all you care to eat locations.

Campus Public Safety

The Department of Public Safety operates seven days a week 24 hours a day, on both the St. Paul and Minneapolis campuses.

The primary focus of the department is the care and safety of the students, employees, and guests of the University. Some of the services that are provided to the community are: immediate response to medical emergencies, responding to crimes in progress or suspicious persons, providing escorts, assisting with vehicle lockouts, doing jumpstarts, and conducting safety inspections and operations of the University's lost and found. The department is also responsible for the campus wide emergency notification system. Students and employees are encouraged to sign up for this notification.

The Public Safety officers are professionals, well trained in first aid, crisis management, emergency response, investigation, general safety, crime prevention and application of policies and laws.

For any on-campus emergency call 651-962-5555. For an off campus emergency please call 9-1-1. For all other matters related to Public Safety please call 651-962-5100. Students and employees are encouraged to program these numbers in their cell phones.

Public Safety Offices

The Public Safety Office on the St. Paul campus is located on the first floor of Morrison Hall. Please use the north door for entrance. On the Minneapolis Campus, public safety and parking information can be obtained at the second floor skyway of the Law School (MSL 252).

The Public Safety Department maintains "The Campus Security and Fire Report." The report is required by the Higher Education Act and includes a listing of crimes and fires within the campus boundaries.

Parking and Transportation

The Parking and Transportation Services Office, a division of the Public Safety department, is located in the lower-level of Murray-Herrick (MHC) on the St. Paul campus. This office handles all parking questions, issues parking permits, sells Metro Transit bus passes, and processes UST parking tickets and appeals. These same services are available at MSL 252 on the Minneapolis campus.

Parking permits are required to park in all parking lots on the St. Paul Campus. On the Minneapolis Campus, only ramp and very limited surface parking is available. These parking contracts are only available for full-time employees and students.

Resident students are required to enter a permit lottery in order to be eligible to purchase a parking permit. Resident students are notified of the lottery process from Residence Life Office and the Bulletin.

Visitors to the University of St. Thomas, St. Paul Campus may park in the Anderson Parking Facility, entrance off of Grand and Cretin or at parking meters.

For the Minneapolis Campus, visitors, evening and part-time students, and others who do not have a Minneapolis Campus permit may park at the City of Minneapolis Ramp, 11th Street and Harmon Place. There is a reduced rate for parking in the evening. This ramp also connects to UST and downtown skyway system.

In order to purchase a parking permit, a current UST identification card is required and the purchasers are required to provide an accurate license plate number of the car.

Please consult parking and transportation services for more details.

The university also offers a free shuttle bus service between the Minneapolis and St. Paul campuses. This is available Monday through Friday from 6 a.m. to 11 p.m. with limited services on Saturday when classes are in session during Fall and Spring semesters. Check current schedule information.

Transfer Courses

Courses taken at regionally accredited institutions of higher learning other than the University of St. Thomas and accepted for credit by St. Thomas are called transfer courses. Exchange courses, as described above, are not transfer courses.

Students who are seeking admission to the University of St. Thomas must have official transcripts of all previous college work sent to the Office of Admissions for evaluation by the University Registrar.

Students who have matriculated at St Thomas must forward transcripts from any other institution attended to the Office of Admissions for evaluation by the University Registrar.

All paper transcripts should be mailed directly from the institution of study to the following address:

University of St. Thomas
Admissions, Mail #5017
2115 Summit Ave
St. Paul, MN 55105-1078

All links and passwords to electronic PDF transcript downloads should be emailed directly from the institution of study to the following email address: admissions@stthomas.edu.

The University Registrar, using official transcripts provided by the student's previous schools, will assist the faculty to determine which courses may be used to fulfill St. Thomas degree requirements. Students may be asked to provide additional materials supporting the use of transfer courses. The university may require transcripts from foreign schools to be submitted to an evaluation service for processing before considering them. A fee may be charged for this service.

Students who wish to enroll in courses at another institution after matriculation at St. Thomas must receive approval from the chair of the relevant St. Thomas academic department if these courses are to be used to meet a core requirement or a major or minor field requirement. The information about course equivalents provided by the Office of Admission through the "Transfer Credit Tool" applies only to transfer courses taken prior to matriculation as a University of St. Thomas student. Once a student becomes degree-seeking at St. Thomas, the determination of whether a postmatriculation transfer course fulfills the criteria for a core requirement or for a major or minor field requirement must be determined by the appropriate academic department. Departments may require students to submit the syllabus for any potential transfer course they hope to apply to a major, minor, or core requirement.

Post-Matriculation Transfer Credit Limit

Students who first become degree-seeking at St. Thomas beginning with the fall 2013 semester and for all subsequent semesters may count a maximum of 8 additional transfer credits taken after the date of matriculation at St. Thomas toward core requirements, with no more than 4 of those credits counting toward any one core requirement area (for instance, Language and Culture or Literature and Writing). This limit applies only to post-matriculation transfer credits and therefore does not apply to courses taken through a UST study abroad program or through the ACTC.

Minimum Transfer Grade Requirement

St. Thomas will accept only transfer courses in which the student has received a minimum grade of C- (1.7 value) or higher.

When a transfer student matriculates at St. Thomas, all transfer courses accepted for credit at St. Thomas will be posted to the student's academic history for the first term of enrollment at St. Thomas. When any St. Thomas student transfers credits to St. Thomas after the student's first term of enrollment, the transfer courses will be posted to academic history for the term in which it was taken at the transfer institution.

Quarter Credit to Semester Credit Conversions

St. Thomas will convert all transfer credits taken from quarter system academic institutions to semester credit using the following conversion scale (dividing the number of quarter credits by 1.5).

Quarter Credits	Semester Credits
6	4
5	3.3
4	2.7
3	2
2	1.3
1	0.7

Senior Residency Requirement

Thirty-two of the final 36 credits that a student takes for the degree must be taken through the University of St. Thomas. Credits earned at ACTC colleges and through affiliated programs are considered exchange credits and count toward the residency requirement.

Academic Integrity

St. Thomas has an Undergraduate Student Academic Integrity Policy that establishes expectations for undergraduate students related to academic honesty and integrity, which are essential for a strong, functioning academic community. Students are responsible for reading, understanding, and adhering to the Undergraduate Student Academic Integrity Policy, located here:

<https://stthomas.edu/media/officeofgeneralcounsel/policies/Undergraduate-Student-Academic-Integrity-Policy.pdf>

Curricula

Accuracy Disclaimer

This catalog is accurate to the best of our knowledge and ability at the time of publication, but is subject to change.

It is the student's responsibility to know and meet graduation requirements and academic policy.

Equal Opportunity Statement and Notice of Nondiscrimination

The University of St. Thomas is an equal opportunity educator and employer. St. Thomas does not unlawfully discriminate, in any of its programs or activities, on the basis of race, color, creed, religion, national origin, sex, sexual orientation, family status, disability, age, marital status, status with regard to public assistance, membership or activity in a local commission, genetic information, or any other characteristic protected by applicable law. The university's policy of nondiscrimination extends to all aspects of its operations, including but not limited to, employment, educational policies, admissions policies, scholarship and loan programs and all other educational programs and activities.

For more information please see our site: www.stthomas.edu/eostatement

MOHE Statement

The University of St. Thomas is registered with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

ACTUARIAL SCIENCE (ACSC)

College of Arts and Sciences, Interdisciplinary Program

O'Shaughnessy Science Hall (OSS) 201, (651) 962-5495

Axtell (MATH) director, Falconbury (MATH), Kang (MATH), Kroschel (MATH), Shemyakin (MATH), Tang (MATH)

[Actuarial Science Department Web Site](#)

The Bachelor of Science in Actuarial Science is an interdisciplinary degree program offered through the Department of Mathematics. (See also the Department of Mathematics in this catalog.)

Actuarial science education equips students with strong mathematical problem-solving skills that can be applied to business careers. The major requirements consist of courses in mathematics, actuarial science, computer science, business, economics and a course in communication. Coupled with a firm foundation in the liberal arts, this major provides a sound grounding in analytical problem-solving and communication skills.

This program prepares students for a variety of careers with insurance companies, consulting firms, financial institutions, industrial corporations, or government agencies. It also provides a good preparation for non-actuarial careers in banking, finance, or insurance. In addition, the statistical background developed by an actuarial student is valuable in a variety of other fields.

Students graduating with a major in Actuarial Science will become proficient in basic mathematics through multivariate calculus and probability together with basic notions of insurance and risk management. They will demonstrate the ability to think clearly and critically in solving problems related to the analysis and management of risk. They will be able to effectively communicate technical and non-technical information to their peers and to non-specialists in their work environment.

To be certified as a Fellow or an Associate by either the Society of Actuaries or the Casualty Actuarial Society, one must pass a series of rigorous examinations. The earlier examinations are focused on mathematics and statistics and can be taken while a student. The later examinations cover

aspects of business, economics, and the regulatory climate.

A careful selection of courses from a variety of departments helps a student to prepare for many excellent professional opportunities in this field. Students should see the director of the Actuarial Program for advice in selecting courses for a particular purpose.

Within the Department of Mathematics, the Center for Applied Mathematics provides opportunities for actuarial science students to work on significant mathematical problems of current interest to business, industry, and government.

Admission Guideline

Due to the demanding nature of the Actuarial Science Program and the difficulty of the examinations required for professional designation, it is strongly suggested that prospective majors have a minimum Math GPA of 3.0. Most students who have been successful in this program and actuarial examinations have had GPA's considerably higher than 3.0.

Major in Actuarial Science (B.S.)

- ACCT 100 Principles of Accounting I (4 credits)
- ACSC 220 Risk Management and Insurance (4 credits)
- ACSC 264 Theory of Interest (4 credits)
- ACSC 375 Short-term Actuarial Models (4 credits)
- FINC 310 Core Financial Management (2 credits)
- FINC 311 Advanced Financial Management (2 credits)
- MATH 113 Calculus I (4 credits)
or (MATH 108 and MATH 109)
or (MATH 111 and MATH 112)
- MATH 114 Calculus II (4 credits)
- MATH 200 Multi-Variable Calculus (4 credits)
- MATH 240 Linear Algebra (4 credits)
- MATH 313 Probability (4 credits)

- STAT 314 Mathematical Statistics (4 credits)
- STAT 333 Predictive Modeling (4 credits)

Complete one of the following three advanced course sequences (8 credits)

Life & Health Sequence:

- ACSC 451 Foundations of Actuarial Mathematics (4 Credits)
- ACSC 452 Actuarial Contingencies (4 credits)

Note: ACSC 452 has prerequisites of a grade of C- or above in ACSC 351 or ACSC 451

P&C/Data Analytics Sequence:

- STAT 370 Bayesian Statistical Models and Credibility Theory (4 credits)
- One of STAT 360, STAT 400, STAT 413

Note: STAT 360 and STAT 400 require CISC 130 or 131

Allied Requirement:

- CISC 131 Intro to Programming and Problem Solving (4 credits)
or CISC 260 Data Fundamentals and Applications (4 credits)
- ECON 252 Principles of Microeconomics (4 credits)
- COMM 100 Public Speaking (4 Credits)
or COMM 105 Communication in the Workplace (4 credits)
or ENGL 315 Topics in Pro. Writing (4 credits)

(Note: Students wishing to take the P&C/Data Analytics and/or double major in STAT should take CISC 131)

Suggested Electives:

- ACSC 364 Mathematical Finance (4 credits)
- BLAW 301 Legal Environment of Business (4 credits)
- CISC 230 Object-Oriented Design and Programming (4 credits)

- CISC 450 Database Design I (4 credits)
- ECON 251 Principles of Macroeconomics (4 credits)
- ECON 351 Macroeconomic Theory (4 credits)
- ECON 352 Microeconomic Theory (4 credits)
- ECON 355 Game Theory (4 credits)
- FINC 400-level Investment Courses(4 credits)
- MBIS 701 Insurance Seminar (3 credits)
- MKTG 300 Principles of Marketing (4 credits)
- FINC 321 Financial Management (4 credits)
or FINC 300 Finance for non-Business Majors (4 credits)
- MATH 200 Multi-Variable Calculus (4 credits)
- MATH 313 Probability (4 credits)
or MATH 303 Statistics for the Applied Sciences (4 credits)

Minor in Actuarial Science

- ACSC 220 Risk Management and Insurance (4 credits)
- ACSC 264 Theory of Interest (4 credits)
- MATH 113 Calculus I (4 credits)
or MATH 108 Calculus with Review I (4 credits)
or MATH 109 Calculus with Review II (4 credits)
- MATH 114 Calculus II (4 credits)

Plus eight credits from the following:

Note: At least four credits must not satisfy the student's major field requirement (including allied requirements)

- ACCT 100 Principles of Accounting I (4 credits)
or ACCT 210 Introduction to Financial Accounting (4 credits)
- ACCT 215 Managerial Accounting (4 credits)
- ACSC 364 Mathematical Finance (4 credits)
- ACSC 451 Foundations of Actuarial Mathematics (4 credits)
- ECON 252 Principles of Microeconomics (4 credits)

ACSC Course Catalog

ACSC 220 Risk Management & Insurance (4 credits)

This course introduces students to the subjects of insurance--theory and practice--and corporate risk management. In addressing these subjects, students will receive exposure to risk theory, insurance pricing, contract analysis, insurance company operations, reinsurance, regulation and the concepts and principles of business risk management. Offered fall semester. Prerequisite: Sophomore standing

ACSC 243 Individual Study (2 or 4 credits)

ACSC 264 Theory of Interest (4 credits)

A survey of topics in the mathematical analysis of financial transactions which involve payments made over time. Specific areas of concentration will include the time value of money, the analysis of annuities, amortization and sinking funds, and the pricing and rates of return on investments. Both continuous time and discrete time problems will be considered. Offered spring semester. Prerequisite: a grade of C- or above in MATH 114

ACSC 269 Research (2 or 4 credits)

ACSC 300 Internship (0 credits)

This zero-credit course is for co-curricular practical training in actuarial science and insurance for undergraduate students.

ACSC 364 Mathematical Finance (4 credits)

The focus of this course is on applications of probability, stochastic processes, and other mathematical tools to problems in finance. Both discrete and continuous models, including binomial, Brownian motion, and geometric Brownian motion models will be used to investigate the effects of randomness in financial markets and the behavior of financial instruments. The mathematical realization of arbitrage and hedging strategies will be examined, including the Arbitrage Theorem and the concept of risk-neutral pricing. Applications will

include the pricing of equity options, currency transactions and the use of duration and convexity in fixed income analysis. The course will be of interest to students of actuarial science, mathematics, finance and economics who want to develop a better quantitative understanding of financial risk. Offered fall semester. Prerequisites: a grade of C- or above in MATH 313 or MATH 303 and ACSC 264 or a course in FINC approved by the instructor

ACSC 375 Short-term Actuarial Models (4 credits)

This course provides a thorough introduction to the area of short-term actuarial mathematics utilized in the Property&Casualty field as well as some areas in the Life&Health field. Topics include severity, frequency and aggregate loss models, risk measures, construction and selection of parametric models, pricing and reserving for short-term insurance coverages. Prerequisites: A grade of C- or better in both of MATH 313 and STAT 314, or a grade of C- or better in MATH 303. Enrollment via consent by the instructor is also an option.

ACSC 389 Research (2 or 4 credits)

ACSC 393 Individual Study (2 or 4 credits)

ACSC 451 Foundations:Actuarial Math (4 credits)

The course covers the theory and applications of contingency mathematics in the area of life and health insurance, annuities and pensions from both the probabilistic and deterministic approaches. Topics will include: survival distributions, actuarial notation, life insurance and life annuities, net premiums and reserves. Offered fall semester. Prerequisite: a grade of C- or above in ACSC 264 and MATH 313

ACSC 452 Actuarial Contingencies (4 credits)

Extension of the analysis of ACSC 451 to multiple life functions and multiple decrement theory. Topics will include: multiple life functions and multiple decrement models, valuation of pensions, insurance models including expenses, non-forfeiture benefits and dividends. Offered spring semester. Prerequisite: a grade of C- or above in ACSC 451

ACSC 464 Mathematical Finance (4 credits)

The focus of this course is on applications of probability, stochastic processes, and other mathematical tools to problems in finance. Both discrete and continuous models, including binomial, Brownian motion, and geometric Brownian motion models will be used to investigate the effects of randomness in financial markets and the behavior of financial instruments. The mathematical realization of arbitrage and hedging strategies will be examined, including the Arbitrage Theorem and the

concept of risk-neutral pricing. Applications will include the pricing of equity options, currency transactions and the use of duration and convexity in fixed income analysis. The course will be of interest to students of actuarial science, mathematics, finance and economics who want to develop a better quantitative understanding of financial risk. Offered fall semester. Prerequisites: a grade of C- or above in MATH 313 or MATH 303 and ACSC 264 or a course in FINC approved by the instructor

ACSC 476 Experiential Learning (1 to 4 credits)

ACSC 489 Topics (4 credits)

ACSC 491 Research (2 or 4 credits)

AEROSPACE STUDIES (AERO)

College of Arts and Sciences, Department of Aerospace Studies

Murray-Herrick LL-4 (MHC), (651) 962-6320

Fandt (chair), Johnson, Corcoran

The Department of Aerospace Studies at the University of Saint Thomas is the home of the Air Force Reserve Officer Training Corps (Air Force ROTC) program. Aerospace Studies is a dynamic discipline designed to give students the opportunity to complete the necessary Air Force ROTC coursework for a minor in Aerospace Studies while concurrently completing the coursework for their chosen degree. This enables participants (called Cadets) to qualify for a commission as a Second Lieutenant in either the United States Air Force or the United States Space Force upon successful completion of their bachelor's degree requirements. The Air Force ROTC program offers Cadets the opportunity to broaden their perspective, demonstrate responsibility, develop their organizational, followership, and leadership skills, and increase their self-confidence and will ultimately develop them into leaders of character in their respective fields.

While the Aerospace Studies program does not require a student to major in any certain field, Cadets may choose to use their Aerospace Studies credits as elective credits. These courses are offered at the University of St. Thomas, but students at any of the five Associated Colleges of the Twin Cities (ACTC) consortium - St. Thomas, St. Catherine, Augsburg, Hamline, and Macalester - may attend. Through cross-town agreements, students at Bethel

University, Century College, Concordia - St. Paul, North Central University, University of Northwestern-St. Paul, Mitchell Hamline School of Law, University of Wisconsin-Stout, as well as Anoka-Ramsey, Inver Hills, Normandale and North Hennepin Community Colleges are also eligible to take Aerospace Studies courses.

The Aerospace Studies curriculum is divided into two phases: the General Military Course (GMC) in the freshman and/or sophomore years, and the Professional Officer Course (POC) during the junior and senior years. Cadets in the GMC do not owe a service commitment until/or unless they activate an Air Force ROTC scholarship. Any Cadet seeking a commission must attend Field Training in the summer between sophomore and junior year to qualify for the POC training. (Field Training is the basic military training for cadets and is held at Maxwell Air Force Base, AL.) Once a Cadet is accepted into the POC, s/he will be obligated to serve as an officer for a minimum of four years on active duty after commissioning, depending on the career field to which they are assigned.

Most students complete Air Force ROTC via the four-year program. However, even if a student does not enroll until sophomore year, it is still possible to complete the 100- and 200-level GMC courses concurrently during sophomore year, allowing them to attend Field Training, and therefore be eligible to become a POC and commission as a Second Lieutenant upon graduation.

For all Cadets, there are three mandatory components of the Aerospace Studies program: successful completion of 22 credits of Aerospace Studies coursework (AERO), Leadership Laboratory, and Physical Training. AERO courses are intended to be taken sequentially however, students may complete the requirements by taking more than one AERO class per term, with the permission of the department chair. Leadership Laboratory involves the study of Air Force and Space Force customs and courtesies, drill and ceremonies, and career opportunities for Air Force and Space Force junior officers. Physical Training is planned and executed by the cadet wing with guidance and oversight by the Cadre (Active-Duty military members in charge of the Detachment), utilizing a progression of experiences designed to improve fitness and develop teamwork and leadership skills. Cadets will be required to pass physical fitness assessments each semester, which is comprised of aerobic fitness, strength fitness and body composition.

The Air Force offers three- and four-year college scholarships. See "Scholarships not awarded by the university" in the Financial Services section of this catalog.

St. Thomas offers many recipients of an Air Force ROTC scholarship financial assistance, up to a full subsidy (room and board and remaining tuition) on almost every Air Force ROTC scholarship awarded. For information on Air Force scholarships, call the Detachment 410 Recruiting Officer at 651-962-6329. For information on related University of St. Thomas subsidies, contact the University financial aid office.

Students who are seeking a minor in Aerospace Studies but are not seeking an Air Force or Space Force commission, may enroll in the necessary classes below with the permission of the Aerospace Studies department chair. A minor in Aerospace Studies is open to all undergraduate students at the University of St. Thomas who have completed twenty credits in AERO.

Any student or Cadet seeking a minor in Aerospace Studies must be complete one of the following sequences:

Option 1: (20 credits - open to all undergraduate students)

- AERO 111 Heritage and Values I (1 credit)
- AERO 112 Heritage and Values II (1 credit)
- AERO 211 Team and Leadership Fundamentals I (1 credit)
- AERO 212 Team and Leadership Fundamentals II (1 credit)
- AERO 321 Leading People and Effective Communication I (4 credits)
- AERO 322 Leading People and Effective Communication II (4 credits)
- AERO 421 National Security and Leadership Responsibilities I (4 credits)
- AERO 422 National Security and Leadership Responsibilities II (4 credits)

Option 2: (22 credits - AFROTC cadets only)

- AERO 111 Heritage and Values I (1 credit)
- AERO 112 Heritage and Values II (1 credit)

- AERO 200 Leadership Laboratory (0 credits)
- AERO 201 AFROTC Physical Fitness Laboratory (0 credits)
- AERO 211 Team and Leadership Fundamentals I (1 credit)
- AERO 212 Team and Leadership Fundamentals II (1 credit)
- AERO 321 Leading People and Effective Communication I (4 credits)
- AERO 322 Leading People and Effective Communication II (4 credits)
- AERO 421 National Security and Leadership Responsibilities I (4 credits)
- AERO 422 National Security and Leadership Responsibilities II (4 credits)
- AERO 450 Field Training (2 credits)

AERO Course Catalog

AERO 111 Heritage and Values (1 credit)

This course introduces the Air Force, and allows students to examine general aspects of the Department of the Air Force, Air Force Leadership, Air Force benefits, and opportunities for Air Force officers. The course also lays the foundation for becoming an Airman by outlining our heritage and values, and provides a historical perspective such as lessons on war and US military, AF operations, principles of war, and air power. Students will learn about the Air Force way of life and gain knowledge on what it means to be an Airman.

AERO 112 Heritage and Values II (1 credit)

Continuation of AERO 111 Prerequisite: AERO 111 or permission of instructor

AERO 200 Leadership Lab (0 credits)

Leadership Laboratory is mandatory for AFROTC cadets (e.g., students pursuing an officer's commission in the USAF) every fall and spring semester unless excused by the department chair for an authorized period of non-attendance. Leadership Laboratory complements each of the courses listed below by providing cadets with leadership and followership experiences.

AERO 201 AFROTC Phys Fitness Lab (0 credits)

AFROTC Physical Fitness Laboratory is mandatory for AFROTC cadets (e.g., students pursuing an officer's commission in the USAF) every fall and

spring semester unless excused by the department chair for an authorized period of non-attendance. AFROTC Physical Fitness Laboratory complements each of the courses listed below by providing cadets with leadership, followership, and teambuilding experiences while teaching them to maintain physical fitness required for military service. AFROTC cadets must attend two sessions per week to pass the course. In order to remain in the program and gain a commission, cadets must pass a physical fitness assessment each term.

AERO 211 Team & Leadership Fundamentals (1 credits)

This course provides a fundamental understanding of both leadership and team building. Students are taught from the beginning there are many layers to leadership, including aspects that don't always jump to mind like listening, understanding themselves, being a good follower, and problem solving efficiently. The students will apply these leadership perspectives when completing team building activities and discussing things like conflict management. Students will demonstrate basic verbal and written communication skills.

Prerequisite: AERO 112 or permission of instructor

AERO 212 Team & Lead Fundamentals II (1 credit)

Continuation of AERO 211 Prerequisite: AERO 211 or permission of instructor

AERO 243 Individual Study (2 or 4 credits)

AERO 269 Research (2 or 4 credits)

AERO 321 Lead People & Effective Com I (4 credits)

This course builds on the leadership fundamentals taught in AERO 211 and 212. Students will gain a more in-depth understanding of how to effectively lead people, gain experience applying leadership tools, and receive ethics training that will prepare them for becoming an officer and a supervisor. Additionally, students will continue to hone their writing and briefing skills. Prerequisite: AERO 212

AERO 322 Lead People & Effective Com II (4 credits)

Continuation of AERO 321. Prerequisite: AERO 321 or permission of instructor

AERO 389 Research (2 or 4 credits)

AERO 393 Individual Study (2 or 4 credits)

AERO 421 Nat Security & Lead Resp I (4 credits)

This course introduces the basic elements of

national security policy and process. Students will learn about air and space operations, the role of the military in society, and current domestic and international issues affecting the military profession. Additionally, students will discuss the responsibility, authority, and functions of an Air Force commander and selected provisions of the military justice system. Prerequisite: AERO 322 or permission of instructor

AERO 422 Nat Security & Lead Resp II (4 credits)

Continuation of AERO 421. Prerequisite: AERO 421

AERO 450 Field Training (2 credits)

The Field Training (FT) course is an integral component of the AFROTC curriculum and serves to transition cadets from the General Military Course (GMC) into the Professional Officer Course (POC). It is a unique and transformational experience aimed at evaluating and preparing cadets to succeed and lead at their AFROTC Detachments. This seminal event drives the cycle of AFROTC cadet leadership development by giving purpose and focus to detachment-level cadet operations. The post-FT cadets in the POC, under the guidance of detachment cadre, plan and execute leadership laboratories and training events to prepare, mentor, and train GMC cadets to succeed. Successful completion of Field Training is mandatory for completing the AFROTC program and obtaining a commission in the Air Force. Prerequisite: AERO 212

AERO 451 Cadet Training Assistant (2 credits)

A cadet who previously completed Field Training and who successfully competes to be assigned as a staff member in a 4- or 6-week field Training. Discharges staff responsibilities to meet the objectives described in AERO 450.

AERO 452 Professional Devel Training (1 credit)

The objective of PDT is to provide opportunities to cadets to gain knowledge and appreciation for the human relations and leadership challenge encountered by junior Air Force officers. Further, the program is designed to motivate cadets in their pursuit of an Air Force career. Normally open to junior and senior contracted cadets who have completed Field Training. However, selected AERO 100 cadets may participate in some of the PDT programs.

AERO 476 Experiential Learning (1 to 4 credits)

AERO 491 Research (2 or 4 credits)

AERO 495 Individual Study (2 or 4 credits)

AMERICAN CULTURE AND DIFFERENCE (AMCD)

College of Arts and Sciences, Interdisciplinary Program

John Roach Center for the Liberal Arts (JRC) 339,
(651) 962-5649

Contact: Kanishka Chowdhury

[American Culture and Difference Department Web Site](#)

American Culture and Difference is an interdisciplinary minor that offers students a critical perspective on the diversity of "American culture." Students consider ways in which music, film, advertisements, folklore, literature, television, and art shape daily life in the United States, form cultural and national identity, construct racial and ethnic identity, and create a sense of "high" and "low" culture. Drawing on perspectives from a number of participating departments and programs (e.g. Art History, Communication and Journalism, English, History, Music, Political Science, Sociology, Theater, Theology, and Women's Studies), the American Culture and Difference minor examines the symbols, practices, and histories which contribute to the complexity and variety of the "America" experience. In addition to making connections among disciplines, students will be encouraged to engage in analysis that discovers linkages and tensions between vernacular and elite culture, as well as among diverse and multiple cultural identities and affiliations.

The minor re-examines representations of mainstream American culture and the productions of alternative and oppositional cultures, highlighting the experiences and struggles of communities that have been historically marginalized because of their class, gender, racial or sexual identities. Put simply, American Culture and Difference emphasizes diversity as a defining element of American culture. Given its emphasis on the diversity and multiplicity of cultural experience and its interdisciplinary focus on the various strands that comprise the fabric of a given culture, the minor in American Culture and Difference is particularly suited to provide students with the critical framework necessary to be effective and ethical participants in an increasingly globalized civic and economic environment.

Minor in American Culture and Difference

- AMCD 200 Introduction to American Culture and Difference (4 credits)
- AMCD 450 American Culture and Difference Capstone (0 credits)
- Plus twenty (20) additional credits (with no more than eight credits from a single department) from the list below. At least 4 credits must be at the 300 level or higher. No more than 8 credits from 100-level courses.

Elective Options:

- ARTH 284 Arts of the African Diaspora (4 credits)
- ARTH 321 The Art and Culture of Modern Mexico (1824-1940) (4 credits)
- COMM 326 Communication in Pop Culture (4 credits)
- COMM 328 Communication of Race, Class, and Gender (4 credits)
- COMM 332 Documentary: American Culture (4 credits)*
- COMM 338 Political Communication (4 credits)
- COMM 340 Television Criticism (4 credits)
- COJO 432 Media Structure and Power (4 credits)
- DIMA 342 Media, Culture and Society (4 credits)
- ENGL 214 American Authors I (4 credits)*
- ENGL 215 American Authors II (4 credits)
- ENGL 373 Contemporary American Literature (4 credits)
- ENGL 395 Issues in Literature, Language, and Culture (4 credits)
- GEOG 340 Geography of the U.S. and Canada (4 credits)
- HIST 113 Early American History (4 credits)*
- HIST 114 Modern U.S. from a Global Perspective (4 credits)*
- HIST 117 Latin America in Global Perspective (4 credits)
- HIST 207 Slavery in the Americas (4 credits)
- HIST 211 Women and Family in the Americas (4 credits)*
- HIST 216 African-American History (4 credits)*
- HIST 303 History of Modern Brazil (4 credits)
- JOUR 262 Literary Journalism (4 credits)*
- JPST 280 Active Nonviolence (4 credits)*
- JPST 355 Public Policy Planning and Advocacy (4 credits)*
- JPST 365 Leadership for Social Justice (4 credits)*
- JPST 375 Conflict Analysis and Transformation (4 credits)*
- MUSC 162 Roots of Blues, Rock, Country (4 credits)*
- MUSC 216 Jazz in America (4 credits)
- MUSC 230 Music of the Americas (4 credits)
- POLS 205 Citizen Participation and Public Policy (4 credits)*
- POLS 301 Political Identity and Participation (4 credits)
- POLS 302 Women and Politics (4 credits)*
- SOCI 110 Social Problems (4 credits)*
- SOCI 251 Race and Ethnicity (4 credits)
- SOCI 350 Social Inequality: Privilege and Power (4 credits)*
- SPAN 332 Survey of Latin American Culture and Civilization (4 credits)
- THEO 450 Theology and Mass Media (4 credits)* (to be changed to THEO 223)
- THTR 223 American Theater (History of Theater III) (4 credits)

AMCD Course Catalog

AMCD 200 American Culture: Power/Identity (4 credits)

AMCD 200, American Culture:Power/Identity: (This course was originally titled ACST 200: Introduction to American Culture and Difference; the name change has been submitted as an information item to the UCC). In AMCD 200, students learn about the historical and theoretical foundations of Cultural Studies as an academic discipline and use cultural theory to analyze a variety of cultural products and representations. In this course, students look specifically at dominant and subversive constructions of gender, race, ethnicity, national and sexual identities, and how these constructions are deployed through cultural practices and productions such as sports, film and television, folklore and popular culture, youth subcultures, music, and so on. For example, the course may contain units on "nation" and the creation of American mythologies; the process of hero-making in American history; stereotypes and the representation of race and ethnicity in television and film; representations of gender and sexuality in advertising; as well as a section on American music from jazz, blues, folk and roots music, to rock and roll, punk, and hip-hop.

AMCD 450 Capstone Project (0 credits)

The American Culture and Difference Capstone Project will integrate learning from the Introduction to American Culture and Difference course and elective courses that compose each student's ACD Minor. The capstone experience will articulate and enhance the interdisciplinary studies of an ACD minor and synthesize that learning in a culminating project. Two capstone seminars will provide structure for students to transition from knowledge acquisition to knowledge production (i.e.: article, essay, or research) or cultural production (i.e.: music, poetry, visual art, creative writing), and provide guidance from ACD Faculty to complete a capstone project and presentation. Registration is restricted to American Culture and Difference minors in their senior year. Prerequisite: AMCD 200.

AMCD 476 Experiential Learning (1 to 4 credits)

ART HISTORY (ARTH)

College of Arts and Sciences, Department of Art History

44 N. Cleveland Ave., (651) 962-5560

Young (chair), Barnes, Eliason, Kindall, Mickelson, Shirey, Stansbury-O'Donnell

[Art History Department Web Site](#)

The Art History Department at St. Thomas explores the many dimensions of art in a broad range of periods and worldwide cultures. The courses, programs, and faculty of the department prompt students to become investigators, learning to ask and answer questions about art, from pottery to painting, from bronzes to buildings. Students are encouraged to conduct independent research and to present their findings to a broader audience and to make art accessible inside and outside of the classroom.

Art history embodies the study of the liberal arts by considering the work of art and architecture within its broader cultural and social context, including religion, economic production, politics, gender, and social identification. The liberal arts and interdisciplinary nature of the major can be combined effectively with other majors such as theology, history, philosophy, or with programs emphasizing professional skills, including journalism, communication, or elementary education. Recent graduates of the Art History program have pursued careers in education, art conservation, historic preservation, museum education and curatorship, art gallery direction, publishing and interior design.

The department offers a number of courses for the non-major to fulfill the Fine Arts, Human Diversity, and Writing Across the Curriculum components of the core curriculum.

Major in Art History

- ARTH 150 Explorations in Art History (4 credits)
- ARTH 211 Methods, Approaches, and Problems in Art History (4 credits)
- ARTH 481 Senior Paper and Presentation (4 credits)

Plus eight credits chosen from two of the following three areas:

Ancient Art

- ARTH 260 Women in Ancient Art and Culture (4 credits)
- ARTH 305 Greek Art and Archaeology (4 credits)

- ARTH 310 Roman Art and Archaeology (4 credits)
- or equivalent

Medieval Art

- ARTH 330 Churches and Mosques in the First Millennium (4 credits)
- ARTH 335 Cathedrals, Monasteries, and Caliphates (4 credits)
- or equivalent

Renaissance & Baroque Art

- ARTH 340 Southern Renaissance Art and Society (4 credits)
- ARTH 345 Baroque and Rococo Art (4 credits)
- or equivalent

Plus eight credits of Global Art chosen from the following courses:

- ARTH 265 Art of Mesoamerica (4 credits)
- ARTH 270 Pacific Art (4 credits)
- ARTH 275 Buddhist Art (4 credits)
- ARTH 284 Arts of the African Diaspora (4 credits)
- ARTH 285 Arts of Africa (4 credits)
- ARTH 291 Topics in Non-Western Art (4 credits)
- ARTH 321 The Art and Culture of Modern Mexico (1824-1940)
- ARTH 323 Colonial Art of Latin America (4 credits)
- ARTH 328 Chinese Sculpture & Architecture (4 credits)
- ARTH 329 Chinese Painting (4 credits)
- or equivalent

Plus four credits of Modern Art, chosen from the following courses:

- ARTH 321 The Art and Culture of Modern Mexico (1824-1940)

- ARTH 351 Romanticism to Impressionism (4 credits)
- ARTH 352 Art in the United States (4 credits)
- ARTH 356 Modernism in European Art (4 credits)
- ARTH 361 Contemporary Art (4 credits)

Plus four credits of Media Studies (architecture and media other than painting and sculpture), chosen from the following courses:

- ARTH 270 Pacific Art (4 credits)
- ARTH 280 Sacred Architecture and Space (4 credits)
- ARTH 282 The History of American Architecture (4 credits)
- ARTH 285 Arts of Africa (4 credits)
- ARTH 339 Western Costume's Design and Visual Representation in Context (4 credits)
- or equivalent

Note: A single course may fall into more than one area, but may only be applied to a single area. Students taking courses abroad may also substitute one course taken abroad for one of the advanced studies course areas (with the exception of global art) with prior approval of the chair of the department.

Plus four credits meeting one of the following criteria:

- a second course in one of the above areas
- an internship or other form of experiential learning, including research and preparation of exhibits
- an art history course taken abroad
- a studio art course

Minor in Art History

- ARTH 150 Explorations in Art History (4 credits)

- Sixteen (16) credits chosen with the approval of the department chair or a department adviser.

Minor in Museum Studies

- ARTH 250 Museum Studies: Exhibitions, Collections, Structures (4 credits)
- ARTH 251 Museum Studies: Trends, Practices, Visitors (4 credits)
- 4 credits from the list of approved courses titled Business & Communications & Social Science
- 4 credits from the list of approved courses titled Arts & Humanities & Education
- 4 credits from either list of designated classes

Notes: Students are responsible for any prerequisites required for all classes listed as part of the minor. Art History majors may have up to two courses count for both major and Museum Studies minor requirements.

Arts & Humanities & Education

Rationale: To explore individualized projects, writing, and visitor-centered topics from a variety of arts, humanities, and educational perspectives.

- ARTH 243/393/495 Individual Study (2 or 4 credits)
- ARTH 475/476 Experiential Learning (2 credits)
- ARTH 477/478 Experiential Learning (4 credits)
- MUSC 160 Introduction to Music Business
- MUSC 363 Emerging Models in the Music Industry
- HIST 208 History of the Roman World
- HIST 210 Modern Latin America, 1800 to present
- HIST 222 Early Modern Europe, 1450-1750
- HIST 262 American Colonial History
- HIST 335 Nazi Germany and the Holocaust
- HIST 355 The Civil War Era
- HIST 386 Historical Archaeology

- ENGL 256 Introduction to Professional Writing
- ENGL 304 Analytical and Persuasive Writing
- ENGL 315 Topics in Professional Writing
- EDUC 210 Education's Place in Society and Field
- EDUC 329 Diverse Learners and Families
- EDUC 330 Psychology for Teaching and Learning

Business & Communications & Social Science

Rationale: To explore the administrative, technology-based, and communication strategy aspects of the museum field through the business and social science perspectives.

- BLAW 301 Legal Environment of Business
- BETH 301 Business Ethics
- COMM 328 Comm of Race, Class & Gender
- COMM 370 Intercultural Communication
- DIMA 256 Design Concepts of Communication
- DIMA/JOUR 232 Visual Media in Theory and Practice
- DIMA 342 Media, Culture and Society
- ENTR 260 Entrepreneurial Thinking
- ENTR 340 Social Entrepreneurship
- ENTR 360 Creativity and Change
- ENTR 380 Entrepreneurship in Practice
- JPST 250 Introduction to Justice and Peace Studies
- MKTG 300 Principles of Marketing
- MKTG 380 Interactive Marketing
- MGMT 305 Management and Organizational Behavior
- PSYC 206 Brain and Human Behavior
- PSYC 315 Cognition
- SOCI 251 Race and Ethnicity

- SOCI 350 Social Inequality: Privilege and Power
- SOCI 366 Self and Society
- STCM 344 Writing for Strategic Communication
- STCM 346 Digital Content & Strategy in Strat. Comm.

ARTH Course Catalog

ARTH 105 Art and the Environment (4 credits)

An exploration of how concepts like nature, wilderness, and landscape have been incorporated into art. Cross-cultural instances of landscape painting will be placed in their historical contexts. We will then explore artists who incorporate the land into their art, from the site-specific artists of the late twentieth century to artists addressing the ecological concerns of the present day. We will consider Chinese literati painting, European Romanticism, frontier painting and regionalism in the United States, Earthworks, and recent artistic responses to global climate change and the exploitation of natural resources. We will consider how visual arts can not only reflect but also alter societal attitudes and practices.

ARTH 106 Global Photography (2 credits)

Global Photography provides an overview of the development of photography--from its origins in the 1830s to the present. In this course, we seek to understand why the photographic image is so compelling, to what degree photographs are really "truthful," and, above all, how photographs shape our understanding of the world. Although photography was invented in Europe, it was quickly embraced and put to use in multiple ways around the world. This course investigates photography from a global perspective, specifically focusing on documentary, portraiture, and landscape from around the world, engaging with questions regarding the ethics of photography throughout.

ARTH 115 Intro to Renaissance Art (2 credits)

An introduction to art history that takes as its focus the art of Europe from the fourteenth to sixteenth centuries. Painting, sculpture, and printmaking will be considered. Particular attention will be paid to humanism and classicism, patronage, and the legacy of an art-historical canon. We will investigate the works of Giotto, Jan van Eyck, Donatello, Botticelli, Leonardo da Vinci, Raphael, Titian, Michelangelo, Bosch, and Durer, among others.

ARTH 116 Intro to Baroque Art (2 credits)

An introduction to art history that takes as its focus the art of Europe from the sixteenth to seventeenth centuries. Painting, sculpture, and printmaking will be considered. Particular attention will be paid to national schools of painting, and how social structure and religious strife shaped art in the Baroque period. We will investigate the works of Bernini, Caravaggio, Artemisia Gentileschi, Rubens, Rembrandt, Vermeer, and Poussin, among others.

ARTH 120 Intro to Aztec Art (2 credits)

Suitable for students new to art history, this two-credit course focuses on the art and culture of the Aztecs, whose empire of splendor, hegemony, and military prowess collapsed among the chaos of the Aztec-Spanish war. Interdisciplinary in nature, the class investigates what Aztec art, material culture, architecture, and even civic planning can tell us about Aztec religion, political ideology, literature, and social systems. As well, it addresses both to the ancient Central Mexican predecessors of the Aztecs and the colonial aftermath of the Spanish arrival.

ARTH 121 Intro to Maya Art (2 credits)

Suitable for students new to art history, this course serves as an introduction to the art, architecture, and culture of the ancient Maya, whose city states flourished in southeastern Mexico, Guatemala, Belize, and Honduras from the close of the first millennium BC to the end of the tenth century AD. Interdisciplinary in nature, the class investigates what Maya material culture, art, writing, and architecture can tell us about their society, religious beliefs, political ideology, and literature. As well, it introduces students to Maya hieroglyphics and the Maya calendar and addresses the history of scholarship in this area.

ARTH 130 Introduction to Asian Art (4 credits)

This course offers a selective introduction to the artistic concepts and visual art of India, China, and Japan. The course will examine visual expression in Asia from the Neolithic period to the 20th century. The purpose of the course is to provide students with the basis for a life-long appreciation of the arts and cultures of South and East Asia through examinations of varying aesthetic viewpoints and critical and creative interpretations of artistic expression.

ARTH 131 Mod and Contemp Chinese Art (2 credits)

This course offers a selective introduction to the artistic concepts and visual art produced in the Republic of China and the People's Republic of China between 1911 and today. The course will

introduce students to methodologies and art-historical concepts such as formal analysis, Marxism, reception, iconography/iconology, and cultural/historical studies. The purpose of the course is to introduce students to the varying aesthetic viewpoints and critical and creative interpretations of artistic expression that have defined modern and contemporary China over the course of the past two centuries.

ARTH 132 Arts of Japan (2 credits)

This course offers a selective introduction to the artistic concepts and visual art of Japan. The course will examine visual expression in Japan in the form of painting, sculpture, calligraphy, architecture, and gardens from the Neolithic period to the 19th century. The course will introduce students to methodologies and art-historical concepts such as formal analysis, patronage, reception, iconography/iconology, and cultural/historical studies. The purpose of the course is to provide students with the basis for a life-long appreciation of the arts and culture of Japan through examinations of varying aesthetic viewpoints and critical and creative interpretations of artistic expression.

ARTH 140 Architecture & Art St. Thomas (4 credits)

Using art, archives, and architecture at the University of St. Thomas, this course will increase a student's visual literacy as well as an understanding of their place of higher learning. Students will analyze style, subject, and patronage and will explore the relationship of art and architecture to religion, campus and city planning, societal concerns, technology, landscapes, marketing, and image making. Site visits and meetings with key stakeholders will supplement classroom and archive work. Connections will be made throughout the course to the history of art and architecture beyond our campus.

ARTH 141 Building Minnesota (2 credits)

This course will increase a student's visual literacy as well as provide an understanding the history of architecture throughout time in Minnesota. Students will analyze style, subject, and patronage and will explore the relationship of buildings to religion, city planning, societal concerns, landscapes, technology, marketing, and sustainability. Site visits will be an important supplement classroom work. Connections will be made throughout the course to the history of architecture in the United States and beyond.

ARTH 142 Building St. Thomas (2 credits)

This course will use the architecture of the University of St. Thomas as a classroom in which to understand

broader themes in architectural history including style, designers, patrons, economics, landscapes, sustainability, technology, materiality, and identity. Site visits and meetings with key stakeholders will supplement classroom and archive work. Connections will be made throughout the course to the history of architecture in Minnesota and beyond.

ARTH 150 Explorations in Art History (4 credits)

Through a series of case studies, this course examines the importance of art as cultural expression across time and from a global perspective. In each course section, students will analyze the style, subject, and patronage of works of art, and will explore art's relationship to religion, ideology, society and economy, gender roles, and the interaction of cultures. Case studies will include architecture, sculpture, painting, and other arts, such as ceramics, textiles, and photography. This course fulfills the Fine Arts and Human Diversity core requirement. Some sections will meet the Global Perspectives requirement. Consult the department website for details about the specific sections offered.

ARTH 202 History of Street Art (4 credits)

Street art—including graffiti, murals, and other installations in public space—provides expressive avenues for marginalized voices, shapes urban space, and promotes competing visions of community development. In contrast to art that is created for museums or the commercial art market, street art is uniquely positioned to engage with social issues from a critical perspective. This class will involve an analysis of street art projects from the United States, situated in comparison with projects from around the world. Topics to be explored include the history of street art over time (from its origins in graffiti to contemporary mural festivals); the impetus for street art in communities in the USA and globally; models for creating, preserving, and presenting street art; the institutionalization of street art; street art as it relates to diversity and inclusion; and, ultimately, the potential for street art to play a role in social change.

ARTH 204 Typography and Visual Culture (4 credits)

An investigation of the history of typography and type design from the earliest developments of movable type to the global digital typography of the present day. We will look at what needs typography served in the broader culture, and how the forms of letters and their arrangements reflected those needs. We will learn about the changing technologies of type-founding and printing, and how they shaped the designs of letterforms and

pages. Throughout the course we will contextualize typeforms within their contemporary visual culture, drawing relationships to fine arts, popular arts, and the broader design world.

ARTH 206 Cultural History Photography (4 credits)

The invention of photography and its dissemination throughout the world coincided with an explosive time in the development of American culture and identity. Probing the medium of photography as it relates to structures of power, constructs of race, and issues of social justice, this course surveys the cultural history of photography with a special emphasis on photography in the United States. This course does not have any prerequisites and it provides an overview of the development of photographic techniques and applications from the origins of photography in the 1830s to the present as well as a critical focus on photography and issues of diversity, inclusion and social justice from an art historical perspective.

ARTH 211 Methods/Approaches/Problems (4 credits)

An introduction to the methods and problems of art history, including the theoretical approaches to art and its history, the examination and analysis of the work and its medium, the role of the museum and gallery in the study of art, and bibliographic tools of the different disciplines of the field. Prerequisite: ARTH 110 (or 151 or 152 from earlier catalogs) or permission of chair

ARTH 243 Individual Study (2 or 4 credits)

ARTH 250 Museum Studies: Collections (4 credits)

In this course, museum successes and failures will be examined in relation to the broad topics of exhibition design, collecting, politics, tourism, museum organizational structures, architecture, and education. The course combines thematic and theoretical classroom discussions with practical and experiential museum components. This course will provide an opportunity for discussions with museum professionals. Partnerships with regional museums will provide hands-on project opportunities during the semester.

ARTH 251 Museum Studies: Practices (4 credits)

This course provides an investigation of the critical issues facing museums in the 21st century. Museum missions, practices, and resources will be interwoven with a discussion of audience, communication, and collaboration. This course will provide an opportunity for discussions with museum

professionals. Partnerships with regional museums will provide hands-on project opportunities during the semester.

ARTH 260 Women in Ancient Art & Culture (4 credits)

The history of the ancient world-its politics, philosophy, and literature is mostly silent or slanderous about the lives of women. In most times and places their role in public life and their ability to express themselves were severely circumscribed. However, a study of archaeological material, representations in art and literature, and the occasional writing of women themselves allows us to look behind the curtain that veiled their lives. This class will examine the evidence to reconstruct a picture of what the life of women was like in Egyptian, Greek, and Roman culture throughout the ancient Mediterranean.

ARTH 265 Art/Archaeology Ancient Meso (4 credits)

ARTH 265 Art and Archaeology of Ancient Mesoamerica: This course introduces students to the art, architecture, and archaeology of the Aztecs, Maya, Olmec, Zapotecs, and their contemporaries in Pre-Columbian America. Participants will explore the rich cultural history of this region (that includes parts of Mexico, Guatemala, Belize, Honduras, and El Salvador), and investigate how the art, architecture, and archeological remains of Mesoamerican peoples can be used to expand our knowledge of their religious practices, ideology, and societal institutions

ARTH 269 Research (2 or 4 credits)

ARTH 270 Pacific Art (4 credits)

This course covers traditional as well as contemporary sculpture, painting, architecture, and body arts of Melanesia, Island Southeast Asia, Micronesia, and Polynesia. Students will learn how material culture, along with the concepts of mana and tapu sustained highly stratified cultures in places such as Hawaii and New Zealand . They will also study more egalitarian societies in which cultures maintained a balanced relationship with their environment through beliefs and social practices. Examples of such societies include the Asmat, Komoro, and culture groups that inhabit the Geelvink Bay region. Students will have the opportunity to work with objects from the American Museum of Asmat Art at the University of St. Thomas (AMAA@UST).

ARTH 275 Buddhist Art (4 credits)

Following a brief introduction to the origins of

Buddhist art in India, this course will examine a selection of primary monuments and objects associated with Buddhism as practiced in China and Japan. The historical context, iconography, style and religious function of individual sites and objects will be considered in roughly chronological order. Larger topics relating to the production and reception of Buddhist art, such as its functional/ritual context, patronage and iconographical development, will be examined in class discussions of select articles. The goal of this course is to provide students with a foundational knowledge of the art and issues associated with the practice of Buddhism in traditional China and Japan.

ARTH 280 Sacred Architecture & Space (4 credits)

Throughout history, humans have set aside spaces for religious purposes. Frequently these are the most visible remains or representatives of a culture and are keys to understanding the place of humans within the world and universe. This course examines sacred architecture and spaces from a variety of perspectives, including materials and structure, ritual function and liturgy, decoration, symbolism, physical context, and social/religious context. The course will examine not only Christian churches, but will also examine non-Christian and non-western traditions of religion and architecture.

ARTH 282 History of Amer Architecture (4 credits)

A survey of high style and vernacular architecture in the United States from the Native Americans to the present day. Upon completion of this course, the student will be able to: identify the major themes and styles in American architecture; recognize major monuments and their designers; and understand how an American identity was projected in architecture. This includes understanding American architecture and its relationship to corresponding developments in art, landscape, and the urban fabric. Emphasis will be placed on structures in Minnesota and the upper Midwest.

ARTH 284 Arts of the African Diaspora (4 credits)

This course surveys the diverse arts produced by people of African descent in the Diaspora (Suriname, Brazil, Cuba, Haiti, the United States and England) from the Colonial period to the present. An examination of selected West and Central African cultural practices and art forms will serve as a basis for an understanding of creative transformations in the African Diaspora. Important issues to be addressed include art and resistance, survivals and transformations, and the construction of race and diasporic identity.

ARTH 285 Arts of Africa (4 credits)

The continent of Africa presents a world of contrasts: from the powerful trading empires of the Sahel to the small scale, nomadic societies of the Kalahari. This course will survey the arts and cultures of sub-Saharan Africa, drawing on recent breakthroughs in archaeology, anthropology and art history to explore the diversity and creativity of past and present African artists. This course will explore material culture in its original context and seek to understand the social roles that art plays in all aspects of life, from religion and politics to personal relationships.

ARTH 291 Topics in Non-Western Art (4 credits)

ARTH 295 Topics (2 credits)

ARTH 296 Topics (2 credits)

ARTH 297 Topics (4 credits)

ARTH 298 Topics (4 credits)

ARTH 304 Typeface Design (4 credits)

This course focuses on the process of creating a digital typeface design. Students will invent a design brief—a description of the need that their font will serve—and then, letter by letter, create a typeface. Along the way, students will investigate the history of type design, reflect on both the functional and expressive aspects of type designs, and receive feedback on their work in progress. No previous experience is required.

ARTH 305 Greek Art and Archaeology (4 credits)

A survey of the art and architecture of ancient Greece from the fall of the Bronze Age civilizations to the end of the Hellenistic period. Particular attention will be given to sculpture, vase painting, and the relationship of art to the broader culture, to the art of the ancient Near East and Egypt, and to gender relations in ancient Greece.

ARTH 310 Roman Art and Archaeology (4 credits)

A survey of the art of the Roman Republic and Empire to the emperor Constantine in the early fourth century C.E. Issues include the use of art and architecture as an expression of imperial political programs, the creation of urban architecture and the everyday environment of the Romans, and Rome's relationship to Greece and the Near East.

ARTH 321 Art/Cultr-Mod Mexico 1824-1940 (4 credits)

This course examines the art and culture of Mexico from Independence through the Revolutionary and post-Revolutionary periods (c. 1824-1940). Painting,

sculpture, architecture and popular arts are investigated in the context of broader political and intellectual movements during this period of tremendous societal change. The class begins with an overview of art history from the pre- Hispanic and Colonial periods. The core course content focuses on academic and popular arts following Mexico's independence; in this context we discuss the intense search for national identity, or *mexicanidad*, that marks the modern era. This class also explores the impact of the Mexican Revolution on the work of Diego Rivera, David Alfaro Siqueiros, José Clemente Orozco, Frida Kahlo and other artists of the period. Through critical readings of the biographies and autobiographies of Kahlo and Rivera alongside scholarly and popular texts, the course raises questions about the role of artist biography in our understanding of art works. In this course, Mexico is not seen in isolation; readings and discussions also investigate the work of Mexican-born artists in the United States and Europe as well as the ways in which outsiders conceived of and represented Mexico during the Revolutionary Period.

ARTH 323 Colonial Art of Latin America (4 credits)

This course is designed to provide an understanding of the foundation of the arts of Spanish-speaking Latin America. Its focus will be the development of the arts from the time of the Spanish entrada in the late 15th century through the time of the independence movements of the 19th century and beyond. In general, it will focus on Early Colonial and Viceregal New Spain and Peru. At the close of this course participants will be expected to approach any period of Latin American art with a deeper awareness of its historical context and an increased sense of analytical confidence.

ARTH 328 Chinese Sculpture & Architecture (4 credits)

This course will examine the historical development of Chinese sculpture and architecture from the Neolithic period to the 21st century. The issues to be addressed will include possible functions and the development of early tombs, sculpted burial goods and imperial spirit roads; patronage, iconographic, and reception studies of Buddhist cave shrines and sculpture; the stylistic development of figural and animal sculpture; the development of both secular and religious Chinese architecture and garden design; the major figures and the "monuments" of sculpture and architectural studies; the development of Daoist sculpture; and the role of modern and contemporary sculpture and architecture in the public and private sphere.

ARTH 329 Chinese Painting (4 credits)

The goal of this course is to engage students in a comprehensive examination of the historical development of Chinese painting from the Paleolithic period to the 20th century. The issues to be addressed will include the stylistic development of figure and landscape painting; the major figures and the "monuments" of painting; the influence of format on Chinese painters; the early emergence of art history in Chinese painting and its later effects; changes in the socio-political influences on painters and their work; and methodological differences between modern Chinese and Western art historians.

ARTH 330 Churches/Mosques 1st Millennium (4 credits)

This course examines the formation and development of the first Christian and Islamic art and architecture during the first millennium C.E. of Europe and the Mediterranean. The class will examine the development of religious structures for these new religions, the role of visual images in both religious and secular contexts, and the influences that these cultures exerted on each other. Areas to be covered include: the Early Christian period; the Germanic, Celtic, Anglo-Saxon, Scandinavian cultures of the sixth to eighth centuries; the Carolingian and Ottonian periods; Byzantine art and architecture; Islamic art and architecture.

ARTH 335 Cathedral, Monastery, Caliph (4 credits)

A survey of the arts in Europe during the Romanesque and Gothic periods, c. 1000-1400. Emphasis will also be given to contemporaneous currents in Byzantine and Islamic art and their influence on the art of the West.

ARTH 339 Costume Design and Reps. (4 credits)

Clothing is not simply functional, but is also an expression of body ideals, class structure, gender, and historical development of technical and artistic change. This course looks at the materials, design, and use of textiles and garments from the early to the contemporary period in the West, with special stress on understanding the role of artistic representation and methodology in defining social status and standards of beauty. Attention will also be paid to the treatment of historic dress, both by authors of the period, and in popular culture.

ARTH 340 Southern Renaissance Art (4 credits)

A survey of the art and architecture of Italy, Spain and Portugal from the fourteenth through the sixteenth centuries. The course will focus on issues of style, patronage and iconography.

ARTH 345 Baroque and Rococo Art (4 credits)

A survey of the art and architecture of western Europe in the seventeenth and eighteenth centuries. Emphasis will be given to issues of iconography, patronage, and style.

ARTH 351 Romanticism to Impressionism (4 credits)

This course will investigate the history of European painting and sculpture from 1800 to 1880. It will consider the major trends of Neoclassicism, Romanticism, Realism, and Impressionism. It will also address art's response to and role in a European society marked by colonialism, industrialization, and the rise of urban mass culture.

ARTH 352 Art in the United States (4 credits)

This course will investigate the history of the visual arts (primarily painting and sculpture) in the United States from 1776 to 1960. Artists to be considered include colonial portraitists; Romantic landscape painters; Neoclassical sculptors; Realist, Luminist, and Impressionist painters; artists associated with New York Dada and the Harlem Renaissance; Precisionists, Regionalists and Social Realists; and Abstract Expressionists. Participants will consider artists' responses to key historical developments such as the founding of the nation, westward expansion, the Civil War, industrialization, and emergence as a superpower. Several issues will run throughout the course: What is the relationship between the art of Euro-Americans and that of Europe? and that of Native Americans? Is there something "American" about American art? How do the visual arts reinforce or challenge our sense of American history and identity?

ARTH 355 20th C: Cubism to Installati (4 credits)

Twentieth Century art will examine the stylistic, thematic and iconographic aspects of the modern movements in Europe, beginning with Fauvism and other manifestations of European Expressionism, Cubism, Orphism, Futurism, De Stijl, Dada, Surrealism, Art Informal and Tachisme, Optical and Pop Art, Photo-Realism, Conceptual Art, and Neo-Expressionism.

ARTH 356 Modernism in European Art (4 credits)

Modernist artists strove to find a visual language of expression appropriate to their time; yet many contemporaries found their works incomprehensible, as do many people today. An open-minded and historically informed investigation of modern art helps to make sense of it. This course will explore the history of European painting and sculpture from 1880 to 1940. It will consider the many movements that characterized modernism,

such as Post-Impressionism, Symbolism, Fauvism, Cubism, Futurism, Expressionism, Dada, Surrealism, and Constructivism. Issues to be addressed include the rejection of tradition, the development of abstraction, the impact of World War I and its aftermath, the influence of science and technology on art, and the fate of modernism under Hitler's and Stalin's regimes. Particular attention will be paid to the theoretical underpinnings of modern art.

ARTH 389 Research (2 or 4 credits)**ARTH 393 Individual Study (2 or 4 credits)****ARTH 476 Experiential Learning (1 to 4 credits)****ARTH 481 Senior Paper Presentation (4 credits)**

During the senior year, art history majors are expected to write a major research paper with an abstract and to describe the results of their research in an oral presentation to a departmental symposium to be held prior to graduation. The purpose of this paper and presentation is to allow the student to demonstrate competency in art historical methodology and to gain experience from presenting the results to a group of peers and faculty. The topic and instructor must be chosen in consultation with the department chair during the semester prior to writing the senior paper. Prerequisite: ARTH 110 (or 151 and 152 from previous catalog) and 211

ARTH 483 Seminar (2 credits)**ARTH 484 Seminar (2 credits)****ARTH 485 Seminar (4 credits)****ARTH 486 Seminar (4 credits)****ARTH 487 Topics (2 credits)****ARTH 488 Topics (2 credits)****ARTH 489 Topics (4 credits)****ARTH 490 Topics (4 credits)****ARTH 491 Research (2 or 4 credits)****ARTH 495 Individual Study (2 or 4 credits)**

BIOCHEMISTRY

College of Arts and Sciences, Interdisciplinary Program

O'Shaughnessy Science Hall (OSS) 402, Chemistry Department, (651) 962-5580

Verhoeven (BIOL) committee chair; Advisory committee: Ismat (BIOL), Popescu (CHEM), Marsh (CHEM)

[Biochemistry Department Web Site](#)

Biochemistry is an interdisciplinary major that draws upon faculty and courses in the departments of Biology and Chemistry. The major is administered by a committee of representatives from both departments and is designed to meet the needs of students interested in gaining an understanding of the chemistry of life processes. Students who fulfill the requirements will receive a Bachelor of Science (B.S.) degree in biochemistry. The program is appropriate for students pursuing graduate studies in biochemistry, medicine, or related fields. The major is also suitable for students interested in positions in biotechnology after graduation.

Entering students interested in this major should inform Academic Counseling. Students are advised to begin their introductory biology, chemistry, and mathematics coursework in their freshman year. The Biochemistry Committee will coordinate advising. Students should talk with an adviser as soon as possible following their freshman year in order to select the elective courses that will be most appropriate to their interests. A research course in either biology or chemistry can be counted as one of the electives and is highly encouraged if the student will be seeking admission to a graduate program in biochemistry or molecular biology.

All graduating seniors are required to take achievement exams in both biology and chemistry for purposes of assessment of the major and College accreditation. Students choosing this major may not take a second major or a minor in either biology or chemistry.

Graduation with Honors in Biochemistry

Students graduating with a B.S. in biochemistry may also qualify for honors. Students interested in this designation must consult with the chair of the Biochemistry Committee one year or more prior to graduation.

Requirements include:

- An overall minimum cumulative GPA of 3.25.
- A cumulative GPA of 3.50 in the courses in both biology and chemistry combined.
- Completion of four credits in research. This may consist of a 4-credit course or two 2-

credit courses in either biology or chemistry.

- Preparation of a written thesis in the form of the primary literature.
- Successful defense of the thesis before an examining panel which includes the thesis director, a representative from each of the departments of biology and chemistry, a faculty member from outside the departments of chemistry and biology and a faculty member from another institution. The panel members should be selected in consultation with the thesis adviser.
- Presentation of the research at an off-campus meeting.

Note: All requirements should be completed by April 20 for a spring graduation, or by November 15 for a fall graduation.

Major in Biochemistry (B.S.)

- BIOL 207 Genetics, Ecology, and Evolution (4 credits)
- BIOL 208 Biological Communication and Energetics (4 credits)
- BIOL 209 Biology of Sustainability (4 credits)

Plus:

- CHEM 111 General Chemistry I (4 credits) and CHEM 112 General Chemistry II (4 credits)
or CHEM 115 Accelerated General Chemistry (4 credits)

Plus:

- CHEM 201 Organic Chemistry I (4 credits)
- CHEM 202 Organic Chemistry II (4 credits)
- CHEM 440 Biochemistry I (4 credits)
- CHEM 442 Biochemistry II (4 credits)

Plus four credits from the following:

- CHEM 331 Chemical Thermodynamics and Reaction Dynamics (4 credits)
- CHEM 332 Quantum Chemistry and Molecular Spectroscopy (4 credits)

Plus:

- Twelve (12) additional credits numbered BIOL 295 or higher, excluding BIOL 340 Principles of Biochemistry.

Note: Four (4) credits must be at the BIOL 400-level.

Four (4) additional credits in CHEM, selected in consultation with the adviser.

Note: CHEM 300 is strongly recommended for this elective.

Plus:

- BCHM 301 Biochemistry Seminar (2 credits)

Allied Requirements:

- MATH 113 Calculus I (4 credits) (or equivalent)
- MATH 114 Calculus II (4 credits)
- PHYS 211 Introduction to Classical Physics I (4 credits)
- PHYS 212 Introduction to Classical Physics II (4 credits)

BCHM Course Catalog**BCHM 243 Individual Study (2 or 4 credits)****BCHM 269 Research (2 or 4 credits)****BCHM 301 Biochemistry Seminar Series 1 (2 credits)**

This sequence of courses is begun the first semester of the junior year and progresses for a total of two semesters. The first (301) course is two credits and is graded on the usual letter grade scale. The second course (302) bears no credit and is graded on a pass-fail basis (S/R). The first course (301) is an in-depth investigation of selected current topics in biochemistry designed to develop critical scientific reading, writing, and presenting skills while exploring biochemical primary literature. The subject matter will vary from year to year and will be announced in the annual Class Schedule. The class will meet for one and a half hours once a week with evaluation based upon in-class discussion and quality of written and oral assignments. The second course (302) is a requirement whereby students must attend Biology and Chemistry departmental seminars. Required of all Biochemistry majors. Required of all Biochemistry majors. Prerequisites:

CHEM 202, completion or current enrollment in BIOL 209

BCHM 389 Research (2 or 4 credits)**BCHM 393 Individual Study (2 or 4 credits)****BCHM 476 Experiential Learning (1 to 4 credits)**

BIOLOGY (BIOL)

College of Arts and Sciences, Department of Biology

Owens Science Hall (OWS) 352, (651) 962-5206

Martinović-Weigelt (chair), Carlson, Chapman, Ditty, Domine, Heimovics, Husak, Illig, Illig, Grant, Ismat, Kay, Klein, Lewis, Lewno, Martin, Okamoto, Schroeder, Small, Verhoeven, Vetter, Zimmer

[Biology Department Web Site](#)

Mission statement: The Biology Department is a professionally engaged community that equips undergraduate students to find their passions, embark on meaningful careers, and become responsible, scientifically literate citizens through authentic experiences in science.

Modern biology encompasses an extraordinary range of disciplines, from molecular genetics to global health and sustainability. The biology curriculum at St. Thomas reflects this diversity, providing the foundation of experience that students need in their freshman and sophomore years with the depth that they value as juniors and seniors. Courses at all levels of the curriculum emphasize two fundamentals: mastering the essential material of each discipline and developing the intellectual skills needed to do science - asking the right questions, developing methods to answer these questions and critically evaluating the results of these investigations. As well as providing a broad-based liberal arts education in the biological sciences, the biology program serves as an excellent basis for students planning careers in academia, agriculture, bioinformatics and genomic research, biotechnology, biomedical research, conservation biology, environmental science, forestry and wildlife management, medicine, dentistry and other health professions, and veterinary medicine.

A principle objective of the Department of Biology is to provide students with an excellent preparation for post-graduate pursuits. Graduates of the program command an understanding of core concepts in biology as well as an ability to design and implement studies of biological questions. The department evaluates its success in achieving these

objectives using several tools, including assessments of all students as they progress through our programs.

The curriculum for a major in biology is divided into three levels, offering increasing challenges, greater emphasis on independent work, and more extensive use of the primary literature. All biology majors take an introductory series of twelve credits (BIOL 207, 208, and 209) in the first of these tiers. These core courses cover the central concepts of modern biology and provide a foundation for more specialized study at higher levels of the curriculum.

The second-tier courses (BIOL 301-399) all require successful completion of the introductory series and build on this foundation and offer a broad range of topics at an intermediate level, including research (BIOL 391-392).

All third-tier courses (BIOL 401-498) require the completion of specific second-tier courses and involve advanced scholarship, independent research projects, and extensive use of the primary literature. Research courses (BIOL 269, 389, 491) are available to students wishing to pursue in-depth studies in laboratory and/or field situations. Individual Study courses (BIOL 495) allow for tutorial study in a specialized subject area of the student's choosing that is not otherwise available. Additional offerings in the form of Topics (BIOL 298, 398, 490) courses are available from time to time. Courses numbered between BIOL 483-498 (excluding 476 and 478) may, with approval of the department chair, be used to fulfill the 400-level requirement for the major.

Courses numbered BIOL 101-199 are intended for students of majors other than those in the sciences and cannot be used to fulfill either the major or minor requirements in biology. All of these courses fulfill the laboratory science requirement in the core curriculum.

Students planning to enter graduate school or a professional program after leaving St. Thomas should consult the entrance requirements of these programs while planning their choice of undergraduate courses. Students are strongly encouraged to consult with their biology academic adviser while making these plans.

Courses taken at other colleges by students already matriculated at St. Thomas may be credited toward the requirements of the major only with prior and explicit written approval of the departmental transcript evaluator. Approval will be granted only to reconcile schedule conflicts which otherwise would

be unavoidable, to provide opportunities to enroll in appropriate courses that are not available in the St. Thomas curriculum, or to rectify problems arising from other special circumstances. These limitations apply to all requirements of the major, including courses in the allied requirements.

Transfer students desiring credit toward the major for work completed prior to matriculation at St. Thomas should contact the transcript evaluator in the Office of the University Registrar before seeking departmental approval. For biology courses numbered higher than BIOL 209, no more than 12 transfer credits can be counted towards the major. Of these 12, no more than 8 credits can be from academic institutions within the U.S.A, and no more than 12 credits can be from study abroad courses registered through St. Thomas.

Students who receive at least a score of 4 on the Biology or Environmental Science Advanced Placement Exam or at least a score of 5 on the International Baccalaureate exam will receive 4 college credits in biology. Students not intending to major in biology will receive credit for BIOL 101 (fulfills a natural science with laboratory course requirement). Students intending to major in biology or related programs who score 4 on the AP exam will receive credit for BIOL 101, which will fulfill a core lab science requirement but will not fulfill a major field requirement. Students intending to major in biology or related programs who score 5 on the AP exam or 5-7 on the IB exam will receive 4 credits for BIOL 243, which counts toward the biology major.

Extracurricular Expectations

All students are expected to participate in departmental assessment activities and complete the departmental Senior Survey in the spring of their final year. All students are also strongly encouraged to attend the Biology Seminar Program on a regular basis.

Departmental Participation

Students are encouraged to further engage the discipline of biology by participating in various departmental activities. Valuable experiences in the department include both paid and volunteer roles as research assistants (with ongoing faculty projects), teaching assistants, lab preparers, and biology tutors. Together with off-campus internships, membership in the Biology Club and the Beta Beta Beta National Biology Honor Society, as well as the Biology Seminar Program and various special events, these opportunities offer many ways

to explore the vast discipline of biology and become better acquainted with department members and other students.

Biology Honor Societies

Beta Beta Beta, the national biology honor society, chartered the Gamma Tau chapter at St. Thomas in 1990. The purpose of this organization is to recognize and encourage excellence in the study of biology, and to sponsor events and services of interest to biology students. The organization has a particular interest in promoting and recognizing student research, and encouraging students to consider vocations in the field of biology. Beta Beta Beta provides opportunities for presenting and publishing student work on a regional and national level.

Students are eligible for full membership when they have completed the introductory twelve credits in the department, and at least four credits at the 300-level, and have a grade point average of 3.0 or better in biology department courses. Associate membership in the chapter is available to all interested students.

Biology Honors Program

Candidates for graduation with honors in biology must complete four credits in 400-level biology Research (491), present and defend a thesis based on their work; achieve a final cumulative grade point average of at least 3.50 in biology department courses, 3.25 in biology and allied courses and 3.00 overall; and present their research at a scientific meeting beyond the St. Thomas community. Students interested in this program should begin planning early and in consultation with their academic advisor.

Interdisciplinary Programs

The Department of Biology participates in three interdisciplinary degree programs, each of which leads to a Bachelor of Science degree: Biochemistry (with Chemistry), Environmental Science (with Chemistry and Geology), and Neuroscience (with Psychology). These programs are described elsewhere in the catalog. Students interested in concentrating in biology as part of the environmental studies major listed in this catalog should consult with a Department of Biology adviser to select appropriate courses.

Pre-Health Professions Programs

Students interested in a career in the health professions should consult the university's pre-health professions advising committee.

See Pre-Professional Programs in this catalog for coursework suggestions, internships, and other information.

Life Science Education

For information on the teaching licensure program in Life Science, see the Education section of this catalog. Students interested in specializing in biology at the elementary school level should consider the integrated major in Science and Mathematics for Elementary Education (SMEE), also described in the Education section. See Life Science Education.

Major in Biology (B.A.)

- BIOL 207 Genetics, Ecology, and Evolution (4 credits)
- BIOL 208 Biological Communication and Energetics (4 credits)
- BIOL 209 Biology of Sustainability (4 credits)
- Plus twenty-four (24) credits, at least four credits of which must be in courses numbered 400-498 (excluding 476, 478) from the list below.

Note: The normal expectation is that students will complete BIOL 207, 208, and 209 by the end of their sophomore year.

Elective List:

- BIOL 210 Introduction to Laboratory Research (2 credits)
- BIOL 211 Introduction to Field Research (4 credits)
- BIOL 256 Microbiology Health Focus (4 credits)
- BIOL 287 Biology of HIV and AIDS (2 credits)
- BIOL 292 Topics without laboratory (4 credits)
- BIOL 296 Topics (2 credits)
- BIOL 298 Topics (4 credits)
- BIOL 302 Animal Diversity (4 credits)

- BIOL 303 Animal Diversity (without lab)
- BIOL 315 Plants, Food and Medicine (4 credits)
- BIOL 316 Plants, Food and Med (no lab)
- BIOL 320 Plant Physiology (4 credits)
- BIOL 328 Environmental Toxicology and Health (4 credits)
- BIOL 330 Animal Behavior (4 credits)
- BIOL 331 Animal Behavior (no lab)
- BIOL 333 Ecology (4 credits)
- BIOL 335 Conservation Biology (4 credits)
- BIOL 336 Conservation Biology (no lab)
- BIOL 340 Principles of Biochemistry (4 credits)
- BIOL 349 Comparative Anatomy and Physiology: Locomotion and Systems Regulation (4 credits)
- BIOL 350 Comparative Anatomy and Physiology: Energy Acquisition and Processing (4 credits)
- BIOL 353 Microscopic Anatomy (4 credits)
- BIOL 354 Neurobiology (4 credits)
- BIOL 355 Neurobiology (without lab)
- BIOL 356 Microbiology (4 credits)
- BIOL 358 Microscopic Anatomy (no lab)
- BIOL 360 Genetics (4 credits)
- BIOL 361 Medical Geology (4 credits)
- BIOL 363 Immunology (4 credits)
- BIOL 364 Immunology (no lab)
- BIOL 365 Developmental Biology (4 credits)
- BIOL 366 Developmental Biology (no lab)
- BIOL 368 Genetics (no lab)
- BIOL 371 Cell Biology (4 credits)
- BIOL 372 Cell Biology (no lab)
- BIOL 375 Endocrinology (4 credits)
- BIOL 377 Endocrinology (no lab)
- BIOL 389 Research (2 or 4 credits)*
- BIOL 393 Individual Study (2 or 4 credits)*
- BIOL 396 Topics (2 credits)
- BIOL 398 Topics (4 credits)
- BIOL 415 Plant Physiology and Adaptations to Stress (4 credits)
- BIOL 430 Evolutionary Ecology (4 credits)
- BIOL 435 Aquatic Biology (4 credits)
- BIOL 462 Molecular Biology (4 credits)
- BIOL 464 Bioinformatics (4 credits)
- BIOL 467 Biology of Emerging Infectious Diseases (4 credits)
- BIOL 471 Evolution (4 credits)
- BIOL 472 Evolution, Medicine, and Psychology (4 credits)
- BIOL 476 Experiential Learning (2 credits)
- BIOL 478 Experiential Learning (4 credits)
- BIOL 480 Urban Ecosystem Ecology (4 credits)
- BIOL 484 Seminar (2 credits)
- BIOL 486 Seminar (4 credits)
- BIOL 488 Topics (2 credits)
- BIOL 490 Topics (4 credits)
- BIOL 491 Research (2 or 4 credits)*
- BIOL 495 Individual Study (2 or 4 credits)*
- CHEM 440 Biochemistry I (4 credits)**
- ESCI 310 Environmental Problem Solving (4 credits)**

*A maximum of eight credits in Research and/or Individual Study can be credited toward the requirements of the major.

**CHEM 440 and ESCI 310 may be counted toward the major as 300-level elective courses.

Allied Requirements:

- CHEM 111 General Chemistry I (4 credits) and CHEM 112 General Chemistry II (4 credits)

or CHEM 115 Accelerated General Chemistry (4 credits)

- CHEM 201 Organic Chemistry I (4 credits)

Plus four credits from the following:

- STAT 220 Statistics I (4 credits)
- STAT 310 Biostatistics (4 credits)
- MATH 303 Statistics for the Applied Sciences (4 credits)

Note: The normal expectation is that students will complete the above allied requirements by the end of the sophomore year.

Plus at least two of the following selected in consultation with the departmental adviser:

- CHEM 202 Organic Chemistry II (4 credits)
- MATH 109 Calculus with Review II (4 credits)
or MATH 113 Calculus I (4 credits)
- PHYS 109 General Physics I (4 credits)
or PHYS 211 Introduction to Classical Physics I (4 credits)

Note: Alternative course combinations to satisfy elective allied requirements may be proposed for approval by the department chair.

Major in Biology (B.S.)

- BIOL 207 Genetics, Ecology, and Evolution (4 credits)
- BIOL 208 Biological Communication and Energetics (4 credits)
- BIOL 209 Biology of Sustainability (4 credits)
- Plus twenty-eight (28) credits from the list below. Sixteen (16) of those twenty-eight must come from any of the following: BIOL 210, 211 or courses from the below list that include a lab component. At least four credits must be completed at the 400 level; typically taken during the senior year.

Note: The normal expectation is that students will complete BIOL 207, 208, and 209 by the end of their sophomore year.

Elective List:

- BIOL 210 Introduction to Laboratory Research (2 credits)
- BIOL 211 Introduction to Field Research (4 credits)
- BIOL 256 Microbiology Health Focus (4 credits)
- BIOL 287 Biology of HIV and AIDS (2 credits)
- BIOL 292 Topics without laboratory (4 credits)
- BIOL 296 Topics (2 credits)
- BIOL 298 Topics (4 credits)
- BIOL 302 Animal Diversity (4 credits)
- BIOL 303 Animal Diversity (without lab)
- BIOL 315 Plants, Food and Medicine (4 credits)
- BIOL 316 Plants, Food and Med (no lab)
- BIOL 320 Plant Physiology (4 credits)
- BIOL 328 Environmental Toxicology and Health (4 credits)
- BIOL 330 Animal Behavior (4 credits)
- BIOL 331 Animal Behavior (no lab)
- BIOL 333 Ecology (4 credits)
- BIOL 335 Conservation Biology (4 credits)
- BIOL 336 Conservation Biology (no lab)
- BIOL 340 Principles of Biochemistry (4 credits)
- BIOL 349 Comparative Anatomy and Physiology: Locomotion and Systems Regulation (4 credits)
- BIOL 350 Comparative Anatomy and Physiology: Energy Acquisition and Processing (4 credits)
- BIOL 353 Microscopic Anatomy (4 credits)

- BIOL 354 Neurobiology (4 credits)
- BIOL 355 Neurobiology (without lab)
- BIOL 356 Microbiology (4 credits)
- BIOL 358 Microscopic Anatomy (no lab)
- BIOL 360 Genetics (4 credits)
- BIOL 361 Medical Geology (4 credits)
- BIOL 363 Immunology (4 credits)
- BIOL 364 Immunology (no lab)
- BIOL 365 Developmental Biology (4 credits)
- BIOL 366 Developmental Biology (no lab)
- BIOL 368 Genetics (no lab)
- BIOL 371 Cell Biology (4 credits)
- BIOL 372 Cell Biology (no lab)
- BIOL 375 Endocrinology (4 credits)
- BIOL 377 Endocrinology (no lab)
- BIOL 389 Research (2 or 4 credits)*
- BIOL 393 Individual Study (2 or 4 credits)*
- BIOL 396 Topics (2 credits)
- BIOL 398 Topics (4 credits)
- BIOL 415 Plant Physiology and Adaptations to Stress (4 credits)
- BIOL 430 Evolutionary Ecology (4 credits)
- BIOL 435 Aquatic Biology (4 credits)
- BIOL 462 Molecular Biology (4 credits)
- BIOL 464 Bioinformatics (4 credits)
- BIOL 467 Biology of Emerging Infectious Diseases (4 credits)
- BIOL 471 Evolution (4 credits)
- BIOL 472 Evolution, Medicine, and Psychology (4 credits)
- BIOL 476 Experiential Learning (2 credits)
- BIOL 478 Experiential Learning (4 credits)
- BIOL 480 Urban Ecosystem Ecology (4 credits)
- BIOL 484 Seminar (2 credits)
- BIOL 486 Seminar (4 credits)
- BIOL 488 Topics (2 credits)
- BIOL 490 Topics (4 credits)
- BIOL 491 Research (2 or 4 credits)*
- BIOL 495 Individual Study (2 or 4 credits)*
- CHEM 440 Biochemistry I (4 credits)**
- ESCI 310 Environmental Problem Solving (4 credits)**

*A maximum of eight credits in Research and/or Individual Study will be credited towards the requirements of the major.

**CHEM 440 and ESCI 310 may be counted towards the major as 300-level elective courses.

Allied Requirements:

- CHEM 111 General Chemistry I (4 credits) and CHEM 112 General Chemistry II (4 credits)
or CHEM 115 Accelerated General Chemistry (4 credits)
- MATH 109 Calculus with Review II (4 credits)
or MATH 113 Calculus I (4 credits)
- STAT 220 Statistics I (4 credits)
or STAT 310 Biostatistics (4 credits)
or MATH 303 Statistics for the Applied Sciences (4 credits)

Note: It is highly recommended that students complete the above allied requirements by the end of the sophomore year.

Plus courses from the following list of other requirements to a total of 24 credits; alternative courses to satisfy allied requirements may be proposed by the student for approval by the department chair:

- CHEM 201 Organic Chemistry I (4 credits)
- CHEM 202 Organic Chemistry II (4 credits)
- CHEM 300 Quantitative Analysis (4 credits)
- CHEM 444 Advanced Metabolism (2 credits)
- CISC 131 Intro-Programming&Prob Solving (4 credits)
- CISC 260 Data Fundamentals and Apps (4 credits)
- CISC 360 Data Visualization (4 credits)
- CISC 342 Computer Applications in Experimental Sciences (4 credits)
- ENGR 350 Introduction to Electronics (4 credits)
- EXSC 213 Human Anatomy (4 credits)
- EXSC 214 Human Physiology (4 credits)
- GEOL 113 Earth's Record of Climate (4 credit)
- GEOL 115 Environmental Geology (4 credits)
- GEOL 130 Earth History (4 credits)
- GEOL 162 The Earth's Record of Climate (4 credits)
- GEOG 223 Remote Sensing (4 credits)
- MATH 114 Calculus II (4 credits)
- MATH 315 Applied Mathematics and Modeling I (4 credits)
- MATH 316 Applied Mathematics and Modeling II (4 credits)
- PHYS 109 Physics for Life Sciences I (4 credit) or PHYS 211 Classical Physics I (4 credits)
- PHYS 110 Physics for Life Sciences II (4 credit) or PHYS 212 Classical Physics II (4 credits)
- PSYC 206 The Brain and Human Behavior (4 credits)
- PSYC 207 Drugs and Behavior (4 credits)

- PSYC 401 Physiological Psychology (4 credits)
- PUBH 300 Epidemiology (4 credits)
- STAT 320 Statistics II (4 credits)

Minor in Biology

- BIOL 207 Genetics, Ecology, and Evolution (4 credits)
- BIOL 208 Biological Communication and Energetics (4 credits)
- BIOL 209 Biology of Sustainability (4 credits)
- Eight (8) additional credits in biology courses numbered 200 or above, selected in consultation with the department chair.

Note: CHEM 440 Biochemistry I cannot be counted towards the Biology minor.

Major in Biology of Global Health (B.S.)

Note: A student cannot simultaneously major in the Biology of Global Health and either major or minor in Biology (B.A. or B.S.), Biochemistry, or Neuroscience.

- BIOL 207 Genetics, Ecology, and Evolution (4 credits)
- BIOL 208 Biological Communication and Energetics (4 credits)
- BIOL 209 Biology of Sustainability (4 credits)
- BIOL 328 Environmental Toxicology and Health (4 credits)
- BIOL 474 Senior Seminar in Global Health (4 credits)
- Plus 16 credits with at least four credits from each cluster:

Cellular/Molecular cluster:

- BIOL 340 Principles of Biochemistry (4 credits) or CHEM 440 Biochemistry I (4 credits)
- BIOL 356 Microbiology (4 credits)
- BIOL 360 Genetics (4 credits)

- BIOL 365 Developmental Biology (4 credits)
- BIOL 462 Molecular Biology (4 credits)
- BIOL 464 Bioinformatics (4 credits)
- BIOL 371 Cell Biology (4 credits)

Host and Disease Cluster:

- BIOL 287 Biology of HIV/AIDS (2 credits)
- BIOL 302 Animal Diversity (4 credits)
- BIOL 354 Neurobiology (4 credits)
- BIOL 363 Immunology (4 credits)
- BIOL 467 Biology of Emerging Infectious Diseases (4 credits)
- BIOL 471 Evolution ((4 credits)

Ecosystem Health Cluster:

- BIOL 211 Introduction to Field Research (4 credits)
- BIOL 315 Plants, Food and Medicine (4 credits)
- BIOL 333 Ecology (4 credits)
- BIOL 335 Conservation Biology (4 credits)
- BIOL 361 Medical Geology (4 credits)
- BIOL 435 Aquatic Ecology (4 credits)
- BIOL 480 Urban Ecosystem Ecology (4 credits)

Allied Requirements:

- CHEM 111 General Chemistry I (4 credits) and CHEM 112 General Chemistry II (4 credits)
- or CHEM 115 Accelerated General Chemistry (4 credits)
- PUBH 300 Intro into Epidemiology (4 credits)
- STAT 220 Statistics (4 credits)
- STAT 310 Statistics (4 credits)

- Plus 12 credits selected in consultation with their academic advisor and approved by the Biology Department Chair.

The courses must be cohesive and clearly related to each other as a block; however, they may be interdisciplinary and must be outside of Biology.

The block of courses must be clearly related to the Biology of Global Health major.

Students must submit a written proposal for these 12 credits that clearly describes how they are related to each other, how they are related to the BOGH major, and how they fit into post-graduation plans. The department chair must approve the proposal. The student may register for no more than one third of the credits prior to receiving approval of the proposal.

BIOL Course Catalog

BIOL 101 General Biology (4 credits)

Emphasizing biology as a creative, investigative process and its relevance in today's world, this course provides an overview of cell biology, genetics, physiology, and human impact on the environment. Two laboratory hours per week. Not open to biology majors, pre-professional students, or students who have completed BIOL 105 or BIOL 106.

BIOL 102 Conservation Biology (4 credits)

An introduction to the basic concepts of conservation biology, including the history of conservation, the value of biological diversity, threats to biodiversity, conservation at the population, species, and community levels, and applications to human activities. Laboratories will emphasize data collection and analysis, and the practical application of conservation practices. This course is designed to meet the needs of the Environmental Studies major for a core course in environmental biology. Two laboratory hours per week.

BIOL 105 Human Biology (4 credits)

An introduction to cells, genetics, development and the human body, and the impact of humans on the environment. Laboratories will emphasize investigative scientific problem solving and creative thinking. Does not fulfill entrance requirements for some health professions programs. Pre-health professional students should consult the university's pre-health professions advising committee. This course is designed to meet the need of social work and psychology majors. Two laboratory hours per

week. Not open to biology majors, or students who have completed BIOL 101 or BIOL 106.

BIOL 106 Women, Medicine and Biology (4 credits)

This course addresses issues of biology from the perspective of women. The focus of the course will be to learn basic principles of biology in areas such as anatomy, physiology, genetics, cell biology, and microbiology in the context of issues relevant to women and women's health. Two laboratory hours per week. Not open to Biology majors or students who have completed BIOL 101 or BIOL 105.

BIOL 110 Genetics and Society (4 credits)

Genetics is a rapidly evolving field of science that is continually changing the face of medicine, agriculture, and environmental health. In this course, students explore this area by learning the basic principles of genetics, modern technologies and practices, and its societal applications and implications. Two laboratory hours per week. Not open to biology majors or students who have completed BIOL 101, BIOL 105, or BIOL 106.

BIOL 161 Medical Geology (4 credits)

This course explores the effects of geologic materials and processes on human health. Topics include exposure to or deficiency of trace metals and minerals, inhalation of ambient and anthropogenic mineral dusts and volcanic emissions; transportation, modification and concentration of organic compounds; and exposure to radionuclides, microbes and pathogens in various geologic settings. The knowledge and skills covered in this course will provide an understanding of the geological and biological processes controlling various public health concerns and thus provides a preparation to contribute to important societal questions.

BIOL 195 Topics (2 credits)

BIOL 196 Topics (2 credits)

BIOL 197 Topics (4 credits)

BIOL 198 Topics (4 credits)

BIOL 200 First Year Seminar in Biology (1 credits)

This seminar is intended to provide an introduction to the Biology department for incoming students. Through various topics, student will explore what it means to be a biologist. How do scientists approach problems? How do students of biology understand and critically analyze science as it is portrayed in the media and discussed in other courses? How can students best take advantage of their four years as a

biology student? Faculty teaching the seminar will serve as academic advisors to the students in the seminar. Students will have opportunities to discuss course and curricular questions. Seminar topics will vary depending on instructor. One hour per week. Pass/Fail grading.

BIOL 207 Genetics Ecology Evolution (4 credits)

A consideration of the mechanisms of heredity, evolution, population genetics, and population ecology emphasizing hypothesis testing, case studies, and quantitative and experimental approaches to population biology. Topics include: Mendelian genetics, genetic mapping, population genetics, selection theory and the process of adaptation, speciation, macroevolution and phylogenetics, and the growth and regulation of populations. Laboratory work emphasizes techniques for data analysis, including computer simulation and modeling. Three laboratory hours per week. Prerequisites: Math placement into MATH 108 or higher or completion of MATH 108 or MATH 109 or MATH 111 or MATH 113.

BIOL 208 Biological Comm & Energetics (4 credits)

The purpose of this course is to introduce the structure and function of cells, and how structure and function drives organismal physiology and diversity. By the end of this course, through lecture and laboratory exercises, students should have an understanding of the basic components of cells, how cells and organisms transfer genetic information to future generations, how communication is integral to cellular and organismal function, and how cells and organisms generate and process energy to drive physiological functions. In addition, students will continue to improve skills for scientific inquiry through activities designed to increase familiarity with the scientific literature and science terminology, improve skills to design and critically analyze experiments, foster ability to work with a scientific team, and provide opportunities to improve scientific writing. Any one topic covered in this course has enough material for a course of its own. However, this course will give basic overview of a series of selected topics that are meant to introduce students to the vast field of cellular and organismal biology and the use of biological science in life. Prerequisite: c- or above in BIOL 207 or a C- in any BIOL 100 level course.

BIOL 209 Biology of Sustainability (4 credits)

Influences of humans on the global environment have reached unprecedented levels, increasing the need for society to strive to live in a sustainable manner. Many issues facing the environment have a

biological basis. Thus, an understanding of basic biology is necessary to understand and address many environmental issues. This course will cover the fundamental biology involved with five environmental issues at the global scale: climate change, excessive nutrient loading into ecosystems, agricultural production, chemical contaminants, and loss of biodiversity. Specific biological principles to be covered include energy and nutrient mass balance by organisms and ecosystems, homeostasis and organismal physiology, and population dynamics and conservation biology. Prerequisite: Completion of BIOL 207 or BIOL 208 or any 100 level GEOL or CHEM 112 or CHEM 115 or permission of the instructor.

BIOL 211 Intro to Field Research (0 to 4 credits)

This course is an introductory experience in field-based research problems in biology. Students will work individually or in small teams to define appropriate questions, design research methods, collect and analyze data, and present oral and written reports. Emphasis is on the application of the scientific method to biological problem solving and the communication of findings to others as the end product of science. Areas of investigation vary with the interests of the students and instructors and with the availability of research organisms. Generally offered in January term. Field trip of 2-3 weeks to a tropical site (Mexico, Belize, Ecuador, Jamaica, or Costa Rica) and additional fees required. Prerequisites: Open to biology majors or prospective majors. Preference is given to students in their first or second year of study in the discipline.

BIOL 243 Individual Study (2 or 4 credits)

BIOL 256 Foundations of Microbio/Health (4 credits)

This interdisciplinary course focuses on infectious pathogens of humans, including their genetics, physiology, host pathogenicity, evolution and epidemiology. Major pathogens of concern for clinicians and healthcare workers are surveyed. Impacts of infectious diseases on society will also be explored. This introductory course is designed to serve students from biology and non-biology majors interested in entering the health professions, including nursing, physician assistant, medical or veterinary school, dental-related professions etc. Lab consists of acquiring foundational skills necessary to understand how we study human pathogens from the molecular through ecosystem level. Four laboratory hours per week. Students may not receive credit for both BIOL 256 and BIOL 356. Prerequisites: C- or better in CHEM 100 or CHEM

108 or CHEM 111 or CHEM 112 or CHEM 115, AND C- or better in BIOL 101 or BIOL 105 or BIOL 207

BIOL 269 Research (2 or 4 credits)

BIOL 287 Biology of HIV and AIDS (2 credits)

The HIV/AIDS pandemic is now 30 years old. Remarkable progress has been made in learning about and combating this virus, but HIV/AIDS has proved more difficult to treat successfully than many other diseases. This class will focus on why HIV/AIDS has been such a monumental scientific and social challenge. This course will include aspects such as the molecular biology of the HIV virus and its effects on human cells, a basic view of how the immune system works and how HIV disrupts that function, how epidemiological methods helped identify HIV as the causative agent of AIDS, and what social, political and economic challenges have been and are currently important in fighting the pandemic. We will approach these topics through discussion and investigation. All students will be expected to participate actively in class discussions. Prerequisites: BIOL 208

BIOL 295 Topics (0 to 2 credits)

BIOL 296 Topics (2 credits)

BIOL 297 Topics (4 credits)

BIOL 298 Topics (4 credits)

BIOL 302 Animal Diversity (4 credits)

This course emphasizes the variety of morphological and physiological solutions that have evolved to satisfy the requirements of life as an animal in water and on land. Students have access to marine and freshwater aquaria and to natural habitats for class study and individual projects. Four laboratory hours per week. Prerequisite: BIOL 101 OR 102 OR 105 OR 207, AND BIOL 208, AND a minimum grade of C- in BIOL 209. Credit will not be given for both this course and BIOL 303.

BIOL 303 Animal Diversity (without lab) (4 credits)

This course emphasizes the variety of morphological and physiological solutions that have evolved to satisfy the requirements of life as an animal in water and on land. Prerequisite: BIOL101 or BIOL102 or BIOL105 or BIOL207, BIOL208 and a minimum grade of C- in BIOL209. Credit will not be given for both this course and BIOL 302.

BIOL 315 Plants, Food and Medicine (4 credits)

This course explores the biology of plants from the perspective of our use of plants as a source of food

and medicine. Major topics include the overall structure and function of plants, the diversity of plants, and the role of plants as a food source, as well as a source of medicine. Four laboratory hours per week. Prerequisite: BIOL 208, and a minimum grade of C- in BIOL 209. Credit will not be given for both this course and BIOL 316.

BIOL 316 Plants, Food and Med (no lab) (4 credits)

This course explores plant biology through the lens of how plants are used as food and medicines.

Course content includes plant structure, physiology and diversity as well as topics related to sustainable agriculture, nutrition, and ethnobotany.

Prerequisites: BIOL208 and minimum grade of C- in BIOL209. Credit will not be given for both this course and BIOL 315.

BIOL 320 Plant Physiology (4 credits)

The goals of this course are to introduce essential topics within the field of plant physiology, and to engage the theme of sustainability in agriculture as an important global issue with numerous plant physiological applications. The course content includes photosynthesis and other biochemical processes of plants, water transport and nutrient uptake, plant interactions with the environment and hormonal regulation of plants. Four laboratory hours per week. Prerequisite: BIOL 207, BIOL 208 and a minimum grade of C- in BIOL 209

BIOL 328 Envir. Toxicology and Health (4 credits)

There is increasing public interest and concern over the connections between environmental quality and human health. This course will explore these connections by providing an introduction to the multidisciplinary field of environmental toxicology—the study of the adverse effects of chemical, biological, and physical agents in the environment on living organisms, including humans. Topics will cover global and local problems including issues of environmental justice and future approaches to sustainably mitigate the major environmental health problems in industrialized and developing countries. Four laboratory hours per week.

Prerequisite: (BIOL 101 OR 102 OR 105 OR 207, BIOL 208 and a minimum grade of C- in BIOL 209) OR ESCI 310 OR PUBH 300 OR Completion or co-enrollment in ENGR 368 OR Completion or co-enrollment in ENGR 361 OR Completion or co-enrollment in CISC 260 OR CISC 360 OR STAT 320 OR STAT 333 OR ECON 315 OR Permission of the instructor plus 80 completed credits.

BIOL 330 Animal Behavior (4 credits)

This course includes the study of animal behavior at

multiple levels connecting neural, hormonal, and genetic mechanisms of behavior to an evolutionary perspective. The adaptive value of behaviors such as display, habitat selection, foraging pattern, and mating system is examined. Theoretical analysis of sexual selection and the evolution of cooperation and altruism are considered. Laboratory work emphasizes the measurement and analysis of animal behavior under natural conditions. Four laboratory hours per week. Prerequisites: BIOL 101 OR 102 OR 105 OR 207, AND BIOL 208, AND a minimum grade of C- in BIOL 209; STAT 220 or MATH 303 recommended. Credit will not be given for both this course and BIOL 331.

BIOL 331 Animal Behavior (no lab) (4 credits)

The purpose of this course is to provide students with an introduction to the study animal behavior at multiple levels of analysis. Principles related to the neural, hormonal, genetic and developmental mechanisms of behavior will be covered using an evolutionary perspective. And, the adaptive value of behaviors such as social display, habitat selection, foraging patterns, and mating systems will be examined. Additionally, theoretical analysis of antipredator adaptations, sexual selection, and the evolution of cooperation and altruism will be considered. Prerequisites: BIOL101 or BIOL102 or BIOL105 or BIOL207, BIOL208 and a minimum grade of C- in BIOL209. Credit will not be given for both this course and BIOL 330.

BIOL 333 Ecology (4 credits)

This course is an exploration of the major concepts in modern ecology, including eco-physiology and adaptation, population growth and regulation, community and ecosystem ecology, and biodiversity and conservation biology. Laboratory and fieldwork will complement these topics and will emphasize careful experimental design and statistical analysis of data. Four laboratory hours per week.

Prerequisite: BIOL 101 or 102 or 207, and a minimum grade of C- in 209. STAT 220 or MATH 303 recommended.

BIOL 335 Conservation Biology (4 credits)

Using approaches from ecology and evolutionary biology, this course examines processes affecting populations of rare and endangered species, as well as control of introduced or pest species. Ecosystem and community-level management projects are addressed in addition to projects directly focused on individual species. Topics include population viability analysis, metapopulations and the geographical structure of populations, genetic diversity within populations, the interaction between populations ecology and population genetics, and

biological control of pests. Laboratory work includes field and laboratory study of species with broad ecological implications for the ecosystems and biological communities of the Upper Midwest. Four laboratory hours per week. Prerequisites: BIOL 101 or BIOL 102 or BIOL 105 or BIOL 207, and a minimum grade of C- in BIOL 209. Credit will not be given for both this course and BIOL 336.

BIOL 336 Conservation Biology (no lab) (4 credits)

Using approaches from ecology and evolutionary biology, this course examines processes affecting populations of rare and endangered species, as well as control of introduced or pest species. Ecosystem and community-level management projects are addressed in addition to projects directly focused on individual species. Topics include population viability analysis, metapopulations and the geographical structure of populations, genetic diversity within populations, the interaction between populations ecology and population genetics, and biological control of pests. Prerequisites: BIOL101 or BIOL102 or BIOL105 or BIOL207 and a minimum grade of C- in BIOL209. Credit will not be given for both this course and BIOL 335.

BIOL 340 Principles of Biochemistry (4 credits)

Principles of Biochemistry examines the chemistry underlying biological phenomena and emphasizes the importance of biochemistry in fields ranging from agriculture to medicine. Major topics include the structure and function of biological molecules; the critical role of enzymes; the generation, storage and regulation of metabolic energy. Prerequisites: CHEM 201, AND a minimum grade of C- in BIOL 209. For all life science majors besides biochemistry, students may not take CHEM440 in addition to this course and receive BIOL credit for CHEM440. For biochemistry majors, this course does not fulfill a BIOL3XX requirement.

BIOL 349 Comp Anat/Phys: Loco &Syst Reg (4 credits)

This course includes an examination of the functional morphology of the vertebrate skeletal, muscular, nervous, and sensory systems. Emphasis will be placed upon the evolution, development and function of these systems as well as the control and integration of all organ systems in vertebrates. This course may be taken as part of a two-semester sequence with BIOL 350 but may also be taken alone. Four laboratory hours per week. Prerequisites: BIOL 207, BIOL 208 and a minimum grade of C- in BIOL 209

BIOL 350 CompAnat/Phys: EnergyAcq&Proc (4 credits)

This course includes an examination of the functional morphology of the vertebrate endocrine, cardiovascular, respiratory, renal, digestive and reproductive systems, including control and integration of organ systems, as well as adaptation to the environment and evolutionary history. Laboratory work will emphasize functional comparisons of vertebrate organ systems and an experimental approach to physiological problems. Four laboratory hours per week. This course may be taken as a part of a two-semester sequence with BIOL 349 or may be taken alone. Prerequisite: BIOL 207, BIOL 208 and a minimum grad of C- in BIOL 209.

BIOL 353 Microscopic Anatomy (4 credits)

Microscopic structure and its relationship to physiological function among the basic tissue types and in selected organ systems. Focus includes levels of biological organization from subcellular to organismal, with emphasis on humans and other mammals. Special consideration is given to the organization and function of integrating systems, including glandular, vascular, and neural, and to the molecular structure of, and functional integration among, cellular junctions and transport mechanisms, cytoskeletal components, and extracellular matrices. Opportunities for participation in experimental or other investigative projects are available. Four laboratory hours per week. Prerequisites: BIOL 208. Credit will not be given for both this course and BIOL 358.

BIOL 354 Neurobiology (4 credits)

This course is an introduction to the study of neuroscience from the cellular, systems, and behavioral perspectives. Topics will include how neural tissues carry information, the ionic basis for neuronal potentials, neurotransmitters and synaptic transmission, sensory and motor systems, and the neural mechanisms of learning, memory and behavior. Four laboratory hours per week. Prerequisites: BIOL 101 OR 102 OR 105 OR 207, AND BIOL 208, AND a minimum grade of C- in BIOL 209

BIOL 355 Neurobiology (without lab) (4 credits)

This course is a classroom-based introduction to neurobiology, with special emphasis on exploring the molecular, cellular and systems aspects of neurons and neural circuitry. We will look at the anatomy and physiology of nerve cells, the mechanisms that underlie neural function, and how these mechanisms allow organisms to function in their environment. Topics will include the ionic basis

for neuronal signaling, neurotransmitters and synaptic function, how information is encoded and transmitted by neural tissues, and neural mechanisms that serve as the basis for sensation, learning and memory. Prerequisite: BIOL101 BIOL102 or BIOL105 or BIOL207, BIOL208 and a minimum grade of C- in BIOL209. Credit will not be given for both this course and BIOL 354.

BIOL 356 Microbiology (4 credits)

The in-depth study of microorganismal biology is directed at gaining an understanding of the mechanisms that underlie the functions of bacteria. The importance of microorganisms as they relate to human disease, industry and the environment will be explored through lectures, readings from the literature and discussions. Laboratory includes an independent research project done in collaboration with the professor and peers. Four laboratory hours per week. Prerequisites: BIOL 207, AND BIOL 208, AND a minimum grade of C- in BIOL 209, AND either: CHEM 111 AND CHEM 112, OR CHEM 115

BIOL 358 Microscopic Anatomy (no lab) (4 credits)

This course provides an introduction to the microscopic anatomy of cells, tissues, and major organs that constitute the mammalian organism. The animal body is composed of a vast diversity of cell types, which are in turn organized into tissues and organs that carry out the complex functions of life. Microscopic anatomy is the study of the cellular architecture of tissues and provides deep insights into the workings of the body. Emphasis is placed on structural-functional correlates at both the light and electron microscopic levels. Students also will explore alterations in normal histology through disease or injury to provide an understanding of the etiology of various disease states. Prerequisite: minimum grade of C- in BIOL208. Credit will not be given for both this course and BIOL 353 Microscopic Anatomy.

BIOL 360 Genetics (4 credits)

This course focuses on a detailed consideration of specific topics in transmission, molecular, and population genetics. Eukaryotic and prokaryotic systems are discussed and genetic reasoning and analysis will be emphasized. Four laboratory hours per week. Prerequisites: A minimum grade of C- in BIOL 207 or BIOL 101 or 105 or BIOL 110, AND BIOL 208, or a permission of the instructor. Students who get credit for this course will not be able to get credit for BIOL 368 and vice versa.

BIOL 361 Medical Geology (4 credits)

This course explores the effects of geologic

materials and processes on human health. Topics include exposure to or deficiency of trace metals and minerals, inhalation of ambient and anthropogenic mineral dusts and volcanic emissions, transportation, modification and concentration of organic compounds, and exposure to radionuclides and microbes and pathogens in various geologic settings. The knowledge and skills covered in this course will provide an understanding of the geological and biological processes controlling various health concerns and thus provides a preparation to contribute to important societal questions. Prerequisites: BIOL 101 OR 102 OR 105 OR 207, AND BIOL 208, AND a minimum grade of C- in BIOL 209.

BIOL 363 Immunology (4 credits)

This course studies the mammalian immune system emphasizing the genetic and cellular basis of the immune response. Basic immunological concepts will be used to explore the mechanisms of transplantation rejection, autoimmunity, AIDS, and other topics of interest. Four laboratory hours per week. Prerequisites: BIOL 101 OR 102 OR 105 OR 207, AND BIOL 208, AND a minimum grade of C- in BIOL 209. Credit will not be given for both this course and BIOL 364.

BIOL 364 Immunology (no lab) (4 credits)

This course will examine the molecular, cellular, and organismal aspects of the human immune system. The goal is to arrive at a clear, memorable understanding of how the immune system protects us from disease, and what can go wrong when it is either overly active or not active enough. The format will consist of less traditional lecturing and more active learning, supported by the instructor. Classroom periods will involve collaborative and creative work by and among students to collectively improve everyone's learning and understanding. A significant amount of independent work outside the classroom is also required. This course does not include a laboratory component. Prerequisite: BIOL101 or BIOL102 or BIOL105 or BIOL207, BIOL208 and a minimum grade of C- in BIOL209. Credit will not be given for both this course and BIOL 363 Immunology.

BIOL 365 Developmental Biology (4 credits)

An examination of current molecular mechanisms underlying morphogenic processes during embryogenesis using a wide variety of animal model systems and the experimental basis for those concepts. Laboratory work may include an experimental investigation culminating in a written report in scientific format based on that investigation and grounded in relevant primary literature. Four

laboratory hours per week. Prerequisites: BIOL 208, and a minimum grade of C- in BIOL 209. Credit will not be given for both this course and BIOL 366.

BIOL 366 Developmental Biology (no lab) (4 credits)

Developmental Biology studies the mechanisms involved in growth and development of complex organisms. This course aims to provide an examination of current cellular and molecular mechanisms underlying major developmental processes using a wide variety of animal model systems, and the experimental basis for those concepts. We will explore how the body axes are established, how organs are formed, how does the brain develop, what is sex determination, and what role do embryonic and adult stem cells play during development. Prerequisite: BIOL 208 and a minimum grade of C- in BIOL 209. Credit will not be given for both this course and BIOL 365

BIOL 368 Genetics (no lab) (4 credits)

This course focuses on a detailed consideration of specific topics in transmission, molecular, and population/quantitative genetics. Eukaryotic and prokaryotic systems are discussed, and emphasis is placed on addressing how geneticists study biological problems. Genetic reasoning and analysis will be highlighted. Prerequisites: BIOL101 or BIOL105 or BIOL110 or BIOL207, and a minimum grade of C- in BIOL208 (or permission from course instructor). Students who get credit for this course will not be able to get credit for BIOL360 and vice versa.

BIOL 371 Cell Biology (4 credits)

An advanced investigation of topics in cell structure and the regulation of cellular activities, including signal transduction, protein transport, cell-cycle regulation, and cellular movement, emphasizing molecular mechanisms, current concepts and their experimental basis. Includes significant use of the primary literature. Four laboratory hours per week. Prerequisite: BIOL 208, and a minimum grade of C- in BIOL 209. Credit will not be given for both this course and BIOL 372.

BIOL 372 Cell Biology (no lab) (4 credits)

An advanced investigation of topics in cell structure and the regulation of cellular activities, including signal transduction, protein transport, cell-cycle regulation, and cellular movement, emphasizing molecular mechanisms, current concepts and their experimental basis. Includes significant use of the primary literature. Prerequisites: BIOL 208 and a minimum grade of C- in BIOL 209. Credit will not be given for both this course and BIOL 371.

BIOL 375 Endocrinology (4 credits)

This course is intended to give an overall introduction to the major endocrine systems of vertebrates and their involvement in the control of physiological functions. Major principles involved in signaling by hormones, the integration of hormonal mechanisms to maintain homeostasis, and the evolution of endocrine systems will be covered. Emphasis will be placed on similarities and differences among vertebrate groups, but focus will be primarily mammalian endocrinology. The primary objective is to highlight the complexity of control and integration of physiological functions by chemical signals such as hormones. Prerequisites: BIOL 101 OR 102 OR 105 OR 207, AND BIOL 208, AND a minimum grade of C- in BIOL 209. Credit will not be given for both this course and BIOL 377.

BIOL 377 Endocrinology (no lab) (4 credits)

This course is intended to give an overall introduction to the major endocrine systems of vertebrates and their involvement in the control of physiological functions. Major principles involved in signaling by hormones, the integration of hormonal mechanisms to maintain homeostasis, and clinical aspects of endocrine systems will be covered. Emphasis will be placed on mammalian endocrinology, highlighting normal and pathological conditions in humans to understand the complexity of control of physiological functions by chemical signals such as hormones. Prerequisite: BIOL101 or BIOL102 or BIOL105 or BIOL207, BIOL208 and a minimum grade of C- in BIOL209. Credit will not be given for both this course and BIOL 375.

BIOL 389 Research (2 or 4 credits)

BIOL 391 Research (0 to 4 credits)

BIOL 392 Research (2 credits)

BIOL 393 Individual Study (1 to 4 credits)

BIOL 395 Topics (2 credits)

BIOL 396 Topics (2 credits)

BIOL 397 Topics (4 credits)

BIOL 398 Topics (4 credits)

BIOL 415 Plant Physiology & Stress (4 credits)

This course examines fundamental principles in plant physiology, such as photosynthesis and plant water transport. In addition, special focus will be given to understanding how plants survive and adapt to adverse environmental conditions, e.g. drought, nutrient limitation, and extreme

temperatures. Four hours laboratory per week. The laboratory will include an independent research project. Prerequisites: A minimum grade of C- in BIOL 209; any 300-level BIOL course

BIOL 430 Evolutionary Ecology (4 credits)

The influence of natural selection on behavior in relation to ecological conditions. Emphasis is on integration of theoretical and experimental methods. Includes critical reading of papers from the primary literature and completion of a significant independent research project. Four laboratory hours per week. Prerequisites: A minimum grade of C- in BIOL 330 or 333, or in any two 300-level biology courses; STAT 220 or MATH 303 strongly recommended

BIOL 435 Aquatic Biology (4 credits)

Characteristics of lakes, streams and other aquatic habitats; including plant and animal communities, water chemistry and productivity. Use of recent primary literature to learn and evaluate field techniques, data collection and data analyses. Both individual and class research projects focus on aquatic systems. Four laboratory hours per week. Prerequisites: A minimum grade of C- in BIOL 330 or 333, or in any two 300-level biology courses; STAT 220 or MATH 303 strongly recommended

BIOL 460 Cancer Biology (4 credits)

Cancer Biology focuses on the molecular and cellular events that contribute to cancer. Topics include oncogenes and tumor suppressors, apoptosis, cancer stem cells, angiogenesis, and tumor metastasis. The laboratory will focus on independent research utilizing cellular and molecular techniques widely used in cancer research. Four laboratory hours per week. Prerequisites: At least one of the following: BIOL 340 (Principles of Biochemistry), BIOL 349 and 350 (Comparative Anatomy and Physiology), BIOL 354 (Neurobiology), BIOL 356 (Microbiology), BIOL 360 (Genetics), BIOL 363 (Immunology), BIOL 371 (Cell Biology); or permission from instructor

BIOL 462 Molecular Biology (4 credits)

An investigation of current concepts in molecular biology including gene expression and its regulation, the organization of genetic information, recombinant DNA techniques, oncogenes and genetic engineering. The laboratory consists of a collaborative research project. Four laboratory hours per week. Prerequisites: A minimum grade of C- in BIOL 356, 360, or 371. Alternative prerequisites may be accepted with the permission of the instructor.

BIOL 464 Bioinformatics (4 credits)

Bioinformatics is an emerging field in the sciences that arises from interactions between biology, biochemistry, and computational science. The goal of bioinformatics is to find ways to sort, compare, and decode nucleotide and protein sequences to identify underlying similarities and patterns that are biologically relevant. This knowledge of bioinformatics along with the advent of genome sequencing has changed how scientists investigate problems. Instead of looking at how one gene or protein is affected by a particular problem, we now look at how the entire genome (genomics) or the entire organism (proteomics) responds. This course will introduce you to the tools that are available for these types of analyses and how the information gained from these tools is used to generate hypotheses in all areas of biological science. Four laboratory hours per week. Prerequisites: Any two 300-level biology course (one of which can be CHEM 440).

BIOL 467 Emerging Infectious Diseases (4 credits)

This course focuses on emerging infectious diseases from many different perspectives with particular attention to the ways in which human behavior is altering the ecology of infectious disease transmission, thereby promoting emergence of these diseases as a major global health threat. The course will be a seminar format designed around case studies, discussion, guest speakers, and student projects. Laboratory will consist of an independent research project done in collaboration with the professor and peers. Four laboratory hours per week. Prerequisites: Two biology courses at the 300-level or above

BIOL 471 Evolution (4 credits)

This course is an advanced exploration of the major concepts in modern evolutionary biology, including adaptation and natural selection, evolutionary genetics and microevolution, macroevolution, and molecular evolution. Applications of evolutionary thinking to such topics as medicine, aging, life history patterns, and behavior will be major foci. Four laboratory/recitation hours per week. Prerequisites: A minimum grade of C- in BIOL 209; any 300-level BIOL course

BIOL 472 Evolution Medicine Psychology (4 credits)

This course explores how the principles of evolutionary biology can be used to enhance our understanding of human disease and social psychology. In the first half of the course we will explore such topics as the evolution of virulence in

pathogens, the persistence of genetic diseases in human populations, the evolutionary basis of aging, and the disease consequences of mismatches between our current environment and the environment in which humans evolved. In the second half of the course we will study the relationships between human social psychology and social interactions and will consider such topics as mate choice, parent-offspring relations, selfishness and altruism, and the possible evolutionary basis of various mental illnesses. Four laboratory/recitation hours per week. Prerequisites: A minimum grade of C- in BIOL 209; any 300-level BIOL course.

BIOL 474 Biology of Global Health Sem (4 credits)

This seminar, required for all senior Biology of Global Health majors, challenges students to examine the multiple aspects of global health in a unifying manner. In this seminar, students will integrate experiential learning with current research and broad applications of global health, and will complete a capstone project focusing on a global health issue. This senior capstone course allows students majoring in Biology of Global Health to analyze specific issues and problems using the knowledge and understanding gained by completing the other required courses in the program. This course does not fulfill the Biology B.A. or Biology B.S. requirement for a 400-level course. Prerequisite: Senior status as a declared Biology of Global Health major.

BIOL 476 Experiential Learning (1 to 4 credits)

BIOL 480 Urban Ecosystem Ecology (4 credits)

In 1800, there were around 1-billion people on the planet, and only three percent lived in urban areas. Today we are approaching 8-billion humans, and more-than half live in cities. This course explores how cities function as ecosystems and shape local, regional, and global ecological and biogeochemical processes. We will examine how carbon, nutrients, and energy enter the city in the form of food and other resources, and exit as waste, and will use this conceptual framework to assess opportunities to move towards sustainability. We will make extensive use of primary literature and apply ecological network analysis tools to contrast human-dominated ecosystems with natural ecosystems. Students will design and implement independent research projects, and will work collaboratively to apply knowledge and skills to real-world urban sustainability problems. Prerequisite: C- or better in at least two 300-level BIOL courses.

BIOL 484 Seminar (2 credits)

Investigation of selected problems in biology at an advanced level, involving student presentations based on the primary literature. The subject will vary and will be announced in the annual Class Schedule.. These courses may, with approval of the department chair, be used to fulfill the 400-level requirement for the major. Prerequisite: Upper-class standing and permission of the instructor and 80 completed credits.

BIOL 485 Seminar (4 credits)

Investigation of selected problems in biology at an advanced level, involving student presentations based on the primary literature. The subject will vary and will be announced in the annual Class Schedule.. These courses may, with approval of the department chair, be used to fulfill the 400-level requirement for the major. Prerequisite: Upper-class standing and permission of the instructor and 80 completed credits.

BIOL 486 Seminar (4 credits)

Investigation of selected problems in biology at an advanced level, involving student presentations based on the primary literature. The subject will vary and will be announced in the annual Class Schedule.. These courses may, with approval of the department chair, be used to fulfill the 400-level requirement for the major. Prerequisite: Upper-class standing

BIOL 488 Topics (2 credits)

BIOL 489 Topics (4 credits)

BIOL 490 Topics (4 credits)

BIOL 491 Individual Research (2 or 4 credits)

BIOL 492 Individual Research (2 credits)

BIOL 493 Individual Research (4 credits)

BIOL 495 Individual Study (2 or 4 credits)

BIOL 496 Individual Study (1 to 2 credits)

BUSINESS

ADMINISTRATION - OPUS COLLEGE OF BUSINESS

Opus College of Business

McNeely Hall (MCH) 128, (651) 962-5544

Thompson Interim Associate Dean, Undergraduate Programs

[Opus College of Business Web Site](#)

The programs in Business Administration provide a carefully designed curriculum that balances practice and theory. Students begin by building a foundation of knowledge and basic with first year business courses as well as allied courses in economics, statistics and mathematics. They then take a series of core courses that span the functional areas of business. These include accounting, finance, business law, operations and management, and marketing. An ongoing, in-depth study of business ethics and decision-making is woven into the curriculum, helping students not only align their values with their future business practices, but helping them understand the conflicts and challenges modern business leaders face. Students may build greater knowledge in several different concentrations (listed below). Students may also combine a general business concentration with a minor in another field, such as economics, data analytics, music, foreign language, etc. A plan of study is available for students interested in both a B.A. in business administration and a B.S. in mechanical or electrical engineering. See the Department of Engineering section of this catalogue or contact the Opus College of Business for further information.

Students may choose to provide a practical element to their academic experience through consulting projects developed by the Small Business Development Center or through internships and other opportunities to work with businesses in the Twin Cities.

Opus College of Business faculty provide students with hands-on, interactive learning experiences such as presentations, group projects, case studies, simulations, guest speakers - as well as stimulating discussion and debate.

It is expected that students majoring in business administration will take their business courses at St. Thomas. Students must have prior approval before registering for a business course at another school. All students who major in business administration must take a minimum of 28 credits in Opus College of Business courses at the University of St. Thomas; at least 16 of these 28 credits must be from courses in the department of the student's major concentration. For students with a concentration in general business, the residency requirement is a minimum of 22 credits in Opus College of Business

courses at the University of St. Thomas with at least 8 of these 22 credits in the general business concentration. Credits earned at ACTC colleges and through affiliated programs abroad do not count toward this residency requirement with the exception of the London Business semester program. Students majoring in business administration must complete a minimum of 76 credits that are outside the Opus College of Business.

All Opus College of Business courses taken by business administration majors and minors must be taken for a letter grade. These courses may not be taken on a pass/fail basis.

Credits for Opus College of Business courses taken more than eight years ago (or more than five years ago for credits in a major concentration) will be accepted but may not fulfill current requirements.

Student Honor Pledge

It is the expectation that Opus College of Business students will become highly principled global business leaders, and students are expected to maintain the highest standards of integrity while enrolled in the business program. Honesty and integrity in the conduct of academic life is fundamental to the principle of independent learning and growth. The Honor Pledge (below) is signed by undergraduate business students at the time they declare their business major or minor, as an affirmation of their commitment to accept personal responsibility for their own behavior, and conduct themselves in an ethical manner with academic honesty and integrity.

As a student in the Undergraduate Program of the Opus College of Business, I will adhere to the University academic integrity policy, and I will act with honesty, integrity, respect, and accountability in all my actions.

Beta Gamma Sigma Honor Society

Beta Gamma Sigma is the International Honor Society for business students at AACSB accredited business schools. The organization recognizes students in the top 10% of the sophomore, junior, and senior classes annually by institutional GPA. Each spring, eligible students receive invitations to join from the college. This is the highest academic honor that can be achieved in the Opus College of Business.

Major in Business Administration (B.A.)

- One of the business concentrations of:
- Accounting
- Business Communication
- Entrepreneurship
- Finance Management
- General Business
- Human Resource Management
- International Business
- Leadership and Management
- Law and Compliance
- Marketing
- Supply Change Management
- Real Estate Studies (B.S.)
- BUSN 100: Business for the Common Good (2 credits)
- ENTR 100: Introduction to Entrepreneurship & Innovation (2 credits)
- ACCT 100: Principles of Accounting I (4 credits)
- BUSN 200: Business Learning Through Service (0 credit)
- ACCT 200: Principles of Accounting II (2 credits)
- OPMT 300: Operations & Supply Chain Management (2 credits)
- FINC 310: Core Financial Management (2 credits)
- MKTG 200: Introduction to Marketing (2 credits)
- MGMT 200: Working Skillfully in Organizations (2 credits)
- BLAW 300: Law for Business Leaders I (2 credits)
- BETH 300: Ethical Principles in Business (2 credits)

Accounting (ACCT)

Opus College of Business

Department of Accounting

Grimm (chair), Asdemir, Blazovich, Chui, DeVinck, Fluharty, Gao, Ishaug, Matson, Mortenson, Radermacher, Sathe, White, Yu

The University of St. Thomas accounting program meets the current education requirements set by the Minnesota Board of Accountancy to take the Certified Public Accountant (CPA) Examination, and for CPA licensure, in Minnesota. CPA licensure in Minnesota requires the applicant to have completed 150 semester hours of college or university education, passed the CPA Examination, passed an ethics examination, and completed relevant work experience. (Most other states have similar requirements.) The University of St. Thomas offers alternatives by which students can meet the 150-hour requirement, including master's degrees (Master of Science in accountancy or Master of Business Administration) and baccalaureate coursework. Questions should be directed to the chair of the Department of Accounting or to a department faculty member.

Concentration in Accounting **Business Core Course:**

Note: The required core business courses (BUSN 100, ENTR 100, ACCT 100, ACCT 200, BUSN 200, FINC 310, OPMT 300, MKTG 200, MGMT 200, BETH 300, BLAW 300) must be completed by the end of the sophomore year. Transfer students who have not had an equivalent course must complete these courses by the end of their first semester, junior year.

Elective Courses in Business Core:

Eight credits from undergraduate courses with designations ACCT / BETH / BLAW / BUAN / BUID / ENTR / FINC / IBUS / MGMT / MKTG / OPMT / REAL. These credits may not fulfill any required concentration credits unless you have more than one business concentration. These credits may be taken in courses within the department of the student's business concentration. Transfer credits with these designations must be at the 300 level or above.

Concentration Courses:

- ACCT 311 Intermediate Accounting I (4 credits)

- ACCT 312 Intermediate Accounting II (4 credits)
- ACCT 314 Tax Accounting (4 credits)
- ACCT 316 Auditing (4 credits)
- ACCT 317 Cost Accounting (4 credits)
- ACCT 410 Advanced Accounting (4 credits)
- BLAW 311 Advanced Business Law for Accounting (2 credits)

Allied requirements:

- ECON 251 Principles of Macroeconomics (4 credits)
- ECON 252 Principles of Microeconomics (4 credits)
- CISC 200 Introduction to Computer Technology and Business Applications (4 credits)
- CISC 419 Accounting Information Systems (4 credits)
- STAT 220 Statistics I (4 credits)

Note: STAT 220 should be completed by the end of the sophomore year. Transfer students who have not had an equivalent course must complete this course by the end of their first semester, junior year.

Plus four credits from the following:

- MATH 101 Finite Mathematics (4 credits)
- MATH 109 Calculus with Review II (4 credits)
- MATH 111 Calculus for Business and Social Science (4 credits)
- MATH 113 Calculus I (4 credits)

Note: The math requirement must be completed by the end of the sophomore year.

ACCT Course Catalog

ACCT 100 Principles of Accounting I (4 credits)

The course introduces students to the discipline of accounting through an introduction to financial and managerial accounting. Financial accounting is an integral part of the planning, reporting and control functions of every business. Financial accounting data provide insights about the firm's financial condition, operating results, cash flows and capital

structure to facilitate decision making. Managerial accounting is used internally by businesses for cost management, planning and controlling, and strategic decision-making. This course introduces the primary financial statements, fundamental financial accounting terminology and calculations, as well as the interpretation and analysis of financial statements. The managerial accounting topics covered in this course include cost types and classifications. The differences between financial and managerial accounting are presented throughout the course. Ethical aspects of accounting are included. 4 credits. Note: Students who receive credit for ACCT 100 may not receive credit for ACCT 210.

ACCT 200 Principles of Accounting II (2 credits)

Managerial accounting is used internally by businesses for cost management, planning and controlling, and strategic decision-making. Managerial accounting emphasizes the relevance and timeliness of data. The managerial accounting topics covered in this course include application of cost within corporate environment, break-even analysis, budgeting and differential analysis. 2 credits Prerequisites: ACCT 100 or ACCT 210 Note: Students who receive credit for ACCT 200 may not receive credit for ACCT 215.

ACCT 210 Intro to Financial Accounting (4 credits)

Financial accounting is an integral part of the planning, reporting and control functions of every business. Financial accounting data provide insights about the firm's financial condition, operating results, cash flows and capital structure to facilitate decision making. This course introduces the primary financial statements, fundamental financial accounting terminology and calculations, as well as the interpretation and analysis of financial statements. Ethical aspects of accounting are included. Prerequisites: Sophomore standing Note: Students who receive credit for ACCT 210 may not receive credit for ACCT 100.

ACCT 215 Managerial Accounting (4 credits)

This course is designed to give students an understanding of how accounting and business information is used in planning, budgeting, decision-making, and performance evaluation. Prerequisites: ACCT 210 and sophomore standing Note: Students who receive credit for ACCT 215 may not receive credit for ACCT 200

ACCT 243 Individual Study (2 or 4 credits)

ACCT 269 Research (2 or 4 credits)

ACCT 295 Topics (2 credits)**ACCT 296 Topics (2 credits)****ACCT 311 Intermediate Accounting I (4 credits)**

The theory of accounting is studied as it relates to the external financial reporting requirements of profit-oriented businesses. Major subjects include review of the basic financial statements, valuation of most assets, and revenue recognition. Prerequisites: ACCT 100 or ACCT 210 and sophomore standing

ACCT 312 Intermediate Accounting II (4 credits)

A continuation of ACCT 311. A study is made of the remaining balance sheet accounts with special emphasis on the capital structure of corporations. In addition, complex accounting matters such as tax allocation, pension applications, lease capitalization and current value accounting concepts are reviewed. Prerequisites: ACCT 311; FINC 310 (may be taken concurrently) or FINC 321 (may be taken concurrently); and CISC 200 (may be taken concurrently).

ACCT 314 Tax Accounting (4 credits)

This course is designed to give students an in-depth introduction to the tax system. The primary focus is federal income taxation for business. Secondary focus areas include individual, international, and state taxation, as well as the operation of flow-through legal entities and various tax accounting methods. This course helps students develop skills in the areas of on-line tax research, technical writing, preparation of tax returns including the use of commercially available tax return software, and tax accounting. Foundational elements include ethical and policy considerations in the tax field. Prerequisites: ACCT 100 or ACCT 210 and junior standing

ACCT 315 Individual Income Tax (4 credits)

A study of the fundamentals of federal income tax law as it applies to individuals. Topics include: filing status, dependents, gross income, itemized deductions, tax credits, cost recovery, property transactions, and the alternative minimum tax. Prerequisite: Junior standing

ACCT 316 Auditing (4 credits)

This course emphasizes the independent auditor's role and function. Topics include auditing standards, ethics, legal responsibilities, evidence, internal control evaluation, transaction cycles, statistics and financial fraud. The basis for the auditor's report is emphasized. Prerequisites: ACCT 311 and junior standing

ACCT 317 Cost Accounting (4 credits)

A rigorous study is made of the elements of product costs, including job, process, standard, and variable costing systems and procedures. A managerial emphasis is added through inclusion of cost-volume-profit relationships, budgeting techniques, and other selected topics. Prerequisites: ACCT 200 or ACCT 215, ACCT 311 and junior standing

ACCT 320 Accounting Analytics (4 credits)

This course covers an accountant's perspective of business analytics for corporate decision-making support. The course emphasizes analytics applications for accounting-related use cases. Students build upon foundational business statistics knowledge, usage skills for typical business application solutions (e.g., Excel, relational databases, workflow automation), and a repeatable data problem-solving approach. Course topics include: accounting analytics overview, problem framing and scope setting, data identification and management, descriptive analytics, storytelling with data visualization, and written and/or oral communication of accounting analytics results. Prerequisites: CISC 200, STAT 220, and one of the following: ACCT 311 or OPMT 300.

ACCT 389 Research (2 or 4 credits)**ACCT 393 Individual Study (2 or 4 credits)****ACCT 410 Advanced Accounting (4 credits)**

The special accounting considerations of consolidated financial statements are considered in depth. Additional topics include foreign operations, partnerships, governments, and nonprofit organizations. Prerequisites: ACCT 312 and senior standing

ACCT 414 Advanced Tax (2 credits)

Explores advanced tax topics within both individual and business taxation. Studies include individual tax planning, pass-through entities, tax-exempt organizations, and international taxation. Students will learn how data analytic skills are deployed within the tax professional industry. Prerequisites: ACCT 314

ACCT 476 Experiential Learning (1 to 4 credits)**ACCT 488 Topics (2 credits)****ACCT 491 Research (2 or 4 credits)****ACCT 495 Individual Study (2 or 4 credits)**

Business Analytics Co-Concentration (BUBA)

Opus College of Business

Co-Concentration in Business Analytics

Students completing a Major in Business Administration with any of the following concentrations may also complete a co-concentration in Business Analytics:

- Accounting
- Business Communication
- Entrepreneurship
- Finance
- Human Resource Management
- International Business
- Leadership and Management
- Law and Compliance
- Marketing
- Operations and Supply Chain Management
- Real Estate Studies (B.S.)

In addition to the requirements for completing one of the above concentrations, completion of the co-concentration in Business Analytics will require the completion of the following:

Co-Concentration Courses:

- BUAN 201 Data for Business (2 credits)
- BUAN 401 Business Analytics Projects (4 credits)
- BLAW 315 / BETH 315 Law & Ethics of Data Privacy & Security (2 credits)
- MKTG 245 Storytelling with Business Data (2 credits)
- OPMT 320 Decision Analysis (4 credits)

Plus four credits from the following:

- ACCT 320 Accounting Analytics (4 credits)
- FINC 475 Financial Modeling and Analytics (4 credits)

- MKTG 345 Marketing Analytics (4 credits)
- OPMT 350 Supply Chain Management (4 credits)

Allied requirements:

- CISC 200 Introductory Computer Technology and Business Applications (4 credits)

Plus four credits from the following:

- ECON 311 Forecasting (4 credits)
- ECON 315 Introduction to Econometrics (4 credits)
- STAT 320 Statistics II (4 credits)

Note: Students completing the co-concentration in Business Analytics may not also receive a Minor in Data Analytics.

BUAN Course Catalog

BUAN 201 Data for Business (2 credits)

This course is intended for aspiring business data analysts who will be working on business analytics projects and interacting with data analytics specialists (e.g., model producers and enablers). This course will introduce students to a selected business analytics software solution, providing basic skills required of business data analysts. This course covers the core analytic techniques of data preparation, data exploration and data visualization, in the context of working with business data. Prerequisites: STAT 220

BUAN 401 Business Analytics Projects (4 credits)

This project-based course provides an opportunity for students to manage a business analytics project and implement the breadth of skills developed throughout the Business Analytics co-concentration. The goal is to provide you an opportunity to manage a beginning-to-end project including all aspects of client and project management, business problem analysis, data management and analysis, and presentation of the results. Small teams of students will work together to manage the project and develop the project deliverables. This course has higher than normal expectations of work outside of class due to the nature of business analytics projects and the expectation of high levels of professional quality. Prerequisites: STAT 220; BUAN 201; STAT 320 or ECON 311 or ECON 315; MKTG 245; BETH 315 / BLAW 315; OPMT 320; and ACCT 320, or MKTG 345, or FINC 475, or OPMT 350.

BUAN 476 Experiential Learning (1 to 4 credits)

Concentration in Business Communication

There is an increasingly widespread desire within the business community for improved communication, from face-to-face and mass communication, with both internal and external audiences. The concentration in business communication is designed to provide students a firm understanding of business fundamentals, plus background knowledge and for professional skills necessary to contribute to both corporate and marketing communication.

In addition to the general core courses required of all business majors, students who elect this concentration take additional courses that focus on fundamentals and facets of business communication, selected with the guidance of their adviser. These courses can allow for specific interest in corporate or marketing communication, or provide a broad preparation for both. Allied and required courses in this concentration have been selected to provide supporting skills in writing, presentation, and managing information and data for reporting in professional roles.

Electives will provide deeper dives into the strategies and tactics necessary to support the mission of any organization in roles requiring professional communicators with business acumen to contribute to marketing communication and general corporate reputation management.

Business Core Courses:

- BUSN 100: Business for the Common Good (2 credits)
- ENTR 100: Introduction to Entrepreneurship & Innovation (2 credits)
- ACCT 100: Principles of Accounting I (4 credits)
- BUSN 200: Business Learning Through Service (0 credit)
- ACCT 200: Principles of Accounting II (2 credits)
- OPMT 300: Operations & Supply Chain Management (2 credits)

- FINC 310: Core Financial Management (2 credits)
- MKTG 200: Introduction to Marketing (2 credits)
- MGMT 200: Working Skillfully in Organizations (2 credits)
- BLAW 300: Law for Business Leaders I (2 credits)
- BETH 300: Ethical Principles in Business (2 credits)

Note: The required core business courses (BUSN 100, ENTR 100, ACCT 100, ACCT 200, BUSN 200, FINC 310, OPMT 300, MKTG 200, MGMT 200, BETH 300, BLAW 300) must be completed by the end of the sophomore year. Transfer students who have not had an equivalent course must complete these courses by the end of their first semester, junior year.

Elective Courses in Business Core

Ten credits from undergraduate courses with designations ACCT / BETH / BLAW / BUAN / BUID / ENTR / FINC / IBUS / MGMT / MKTG / OPMT / REAL. These credits may not fulfill any required concentration credits unless you have more than one business concentration. These credits may be taken in courses within the department of the student's business concentration. Transfer credits with these designations must be at the 300 level or above.

Concentration Courses:

- MKTG 201 Application in Marketing (2 credits)
- MKTG 320 Integrated Marketing Communications (4 credits)
- BCOM 435: Management Priorities and the Business Communicator (4 credits)
- JOUR/DIMA/STCM 111 Introduction to Mass Media (4 credits)
- BUSN 202 MS Excel Business Applications (0 credits)
or CISC 200 Intro to Computer Technology & Business Applications (4 credits)

Plus 8 additional credits from the following courses (at least 4 credits from STCM or JOUR or COMM):

- STCM 234 Principles of Strategic Communication (4 credits)
- STCM 344 Writing for Strategic Communication (4 credits - Prereq STCM 234)
- JOUR 258 Writing/Designing for the Web (4 credits)
- COMM 370 - Intercultural Communication (4 credits)
- MGMT 367: Leading and Managing Change (2 credits)
- MKTG 340 Marketing Research (4 credits)
- MKTG 370 Consumer Behavior (4 credits)
- MKTG 380 Digital Marketing (4 credits)
- MKTG 390 Marketing Strategy (4 credits)
- BLAW 313 Essentials of Intellectual Property Law (2 credits)
- MKTG topics courses, as approved (2 - 4 credits)
- Allied Requirements:
- ECON 251 Principles of Macroeconomics (4 credits)
- ECON 252 Principles of Microeconomics (4 credits)
- STAT 220 Statistics I (4 credits)

Note: STAT 220 should be completed by the end of the sophomore year. Transfer students who have not had an equivalent course must complete this course by the end of their first semester, junior year.

Plus four credits from the following:

- MATH 101 Finite Mathematics (4 credits)
- MATH 109 Calculus with Review II (4 credits)
- MATH 111 Calculus for Business and Social Science (4 credits)
- MATH 113 Calculus I (4 credits)

Note: The math requirement must be completed by the end of the sophomore year.

Plus four credits from the following:

- COMM 100 Public Speaking (4 credits)
- COMM 105 Communication in the Workplace (4 credits)
- COMM 320 Organizational Communication (4 credits)
- COMM 370 Intercultural Communication (4 credits)

BCOM Course Catalog

BCOM 435 Mgmt Priorities and BCOM (4 credits)

This course is designed to develop greater insight into the relationship between communicators and management and leadership. By understanding the mindset of senior leaders and managers through a series of texts, case histories, articles, and classroom discussion, students will develop an understanding of the many variables and considerations linking communication strategy to organizational in decision making. In addition to understanding the mindset and priorities of senior leadership and management, students will learn and review a variety of communications strategies and tactics that can be employed to best meet the unique needs of a situation and thereby effectively contribute to communication necessary to organizational success, as seen by senior level leadership. Prerequisite: Senior standing, MKTG 201 & 320, plus one JOUR/DIMA/STCM 2XX or higher.

BCOM 476 Experiential Learning (1 to 4 credits)

Co-Major of Strategic and Business Communication

The Co-Major of Strategic and Business Communication offers a highly focused and streamlined curriculum for students interested in careers of strategic business communication, an integrated industry of marketing, public relations, advertising and digital communication, in businesses and non-profit organizations. Students with the co-major will develop both a solid and well-rounded foundation of business acumen and specialized and professional skills in strategic communication.

Students of the Co-Major in Strategic and Business Communication will take the following courses (total 82-88 credits)

Strategic Communication Major Core Courses (30-32 credits):

- STCM 111 Introduction to Journalism and Mass Media (4 credits)
- STCM 234 Principles of Strategic Communication (4 credits)
- STCM 244 Research, Measurement, and Evaluation (4 credits)
- STCM 344 Writing for Strategic Communication (4 credits)
- STCM 346 Digital Content and Strategy in Strategic Communication (4 credits)
- STCM 380 Ethics in Strategic Communication (4 credits)
- STCM 476 Experiential Learning (2 or 4 credits)
- STCM 480 Capstone: Strategic Communication Campaigns (4 credits)

Business Communication Courses (32-36 credits):

- ACCT 100 Principles of Accounting I (4 credits)
- ACCT 200 Principles of Accounting II (2 credits)
- BETH 300 Ethical Principles in Business (2 credits)
- BLAW 300 Law for Business Leaders I (2 credits)
- BUSN 100 Business for the Common Good (2 credits)
- BUSN 200 Business Learning through Service (0 credits)
- ENTR 100 Introduction to Entrepreneurship & Innovation (2 credits)
- FINC 310 Core Financial Management (2 credits)

- MGMT 200 Working Skillfully in Organizations (2 credits)
- MKTG 200 Introduction to Marketing (2 credits)
- MKTG 201 Application in Marketing (2 credits)
- MKTG 320 Integrated Marketing Communications (4 credits)
- OPMT 300 Operations & Supply Chain Management (2 credits)
- BUSN 202 MS Excel Business Applications (0 credits)
or CISC 200 Intro to Computer Technology & Business Applications (4 credits)

Plus four additional credits from the following courses (4 credits):

- BLAW 313 Essentials of Intellectual Property Law (2 credits)
- MGMT 367 Leading and Managing Change (2 credits)
- MKTG 340 Marketing Research (4 credits)
- MKTG 370 Consumer Behavior (4 credits)
- MKTG 380 Digital Marketing (4 credits)
- MKTG 390 Marketing Strategy (4 credits)

Allied Courses: (20 credits)

Twelve credits from the following (12 credits). Note: STAT 220 should be completed by the end of the sophomore year. Transfer students who have not had an equivalent course must complete this course by the end of their first semester, junior year.

- ECON 251 Principles of Macroeconomics (4 credits)
- ECON 252 Principles of Microeconomics (4 credits)
- STAT 220 Statistics I (4 credits)

Plus four credits from the following (4 credits)

Note: The math requirement must be completed by the end of the sophomore year.

- MATH 101 Finite Mathematics (4 credits)
- MATH 109 Calculus with Review II (4 credits)
- MATH 111 Calculus for Business and Social Science (4 credits)
- MATH 113 Calculus I (4 credits)

Plus four credits from the following (4 credits)

- STCM 250 Science, Media, and Social Impact (4 credits)
- STCM 260 Corporate Communication (4 credits)
- STCM 360 Brand Reputation and Crisis Management (4 credits)
- COMM100 Public Speaking (4 credits)
- COMM105 Communication in the Workplace (4 credits)
- COMM 212 Communication Criticism (4 credits)
- COMM 220 Interpersonal Communication (4 credits)
- COMM 244 Sport Communication (2 credits)
- COMM 246 Building Communication Skills Through Improvisation (2 credits)
- COMM 274 Small Group Communication (4 credits)
- COMM 320 Organizational Communication (4 credits)
- COMM 366 Persuasion & Social Influence (4 credits)
- COMM 370 Intercultural Communication (4 credits)
- DIMA/JOUR 232 Visual Media in Theory and Practice (4 credits)
- DIMA/JOUR 240 Digital Imagery and Sound (4 credits)
- DIMA 358 Writing and Designing for the Web (4 credits)

Business in a Digital World

Technology is transforming all aspects of industry and society. The Business in a Digital World Certificate is intended to complement your primary major by developing foundational knowledge in technologies such as artificial intelligence (AI), blockchain, and virtual reality. Students will gain additional job-ready skills by completing a digital transformation project for a real-world client. Developed with input from business leaders, this 12-credit certificate will help you stand out as a digital savvy job candidate.

The certificate is available to St. Thomas undergraduates from any major with no prior technical knowledge required.

Required Courses (4 Credits)

- BUID 301 - Emerging Technology in Business (2 Credits)
- BUID 302 - Digital Transformation Applications (2 Credits)

Elective Courses (8 Credits; 4 credits must be taken outside of Opus College of Business)

- BUAN 201 - Data for Business (2 credits)
- ENTR 325 - Digital Transformation & Innovation in Healthcare (2 credits)
- BLAW 315 - Law & Ethics of Data (2 credits)
- OPMT 375 - Digital Supply Chain Management (2 credits)
- ENTR 320 - Tech Prototyping (4 credits)
- MKTG 345 - Marketing Analytics (4 credits)
- MKTG 380 - Digital Marketing (4 credits)
- BETH 390 - Tech, Society & the Human Person (4 credits)
- ACCT 320 - Accounting Analytics (4 credits)
- OPMT 320 - Decision Analysis (4 credits)
- FINC 475 - Financial Modeling & Analytics (4 credits)

- ENGR 230 - Digital Design (4 credits)
- PHIL 255 - Technology & Ethics (4 credits)
- DIMA 240 - Digital Imagery and Sound (4 credits)
- DIMA 358 - Writing/Design for the Web (4 credits)
- ENGL 294 - Writing for Video Games (4 credits)
- MUSC 363 - Emerging Models in Music Industry (4 credits)
- CISC 419 - Accounting Information Systems (4 credits)

Business of Healthcare

Opus College of Business & College of Arts and Science, Interdisciplinary Program

Minor in the Business of Healthcare

Required course:

- MGMT 350: Introduction to U.S. Health Care (4 credits)

Plus four credits from:

- BLAW 323: Health Care Law & Ethics (4 credits)
- ENTR 225: Innovation in Healthcare (2 credits)
- ENTR 325: Digital Transformation & Innovation in Healthcare (2 credits)
- MGMT 352: Health Care Risk Management (4 credits)

Plus four credits from:

- ECON 324: Health Economics (4 credits)
- PHIL 241: History & Philosophy of Medicine (4 credits)
- PHIL 254: Biomedical Ethics (4 credits)
- THEO 225: Faith & Ethics: Bioethics (4 credits)
- THEO 229: Faith & Health Care (4 credits)

Plus at least four credits from:

- Any of the above courses not previously taken.

Risk Management And Insurance

College of Arts and Sciences and Opus College of Business, Interdisciplinary Program

The Risk Management and Insurance Certificate provides students with foundational knowledge in the broad industry of risk management and insurance (RM&I). This industry covers a wide range of areas, including life insurance, health insurance, property and casualty insurance, worker's compensation, risk mitigation and prevention, enterprise risk management and more. At its core, the industry is focused on ensuring the common good through the mitigation of risk and the collective pooling of risk (i.e., insurance) in order to protect participants against unfortunate and unforeseen events.

The certificate program introduces students to a variety of areas in this field with a 4-credit introductory course followed by four additional required courses out of five available 2-credit offerings in Property and Casualty (P&C) Insurance (including workers' compensation), Employee Benefits, Life Insurance, Financial Advising, and an advanced topics course in Risk Management.

Certificate in Risk Management and Insurance

Required Courses:

- ACSC 220, Risk Management and Insurance (4 credits)
- FINC 301, Life Insurance (2credits)
- FINC 302, Property and Casualty Insurance (2 credits)
- FINC 303, Employee Benefits (2 credits)

Select one of the following two courses:

- FINC 401, Financial Advising (2 credits)
- FINC 402, Advanced Topics in Risk Management and Insurance (2 credits)

For additional information and questions, please contact Mike Axtell at axte2004@stthomas.edu

Data Analytics

Opus College of Business & College of Arts and Science, Interdisciplinary Program

Specifically the minor will offer courses from CISC department (statistics and computer science), OPMT (Operations and Supply Chain Management, and Econ (Economics).

This minor allows students to pursue an interest in data analytics while completing their normal field of study. The minor is 5 courses or 20 credits in length.

Minor in Data Analytics

- STAT 220 Statistics I (4 credits)
- OPMT 320 Decision Analysis (4 credits)
- OPMT 470 Applied Analytics and Data Visualization (4 credits)

Plus four credits from the following:

- CISC 200 Introduction to Computer Technology and Business Applications (4 credits)
- CISC 131 Introduction to Programming and Problem Solving (4 credits)

Plus four credits from the following:

- STAT 333 Applied Statistical Methods (4 credits)
- STAT 320 Statistics II (4 credits)
- ECON 311 Forecasting (4 credits)
- ECON 315 Introduction to Econometrics (4 credits)

Entrepreneurship (ENTR)

Opus College of Business

Department of Entrepreneurship

Johnson (chair), Deeds, Dunham, Ebben, Frid, McVea, Noh, Thomas

The study of entrepreneurship prepares students for a variety of career and life experiences. Being an entrepreneur may mean starting your own business, or it may mean working in an existing business. The

key is you learn to think like an entrepreneur. You will learn to identify and analyze new opportunities, to think creatively, and to be action oriented in order to seize opportunities that create real value. These skills are important in all types of organizations, from small start-ups to large corporate settings.

Students completing a concentration in entrepreneurship will have the skills to start a business venture, to contribute to an existing company, and to be business leaders in their local communities.

Concentration in Entrepreneurship

Business Core Courses:

- BUSN 100: Business for the Common Good (2 credits)
- ENTR 100: Introduction to Entrepreneurship & Innovation (2 credits)
- ACCT 100: Principles of Accounting I (4 credits)
- BUSN 200: Business Learning Through Service (0 credit)
- ACCT 200: Principles of Accounting II (2 credits)
- OPMT 300: Operations & Supply Chain Management (2 credits)
- FINC 310: Core Financial Management (2 credits)
- MKTG 200: Introduction to Marketing (2 credits)
- MGMT 200: Working Skillfully in Organizations (2 credits)
- BLAW 300: Law for Business Leaders I (2 credits)
- BETH 300: Ethical Principles in Business (2 credits)

Note: The required core business courses (BUSN 100, ENTR 100, ACCT 100, ACCT 200, BUSN 200, FINC 310, OPMT 300, MKTG 200, MGMT 200, BETH 300, BLAW 300) must be completed by the end of the sophomore year. Transfer students who have not had an equivalent course must complete these courses by the end of their first semester, junior year.

Elective Courses in Business Core:

Eight credits from undergraduate courses with designations ACCT / BETH / BLAW / BUAN / BUID / ENTR / FINC / IBUS / MGMT / MKTG / OPMT / REAL. These credits may not fulfill any required concentration credits unless you have more than one business concentration. These credits may be taken in courses within the department of the student's business concentration. Transfer credits with these designations must be at the 300 level or above.

Concentration Courses:

- ENTR 250 Fundamentals of Innovation (4 credits)
- ENTR 355 Entrepreneurial Strategy (2 credits)
- ENTR 370 Entrepreneurial Financial Resource Management (4 credits)
- ENTR 450 Entrepreneurship: Management and Strategy (4 credits)
- BUSN 202 MS Excel Business Applications (0 credits)
or CISC 200 Intro to Computer Technology & Business Applications (4 credits)

Plus eight credits from the following:

- ENTR 320 Technology Prototyping
- ENTR 330 Environmental Sustainability (4 credits)
- ENTR 340 Social Entrepreneurship (4 credits)
- ENTR 348 Franchising Management (4 credits)
- ENTR 349 Family Business Management (4 credits)
- ENTR 360 Creativity and Change (4 credits)
- ENTR 371 Silicon Valley and Entrepreneurial Thinking (4 credits)
- ENTR 380 Entrepreneurship in Practice (4 credits)
- ENTR 490 Topics (4 credits)

The following may be substituted for ONE of the courses listed above:

- THEO 422 Christian Faith and the Management Profession (only when team-taught by an ENTR faculty member) (4 credits)

Allied requirements:

- ECON 251 Principles of Macroeconomics (4 credits)
- ECON 252 Principles of Microeconomics (4 credits)
- STAT 220 Statistics I (4 credits)

Note: STAT 220 should be completed by the end of the sophomore year. Transfer students who have not had an equivalent course must complete this course by the end of their first semester, junior year.

Plus four credits from the following:

- MATH 101 Finite Mathematics (4 credits)
- MATH 109 Calculus with Review II (4 credits)
- MATH 111 Calculus for Business and Social Science (4 credits)
- MATH 113 Calculus I (4 credits)

Note: The math requirement must be completed by the end of the sophomore year.

Plus four credits from the following:

- COMM 100 Public Speaking (4 credits)
- COMM 105 Communication in Workplace (4 credits)
- COMM 370 Intercultural Communication (4 credits)
- ENGL 211 or above (4 credits)

Minor in Entrepreneurship

Students with a major in business administration may not earn a minor in entrepreneurship.

Required courses:

- ENTR 100 Entrepreneurship & Innovation (2 cr)

- ENTR 250 Fundamentals of Innovation (4 cr)
- ENTR 355 Entrepreneurial Strategy (2 cr)

Plus three electives (12 credits) chosen from the following:

- ENTR 225 Innovation in Healthcare
- ENTR 320 Technology Prototyping
- ENTR 330 Environmental Sustainability
- ENTR 325 Digital Transformation In Healthcare
- ENTR 340 Social Entrepreneurship
- ENTR 345 Social Entrepreneurship in India
- ENTR 349 Family Business Ownership
- ENTR 360 Creativity and Change
- ENTR 370 Entrepreneurial Financial Resource Management
- ENTR 380 Entrepreneurship in Practice
- ENTR 490 Topics

OR Two from the electives list above, plus one (4 credit) course from the approved courses below

(note: students are responsible for completion of all prerequisite courses)

- SOWK 430 Development and Fundraising for Social Service Agencies
- MUSC 363 Emerging Models in Music Industry
- MUSC 480 Music Business Seminar
- Any 300-level College of Business course, with approval from Entrepreneurship Department Chair.

ENTR Course Catalog

ENTR 100 Entrepreneurship & Innovation (2 credits)

Entrepreneurship is a way of thinking and acting in the world that creates positive impact through the development of new and better solutions to customer and societal problems. Entrepreneurs see the world differently, noticing problems that others

have overlooked and using passion, creativity and business skills to craft new and better solutions that address those problems effectively and sustainably. In doing so, entrepreneurs create value for others and advance the common good, whether in a startup enterprise, or an established company, or in a social-impact enterprise. In this course, business students of all disciplines will get an introduction to the entrepreneurial process, gaining knowledge and experience in core practices of entrepreneurial discovery and creation. The course is experiential - students will learn by doing, whether through in-class exercises, an exploratory field study, or case study analysis and discussion. Students will learn how this process advances the common good and will identify how it can be deployed within multiple fields of study. Note: Students who receive credit for ENTR 100 may not receive credit for ENTR 200 or ENTR 260.

ENTR 200 Foundations of Entrepreneur (4 credits)

ENTR 200 is a national award-winning course and is the first course in the Entrepreneurship Concentration sequence. Known across campus as the "Lemonade Stand" class, this course requires students to start a new business and reach revenue, and in this process begin the journey to becoming world-class problem solvers. This course is a combination of applied and theoretical dimensions of Entrepreneurship. In addition to starting a new business, students are exposed to theoretical concepts, including Opportunity Identification, Business Modeling, Industry Analysis, and New Venture Growth. This is a very dynamic course, mixing lecture, discussion, case study, guest speakers and introduction to the Hotwash Process. The course culminates in a competition with UST alumni judging the students' quality of work and accomplishments. Prerequisite: sophomore standing, not open to seniors. Note: Students who receive credit for ENTR 200 may not receive credit for ENTR 100.

ENTR 220 Entrepreneurial Thinking (4 credits)

This course is designed as an introduction to the entrepreneurial mindset, and to the creative problem solving tools and critical thinking skills necessary to successfully pursue innovation and entrepreneurial success. The course is designed for non-business majors and, as such, will cover a broad range of topics. Students will explore the issues that surround opportunity recognition, opportunity evaluation, creative problem solving, cash flow, and growth management of an entrepreneurial venture. The course will be primarily case-based. This means

that nearly all learning will take place through active participation in case analysis and class discussions. This style of learning has a number of advantages; it involves the study of dozens of real entrepreneurial ventures and problems, it emphasizes practical learning as well as theoretical concepts, it allows the student to develop their personal approach to the subject, and it builds skills as well as knowledge. Note: Students who receive credit for ENTR 220 may not receive credit for ENTR 100 or ENTR 200.

ENTR 225 Innovation in Healthcare (2 credits)

Innovation is central to the unique challenges facing the US healthcare industry. Entrepreneurial thinking and action have become increasingly important to healthcare organizations as they seek to build sustainable competitive advantage in rapidly changing and increasingly competitive global markets. This course is designed to help students understand what it takes to work in emerging healthcare environments, to identify and evaluate new opportunities, and to transform innovations into profitable businesses. Students will develop the skills and knowledge necessary for applying the innovation process within the unique regulatory, financial and business model context of healthcare.

ENTR 243 Individual Study (2 or 4 credits)

ENTR 250 Fundamentals of Innovation (4 credits)

This course builds on the learning begun in ENTR 100, 200 or ENTR 260, by providing additional tools and skills necessary for entrepreneurs and innovators to bring new business concepts successfully to market. Drawing upon a range of applied methodologies, including Design Thinking and Lean Startup, the course provides students with the tools to uncover new market needs, develop novel solutions, craft innovative and effective business models, and determine viable go-to-market strategies. The course is experiential, emphasizing case study analysis and discussion, in-class exercises and an exploratory field study. (Students who have completed ENTR 350 cannot take this course for credit.) Prerequisite: ENTR 100, 200 or 260, and Sophomore standing.

ENTR 269 Research (2 or 4 credits)

ENTR 295 Topics (2 credits)

ENTR 296 Topics (2 credits)

ENTR 298 Topics (4 credits)

ENTR 320 Technology Prototyping (4 credits)

This hands-on class will provide a fast-paced introduction to a variety of technologies. Students

will be introduced to computer programming, 3D design, and electrical circuits. Through a variety of projects, lectures, and assignments, students will learn the basics of creating working prototypes of their ideas in both hardware and software. No prerequisites. Course counts as an elective in the Entrepreneurship minor and major.

ENTR 325 Digital Transform Healthcare (2 credits)

This course examines the challenges and opportunities created by the digital transformation currently underway in the US Health Care Market. The course will focus on the innovation, entrepreneurship and the new business models in the emerging environment of digital health. Students will learn how to frame some of the fundamental strategic changes which are happening in the fast-changing structure of health care industry as a result of the forces of digitization. Students will also be exposed to some of the latest trends in Digital Health start-ups, new digital health business models, in understanding the latest proposals for merger and acquisition and changes to the structure of the health care market.

ENTR 330 Environmental Sustainability (4 credits)

An elective course designed to introduce students to the role of environmental sustainability in product development. This course will look at ways that a wide variety of companies have adopted environmentally sustainable practices, and we will practice using methods such as life cycle analysis and whole system thinking. Students will learn and use an array of design thinking techniques. All students will be expected to complete a final project in which they work in a team to write a proposal for a business based on sustainable principles. Prerequisite: ENTR 100 or ENTR 200 or ENTR 260 or ENGR 150 or Instructor Permission.

ENTR 340 Social Entrepreneurship (4 credits)

This course introduces students to the field of social entrepreneurship, the practice of identifying, designing, starting and growing successful mission-driven ventures. These include both "non-profit" and for-profit enterprises designed to respond to a specific social need, as well as more traditional ventures working to incorporate 'socially-responsible' practices into their business models. The course provides an overview of the processes, challenges, and demands associated with creating ventures that seek to integrate financial and social/environmental benchmarks of success. The course is designed to appeal to business majors who want to learn more about the social sector, and

non-business majors with interests in social causes, who want to learn more about business.

Prerequisite: junior standing.

ENTR 348 Franchising Management (4 credits)

This course examines franchising from the perspective of both the franchisor and the franchisee. Buying a franchise is a path to business ownership, and the franchisee-focused topics include evaluation of franchising opportunities, legal issues for the franchisee, and an appreciation of what it takes to be a successful franchisee.

Franchising is also a business growth model, and the course covers creation of a franchise contract, franchisee support strategies, and the ongoing management of a franchise system.

ENTR 349 Family Business Ownership (4 credits)

Students will learn how to identify, develop and organize family resources for business ownership and for other family initiatives such as philanthropy and community service. Family resources include family aptitudes, knowledge, experience, skills, identity and culture. Methods for organizing family initiatives include defining family mission, values, and goals; establishing guidelines/policies, and developing governance and decision-making structures, including boards of directors or advisors. Prerequisite: Junior standing

ENTR 350 Entrepreneurial Research (4 credits)

ENTR 350 builds on the learning begun in ENTR 200 or ENTR 260, by providing additional tools and skills necessary for entrepreneurs and innovators to bring new business concepts successfully to market.

Drawing upon a range of applied methodologies, including Design Thinking and Lean Startup, the course provides students with the tools to uncover new market needs, develop novel solutions, craft innovative and effective business models, and determine viable go-to-market strategies. The course is highly experimental, emphasizing case study analysis and discussion, in-class exercises and an exploratory field study. Prerequisite: ENTR 200 or ENTR 260

ENTR 355 Entrepreneurial Strategy (2 credits)

This course focuses on the concepts and tools entrepreneurs use to develop a winning strategy. Students will learn concrete analytical tools and techniques for building a strategy in an entrepreneurial environment. The emphasis is on the importance of taking into account the complex, uncertain, and idiosyncratic nature of entrepreneurial contexts in startups, small businesses, internal corporate initiatives, and social enterprises. The course uses a series of case studies

to help students develop their entrepreneurial judgement as well as develop their knowledge of entrepreneurial strategy. Prerequisites: ENTR 100, 200 or ENTR 260, and Junior standing.

ENTR 360 Creativity & Change (4 credits)

This course will acquaint students with theories and strategies for exercising the creative process. Leadership and change will also be examined to help the student understand how to effectively introduce and implement new and creative ideas. Prerequisites: ENTR 100 or ENTR 200 or ENTR 260; and Junior standing

ENTR 370 Entr/Financial Resource Mgt (4 credits)

This course is focused on financial analysis and strategy in new and growing firms. Course topics are introduced and reinforced through case study analysis, discussion, in-class activities, speakers, hot washes, and the development of a financial plan that students present to investors at the end of the semester. Students can expect to take away critical and highly-marketable skill sets around building and interpreting financial projections, valuing privately-held firms, structuring debt and equity deals, creating value through deal terms, and managing by the numbers. Prerequisites: ENTR 100 or ENTR 200; ACCT 100 or ACCT 210; and junior standing.

ENTR 371 Silicon Valley & Entr Thinking (4 credits)

Students will travel to Silicon Valley, California to meet with entrepreneurs, venture capitalists and intrapreneurs in fast growing companies in order to better understand the technological developments, managerial approaches and market forces shaping technology entrepreneurship. Students will learn how to shape opportunities in the tech start up market space, build their skills in assessing the voice of the customer, gain greater understanding of the economics of tech start up business models, and directly experience how tech start ups raise funds. The course is designed to expand student thinking beyond local entrepreneurship and to address global perspectives by bringing students directly to the world wide hub of technology entrepreneurship.

ENTR 380 Entrepreneurship in Pract (4 credits)

Students will integrate experiences from placements in entrepreneurial companies with required readings, class discussion, and class assignments related to their placement experience. Students will complete 100 hours of work in the placement. They will perform appropriate, significant and relevant tasks directly under the supervision of either the lead entrepreneur or a key member of the entrepreneurial team. In addition, students will meet

regularly during the semester in a classroom setting to share their experiences and learn from classmates in other placements. Finally, the instructor will also hold regular one-on-one sessions with students to provide overall supervision for the placement experience and to assure that the student is integrating classroom learning with the placement experience. Prerequisites: ENTR 100 or ENTR 200 or ENTR 260; and Junior standing

ENTR 389 Research (2 or 4 credits)

ENTR 393 Individual Study (2 or 4 credits)

ENTR 449 Family Business Innov. & Entre (4 credits)

Develop governance processes that establish innovation and entrepreneurship in the family business. Owners will participate in defining desired family outcomes that align with family mission and goals; identifying and assessing entrepreneurial opportunities to achieve those outcomes; reviewing entrepreneurial opportunities in light of business and family resources and capabilities, and desired social and economic impact; and developing decision processes to assess entrepreneurial opportunities. Family members involved in the business are expected to either audit this course or to actively participate in course projects. Prerequisites: ACCT 100 or ACCT 210; ENTR 349; FINC 300 or FINC 310 or FINC 321; BETH 300 or BETH 301; and senior standing.

ENTR 450 Entr:Management/Strategy (4 credits)

This is the Entrepreneurship Concentration capstone course. This course builds upon previous coursework, drawing together critical concepts including opportunity identification, business modeling, financial modeling, and market/industry research skills. Through lecture, case discussion, and extensive use of the Hotwash Process, students polish their critical thinking and creative problem solving skills. The primary deliverable is a Fundable Business Plan. Prerequisites: ENTR 100 or 200 or 260; and ENTR 250 or 350; and ENTR 370; and BUSN 202 or CISC 200 and 80 completed credits.

ENTR 490 Topics (4 credits)

ENTR 491 Research (2 or 4 credits)

ENTR 495 Individual Study (2 or 4 credits)

Finance (FINC)

Opus College of Business

Department of Finance

Samarakoon (chair), Babula, Barabanov, Baxamusa, Combs, Daugherty, Jaiswal-Dale, Jin, Jithendranathan, Reagan, Samarakoon, Spry, Vang, Zhang

Finance plays a pivotal role in business decisions across all functional areas of business. A strong foundation in finance is highly valued by employers and provides excellent career options and flexibility upon graduation. The UST finance courses and the degree program prepare students for careers in all areas of finance. Broadly, students gain in-depth knowledge and develop important analytical skills in the areas of corporate finance, investments and portfolio management, financial institutions and banking, and global finance. The finance degree program requires students to acquire training in the interrelated areas of accounting, economics and information technology as well.

Finance graduates find career opportunities in the interrelated areas of corporate finance, accounting, investments, security analysis, asset management, financial planning, commercial and investment banking, private equity and venture capital, real estate, insurance, and risk management. Typical job titles of finance graduates include financial analyst, security analyst, equity analyst, research analyst, budget analyst, financial advisor, financial planner, financial consultant, loan officer, account specialist, treasury assistant, portfolio assistant, and financial manager, among others.

Concentration in Financial Management

Business Core Courses:

- BUSN 100: Business for the Common Good (2 credits)
- ENTR 100: Introduction to Entrepreneurship & Innovation (2 credits)
- ACCT 100: Principles of Accounting I (4 credits)
- BUSN 200: Business Learning Through Service (0 credit)
- ACCT 200: Principles of Accounting II (2 credits)
- OPMT 300: Operations & Supply Chain Management (2 credits)
- FINC 310: Core Financial Management (2 credits)

- MKTG 200: Introduction to Marketing (2 credits)
- MGMT 200: Working Skillfully in Organizations (2 credits)
- BLAW 300: Law for Business Leaders I (2 credits)
- BETH 300: Ethical Principles in Business (2 credits)

Note: The required core business courses (BUSN 100, ENTR 100, ACCT 100, ACCT 200, BUSN 200, FINC 310, OPMT 300, MKTG 200, MGMT 200, BETH 300, BLAW 300) must be completed by the end of the sophomore year. Transfer students who have not had an equivalent course must complete these courses by the end of their first semester, junior year.

Elective Courses in Business Core:

Eight credits from undergraduate courses with designations ACCT / BETH / BLAW / ENTR / FINC / MGMT / MKTG / OPMT / REAL. These credits may be taken in courses within the department of the student's business concentration. Transfer credits with these designations must be at the 300 level or above.

Concentration Courses:

- FINC 311 Advanced Financial Management (2 credits)
- ACCT 311 Intermediate Accounting I (4 credits)
- FINC 324 Corporate Finance (4 credits)
- FINC 325 Investments (4 credits)

Plus twelve credits from the following:

- FINC 350 Finance on Wall Street (4 credits)
- FINC 351 Emerging Financial Markets - China (4 credits)
- FINC 410 Derivatives (4 credits)
- FINC 430 Financial Intermediaries (4 credits)
- FINC 440 Security Analysis and Portfolio Management (4 credits)

- FINC 442 Fixed Income Securities (4 credits)
- FINC 450 International Financial Management (4 credits)
- FINC 480 Strategic Finance (4 credits)
- REAL 380 Real Estate Finance and Investment (formerly REAL 460) (4 credits)
- FINC 490 Topics (4 credits)
- FINC 445 Investment Management I (4 credits)
- FINC 446 Investment Management II (4 credits)

Allied requirements:

- CISC 200 Introduction to Computer Technology and Business Applications (4 credits)
- ECON 251 Principles of Macroeconomics (4 credits)
- ECON 252 Principles of Microeconomics (4 credits)
- STAT 220 Statistics I (4 credits)

Plus four credits from the following:

- MATH 109 Calculus with Review II (4 credits)
- MATH 111 Calculus for Business and Social Science (4 credits)
- MATH 113 Calculus I (4 credits)

Note: The math requirement must be completed by the end of the sophomore year.

Plus four credits from the following:

- ECON 311 Forecasting (4 credits)
- ECON 315 Introduction to Econometrics (4 credits)

FINC Course Catalog

FINC 201 Personal Financial Planning (2 credits)

This course teaches essential money management skills. The five major topics covered include: 1) Managing student loans/debt, 2) Understanding job offers and career compensation (benefits), 3) Planning and Budgeting, 4) Building an investment

portfolio (401(k)'s and IRA's) and 5) Finance and the Common Good. Also, understanding how your core values play a role in how you manage your finances. The class will utilize planning and investing tools to help simulate real life financial challenges and issues. 2 credits

FINC 243 Individual Study (2 or 4 credits)

FINC 269 Research (2 or 4 credits)

FINC 295 Topics (2 credits)

FINC 296 Topics (2 credits)

FINC 300 Finance for Non-Bus Majors (4 credits)

Introduction to the concepts of finance in analyzing decisions. Topics include how to determine the economic value of a company's investment projects, the value of financial securities, the cost of funds used to purchase assets, and the overall management of the firm's assets and liabilities. This course may not be used to meet any requirement for a business major. Not open to business majors.

FINC 301 Life Insurance (2 credits)

Life Insurance is a fundamental topic in the field of Risk Management & Insurance. Perhaps slightly misleading to the newcomer, the term "Life Insurance" actually spans a range of insurance policies that pertain to, yes, mortality, but also to morbidity and longevity. The purpose of this course is to explore the range of life insurance, including disability coverages, healthcare coverage, annuities and other savings and longevity coverages. In the course of exploring these various policies, students will have exposure to the inner workings of life insurance companies, life insurance pricing, life insurance law and regulation, and the various uses and purposes of these coverages. Additionally, owing to its critical role in life contingencies in the US, social insurance is introduced and reviewed. 2 credits. Prerequisite: ACSC 220 or concurrent enrollment.

FINC 302 Property & Casualty Insurance (2 credits)

Property and Casualty Insurance (P&C, sometimes referred to as Property & Liability) is one of the two dominant segments in the field of insurance study and practice. It includes an ever-widening range of insurance coverages—from a basic homeowners insurance policy to the most exotic policies insuring space satellites and nanotechnology risks. The purpose of this course is to extend from the introduction of this subject in ACSC 220 and to focus on the structure and function of the P&C industry and its various component 'lines of

insurance.' Students will be challenged to analyze various contracts, to understanding pricing, underwriting, and claims management practices, and to consider current roles and challenges in both the economy and wider society. The latest innovations in the design and delivery of P&C insurance also receives attention. 2 credits. Prerequisite: ACSC 220 or concurrent enrollment

FINC 303 Employee Benefits (2 credits)

This course introduces and details the subject of Employee Benefits. In the United States a wide-range of insurance and insurance-related coverages are provided through employers. As such, anyone studying insurance is well-served to understand the many key differences that arise in the provision of insurance to groups of employees. Indeed, a central feature of this course is the investigation of the Group Insurance concept, where underwriting focuses not on the individual but on the group as a whole. Government regulation of employee benefit programs, while having some common features with insurance regulation generally, has a number of additional features—especially at the national government level. Additionally, the course will focus on the specifics of group life and disability insurance, group health insurance, group long term care, savings and investment programs, and—to complete the picture—some treatment of a wide-range of newer programs—wellness, group legal, childcare, and more. This course will serve as a particularly meaningful introduction to individuals that might aspire to work in the Human Resources area of an organization, in addition to students interested in working for insurance companies that specialize in group insurance. 2 credits. Prerequisite: ACSC 220 or concurrent enrollment

FINC 310 Core Financial Management (2 credits)

This course provides an introduction to the major concepts of financial management. The main topics covered include an introduction to financial management, time value of money, capital budgeting, cash flows and multinational financial management. Students learn to use calculators and spreadsheets in solving finance problems. Relevant ethical issues of financial management are discussed. Prerequisites: ACCT 100, STAT 220 or MATH 313 or STAT 314, ECON 251 or ECON 252, Sophomore standing. Note: Students who receive credit for FINC 310 may not receive credit for FINC 321.

FINC 311 Advanced Financial Management (2 credits)

This course builds upon the major concepts of financial management delivered in the FINC 310

Core class. The topics covered include an overview of financial markets and institutions, valuation of bonds and stocks, risk & return, cost of capital and cash flow estimation. Students learn to use calculators and spreadsheets in solving finance problems. Relevant ethical issues of financial management are discussed. Prerequisites: FINC 310, ACCT 100, STAT 220 or MATH 313 or STAT 314, ECON 251 or 252. Sophomore standing. Note: Students who receive credit for FINC 311 may not receive credit for FINC 321.

FINC 321 Financial Management (4 credits)

An examination of the elements of the finance function of the organization as well as the financial analysis of decisions. Topics include working capital management, acquisition of capital, capital budgeting, cost of capital, theories of valuation, and present value. Prerequisites: ACCT 100 or ACCT 210; STAT 220 or MATH 313 or STAT 314; ECON 251 and ECON 252; and Sophomore standing Note: Students who receive credit for FINC 321 may not receive credit for FINC 310 or FINC 311.

FINC 324 Corporate Finance (4 credits)

Scope and objectives of financial management in the corporate setting at an advanced level. The course will explore working capital management, risk, valuation, capital structure theory, capital budgeting and other current topics in finance. It will utilize computer-based financial modeling and forecasting. Prerequisites: FINC 311 or FINC 321; ACCT 200 or ACCT 215 or ACSC 220; CISC 200 (may be taken concurrently) or CISC 260 (may be taken concurrently). CISC 130 or CISC 131 accepted in place of CISC 200 for actuarial majors (may be taken concurrently).

FINC 325 Investments (4 credits)

The focus of this course is to provide an overview of investment concepts and an exposure to a broad range of investment alternatives. The principle concern of the course is to develop skills necessary to make prudent investment decisions.

Prerequisites: FINC 311 or FINC 321; ECON 251 and ECON 252; MATH 109 or 111 or 113 (may be taken concurrently); CISC 200 (may be taken concurrently) or CISC 260 (may be taken concurrently). CISC 130 or CISC 131 accepted in place of CISC 200 for actuarial majors (may be taken concurrently).

FINC 350 Finance on Wall Street (4 credits)

This course will provide students with an overview of many of the important areas of the financial services industry in addition to building students' financial skills through lecture, case studies and real time

situational analysis. Students will have extensive exposure to practicing professionals who will engage in discussion with students in all the below listed areas. Topic areas covered will include leadership, risk management, capital markets, investment banking, mergers and acquisitions, portfolio management and construction, private equity, and hedge funds. Prerequisites: FINC 324 or FINC 325.

FINC 351 Emerging Finc Markets - China (4 credits)

FINC 351 Emerging Financial Markets – China is a summer-term, study-abroad, finance elective course. It involves 14-days of travel in China (Beijing, Shanghai and Hong Kong / Shenzhen) and on-campus and on-site lectures, experiential learning and cultural engagement activities. The course gives students a broader perspective to global financial markets with special reference to the emerging market of China. The main contents of the course include the Chinese economic, monetary and financial system and policies, China's transition from a socialist to a market economy; structure, players and operation of the banking, bond, stock, insurance, real estate, commodities, private equity, wealth management and currency markets and industries in China; Chinese financial sector regulatory regime; the role of the Chinese manufacturing and trade in the Chinese and global economy and financial markets; foreign direct and portfolio investments in China; and issues and challenges facing the Chinese economy and the financial markets. The course engages students in readings, lectures and presentation delivered by both the instructor and Chinese academics and industry experts, and field visits to manufacturing and financial companies and intuitions for experiential learning. Students will also engage in significant cultural activities in order to understand the dimensions of the Chinese culture and its influence on business, finance and economics. The grading components of the course include a research paper, quizzes, a group presentation, cultural reflection journals and active course participation. 4 credits. Prerequisites: FINC 311 or FINC 321; and permission of the instructor.

FINC 389 Research (2 or 4 credits)

FINC 393 Individual Study (2 or 4 credits)

FINC 401 Financial Advising (2 credits)

This course serves as, partly, a Capstone course for one of the tracks in the Risk Management & Insurance Certificate. This course specifically presents an overarching context for students that

are interested in careers in investment management, life insurance, and personal financial planning. The demand for professionals who can provide comprehensive advice on wealth and risk management to individuals has never been higher. Individuals, who are able to master the complexities of insurance, investments, tax implications, and lifetime wealth and risk management will find many opportunities open to them. In this course, surveying the financial planning field is the main intention. Coverage exists for better understanding insurance in a personal planning context is presented, as are pension and investment basics. Additional attention is given to career preparation in financial planning, which can help students understand both further professional development opportunities (Certified Financial Planner, CFP, for example) and licensing requirements. 2 credits. Prerequisites: FINC 310 or FINC 321.

FINC 402 Adv Topics in Risk Mgmt & Insu (2 credits)

This course serves as, partly, a Capstone course for one of the tracks in the Risk Management & Insurance Certificate, but also presents some flexibility for focusing on timely and relevant topics in the field. As such, there is an expectation that some topics will change over time to reflect current issues of importance. Nevertheless, the general thematic structure of this course is to examine risk management and insurance 'in action.' On the risk management side of the course this will mean examining risk management program operations and will entail some case study activity. Such topics could include problems in managing work-related injury; managing risks in global firms; and alternative risk financing. On the insurance side of the course, the intention is to consider insurance industry challenges and problems. Such topics could include the effects of climate change on the insurance contract; insuring driverless vehicles; and an examination of the reinsurance sector. 2 credits. Prerequisites: ACSC 220, FINC 301, FINC 302, and FINC 303

FINC 410 Derivatives (4 credits)

This is a mathematically-oriented course which gives an introduction to the theory of derivative contracts such as futures and options. Issues of valuation, arbitrage pricing, trading strategies, and hedging strategies will be covered. The course will include elements of stochastic calculus and other mathematical techniques needed for understanding the derivative pricing. Among the applications to be explored are uncertainty in commodity prices, stock prices, exchange rates and interest rates.

Prerequisites: FINC 324 or FINC 325; ECON 251 and ECON 252; MATH 109 or 111 or 113.

FINC 430 Financial Intermediaries (4 credits)

Concepts, practices and organization for financial management of various financial intermediaries. Asset-liabilities management, duration, swaps, hedges and other concepts will be covered. Banks will be the primary area for study, but the course also will look at other institutions including insurance, funds and thrifts. The course will be based on text, lectures, guest speakers, computer modeling, a bank simulation and examination. Prerequisites: FINC 324 or FINC 325; ECON 251 and ECON 252; MATH 109 or 111 or 113; And 80 completed credits.

FINC 440 Sec Analy & Portfolio Mgmt (4 credits)

This course will cover knowledge and develop skills necessary to carry out prudent and in-depth analysis of investments and create investment portfolio. The major topics covered include portfolio theory, macroeconomic analysis, industry analysis, financial statement analysis, company analysis, valuation models, creating investment policy statement, asset allocation, professional money management and portfolio strategies, and portfolio performance evaluation. The course also includes discussions of most recent developments in the investments industry. Students will apply course concepts to the analysis of actual companies and present their analysis and recommendations to investment professionals. Prerequisites: FINC 325, ECON 251 and ECON 252. Note: Students who receive credit for FINC 440 may not receive credit for FINC 445 or FINC 446

FINC 442 Fixed Income Securities (4 credits)

This mathematically-oriented course provides extensive coverage of a wide range of fixed income securities, investment strategies and the interest rate environment. General determinants of value on standard instruments and analysis of the newer instruments including zeroes, mortgages derivatives, interest rate swaps, and structured notes will be covered. Necessary mathematical concepts covered in this course will include stochastic calculus and differential calculus. Prerequisites: FINC 325, ECON 251 and ECON 252

FINC 445 Investment Management I (4 credits)

The focus of this course is gaining practical, hands-on investment management. This course is designed to cover the fundamental techniques of investments and portfolio management with significant attention to developing financial modeling skills. We will address different valuation techniques including

comparable valuations and transaction analysis. In addition, we will cover macro-economic analysis, investment policy statements, industry analysis and specific company analysis to develop the skills needed to manage the portfolio. 4 credits.

Prerequisites: FINC 325; ACCT 200 or 215; and Permission of the Instructor. Note: Students who receive credit for FINC 445 may not receive credit for FINC 440.

FINC 446 Investment Management II (4 credits)

The focus of this course is gaining practical, hands-on investment management by managing a portion of the UST endowment. This course is a continuation of FINC 445, Investment Management I. This semester we will focus on portfolio diversification strategies, performance attribution, alternative investments, quantitative analysis, micro and macro-economic tools, derivatives, and fixed income securities. Students will continue to apply the theories in stock analysis, selection and investment recommendations, and make stock presentations. 4 credits. Prerequisites: Prerequisites: FINC 325; FINC 445; ACCT 200 or 215; and permission of instructor. Note: Students who receive credit for FINC 446 may not receive credit for FINC 440.

FINC 450 Int'l Financial Management (4 credits)

The management of foreign and multinational financial operations. On the basis of international finance theory, students will learn foreign exchange risk management, foreign investment analysis, the financing of foreign operations, comparative accounting, international banking and international tax management. Prerequisites: FINC 324; MATH 109 or 111 or 113; ECON 251 and ECON 252.

FINC 475 Financial Modeling & Analytics (4 credits)

This course will use advanced data and computer-based techniques to perform financial analysis. The first part of the course develops advanced modeling skills for company valuation, building on skills learned in FINC 324. In the second part of the course, students will learn and apply statistical software to analyze a stock's risk and returns and perform some portfolio analysis. Prerequisites: FINC 324 and FINC 325; ECON 251 and ECON 252; MATH 109 or 111 or 113.

FINC 476 Experiential Learning (1 to 4 credits)

FINC 480 Strategic Finance (4 credits)

Building on the finance theory learned in prior courses, this course focuses on financial strategies for a broad range of finance issues faced by

corporations including capital budgeting, capital raising, optimal capital structure, dividend policy, and corporate restructuring and mergers and acquisitions. This is an applied, case-based course the students will be engaged in extensive case analysis, discussion, and presentations to develop and refine analytical skills. Prerequisites: FINC 324; MATH 109 or 111 or 113; ECON 251 and ECON 252.

FINC 490 Topics (4 credits)

FINC 495 Individual Study (2 or 4 credits)

Concentration in General Business Management

The general business management program consists of the core courses that all students majoring in business at the University of St. Thomas are required to take, regardless of their specialization. This program contains courses that will give the student an understanding of business fundamentals without emphasizing a particular area, such as accounting or marketing. With this concentration, the student will be described as a generalist, with a broad business base. Because fewer courses are required in this concentration, there is more room for elective courses. These elective courses may be taken in one department, giving a strong secondary academic concentration or a minor, or they can be related courses from different departments (e.g., management marketing, finance). Note: a minimum of 76 credits outside the Opus College of Business are required for graduation.

Job titles of recent graduates with a general business concentration include business analyst, business consultant, account executive, service consultant, commodity manager, account analyst, customer service representative, merchandise coordinator, and marketing assistant.

Business Core Courses:

- BUSN 100: Business for the Common Good (2 credits)
- ENTR 100: Introduction to Entrepreneurship & Innovation (2 credits)
- ACCT 100: Principles of Accounting I (4 credits)
- BUSN 200: Business Learning Through Service (0 credit)

- ACCT 200: Principles of Accounting II (2 credits)
- OPMT 300: Operations & Supply Chain Management (2 credits)
- FINC 310: Core Financial Management (2 credits)
- MKTG 200: Introduction to Marketing (2 credits)
- MGMT 200: Working Skillfully in Organizations (2 credits)
- BLAW 300: Law for Business Leaders I (2 credits)
- BETH 300: Ethical Principles in Business (2 credits)

Note: The required core business courses (BUSN 100, ENTR 100, ACCT 100, ACCT 200, BUSN 200, FINC 310, OPMT 300, MKTG 200, MGMT 200, BETH 300, BLAW 300) must be completed by the end of the sophomore year. Transfer students who have not had an equivalent course must complete these courses by the end of their first semester, junior year.

Elective Courses in Business Core:

Ten credits from undergraduate courses with designations ACCT / BETH / BLAW / BUAN / BUID / ENTR / FINC / IBUS / MGMT / MKTG / OPMT / REAL. These credits may not fulfill any required concentration credits unless you have more than one business concentration. These credits may be taken in courses within the department of the student's business concentration. Transfer credits with these designations must be at the 300 level or above.

Concentration course:

- MGMT 385 Inclusive Leadership (2 credits)
 - MGMT 391 Elements of Global Business (2 credits)
 - MGMT 480 Strategic Management (4 credits)
 - BUSN 202 Microsoft Excel Business Applications (0 credits)
- or CISC 200 Introductory Computer Technology and Business Applications (4 credits)

Allied requirements:

- ECON 251 Principles of Macroeconomics (4 credits)
- ECON 252 Principles of Microeconomics (4 credits)
- STAT 220 Statistics I (4 credits)

Note: STAT 220 should be completed by the end of the sophomore year. Transfer students who have not had an equivalent course must complete this course by the end of their first semester, junior year.

Plus four credits from the following:

- MATH 101 Finite Mathematics (4 credits)
- MATH 109 Calculus with Review II (4 credits)
- MATH 111 Calculus for Business and Social Science (4 credits)
- MATH 113 Calculus I (4 credits)

Note: The math requirement must be completed by the end of the sophomore year.

Plus four credits from the following:

- COMM 100 Public Speaking (4 credits)
- COMM 105 Communication in Workplace (4 credits)
- COMM 370 Intercultural Communication (4 credits)
- ENGL 211 or above (4 credits)

Minor in Business

Administration

Required courses:

- BUSN 100 BUSN for the Common Good (2 credits)
- BUSN 200 Busn Learning Through Service (0 credits)
- ACCT 100 Principles of Accounting I (4 credits)

Plus 12 credits from the following courses:

- ACCT 200 Principles of Accounting II (2 credits)
- BETH 300 Ethical Principles in Business (2 credits)
- BLAW 300 Law for Business Leaders I (2 credits)
- ENTR 100 Entrepreneurship & Innovation (2 credits)
- FINC 310 Core Financial Management (2 credits)
- MGMT 200 Working Skillfully in Orgs (2 credits)
- MKTG 200 Intro to Marketing (2 credits)
- OPMT 300 Operations & Supply Chain MGMT (2 credits)

Plus one course (of at least 2 credits) with designation:

ACCT; BETH; BLAW; ECON; ENTR; FINC; MGMT; MKTG; OPMT; or REAL (at the 200 level or above) not already taken.

[Note: this includes any business core class from the prior list not already taken.]

Note: Students must complete a minimum of 14 credits within the following General Business Administration subject areas at St. Thomas: ACCT, BETH, BLAW, BUSN, ENTR, FINC, MGMT, MKTG, OPMT. Study Abroad and ACTC courses do not count as 'taken at St. Thomas' with the exception of the London Business Semester program. Coursework transferred to St. Thomas must be equivalent to St. Thomas coursework. Also, students receiving either a B.A. in Business Administration (with any business concentration or concentrations) or a B.S. in Real Estate (or both) cannot also receive a minor in General Business Administration.

BUSN Course Catalog

BUSN 100 BUSN for the Common Good (2 credits)

This course opens a welcoming door to students who want to know more about business and the opportunities and career paths it offers. The course builds awareness of the need for preparation and for building essential skills in order to be an effective contributor, and to be resilient in the face of ongoing change in any organization and in dynamic markets. Finally, it invites students to begin planning

a business or organizational career that will allow them to use their gifts, to contribute, and to lead a good and satisfying life.

BUSN 200 Busn Learning Through Service (0 credits)

This experiential course offers students the opportunity to strengthen their development as effective and principled business leaders. During the course, students develop their own learning objectives and partner with their selected nonprofit to pursue those objectives, while making meaningful impact in the community and fostering a long-term commitment to service. Students complete 40 hours of volunteer service at a nonprofit organization, a series of reflective assignments, and a final creative project. BUSN 200 is required of all undergraduate students in the Opus College of Business—both majors and minors. Students are encouraged to complete BUSN 200 during their second year. Students can complete BUSN 200 while studying abroad or while away from campus during J-term or summer. Registration in a BUSN 200 Orientation section is also required. This course is graded S/R.

BUSN 202 MS Excel Business Applications (0 credits)

The course will introduce students to the use of Microsoft Excel for business applications. Students will develop skills in using Microsoft Excel to solve business problems. This course will be online, with students using the MyEducator Excel Educator software platform. Students will submit Excel exercises to demonstrate their learning. Students enrolled in this course will pay a technology fee, and will then be granted lifetime access to the Excel Educator site. Students who feel they have mastered the content of this course may apply for a waiver of this course through an examination. Students can attempt a waiver through examination for this course only once, and there is a fee for the examination. This course is graded pass/fail. Students must achieve at least a passing percentage on each exercise, and an overall passing percentage to complete this course.

BUSN 243 Individual Study (2 or 4 credits)

BUSN 297 Topics (4 credits)

BUSN 298 Topics (4 credits)

BUSN 389 Research (2 or 4 credits)

BUSN 393 Individual Study (2 or 4 credits)

BUSN 476 Experiential Learning (1 to 4 credits)

BUSN 495 Individual Study (2 or 4 credits)

Concentration in International Business

International Business is an interdisciplinary major concentration dedicated to gaining an understanding of business in a global context. Gaining this understanding requires not only study in business, but also in the disciplines such as communication, economics and foreign language. An important component of this concentration is a full semester studying abroad, providing immersion in a different culture, language and business environment. All study abroad courses must be approved by the undergraduate business program; some courses taken at a foreign university may substitute for St. Thomas requirements.

Business Core Courses:

- BUSN 100: Business for the Common Good (2 credits)
- ENTR 100: Introduction to Entrepreneurship & Innovation (2 credits)
- ACCT 100: Principles of Accounting I (4 credits)
- BUSN 200: Business Learning Through Service (0 credit)
- ACCT 200: Principles of Accounting II (2 credits)
- OPMT 300: Operations & Supply Chain Management (2 credits)
- FINC 310: Core Financial Management (2 credits)
- MKTG 200: Introduction to Marketing (2 credits)
- MGMT 200: Working Skillfully in Organizations (2 credits)
- BLAW 300: Law for Business Leaders I (2 credits)
- BETH 300: Ethical Principles in Business (2 credits)

Note: The required core business courses (BUSN 100, ENTR 100, ACCT 100, ACCT 200, BUSN 200, FINC 310, OPMT 300, MKTG 200, MGMT 200, BETH 300, BLAW 300) must be completed by the end of

the sophomore year. Transfer students who have not had an equivalent course must complete these courses by the end of their first semester, junior year.

Elective Courses in Business Core:

Ten credits from undergraduate courses with designations ACCT / BETH / BLAW / BUAN / BUID / ENTR / FINC / IBUS / MGMT / MKTG / OPMT / REAL. These credits may not fulfill any required concentration credits unless you have more than one business concentration. These credits may be taken in courses within the department of the student's business concentration. Transfer credits with these designations must be at the 300 level or above.

Concentration Courses:

- MGMT 391 Elements of Global Business (2 credits)
- MGMT 430 Global Strategy and Management (4 credits)
- BLAW 322 Law for International Business (4 credits)
- BUSN 202 Microsoft Excel Business Applications (0 credits)
Or CISC 200 Introductory Computer Technology and Business Applications (4 credits)

Plus: Two courses (minimum of six credits) in transnational business courses taken abroad with pre-approval of the student's business faculty adviser.

These courses will transfer to St. Thomas as two of the following:

- IBUS 450 Transnational Business Issues in Management, Marketing, or Business Law (4 credits)
- IBUS 460 Transnational Business Issues in Finance or Accounting (4 credits)
- IBUS 470 Transnational Issues in International Business (4 credits)

Allied requirements:

- COMM 370 Intercultural Communication (4 credits)

- ECON 251 Principles of Macroeconomics (4 credits)
- ECON 252 Principles of Microeconomics (4 credits)
- STAT 220 Statistics I (4 credits)

Note: STAT 220 should be completed by the end of the sophomore year. Transfer students who have not had an equivalent course must complete this course by the end of their first semester, junior year

Plus four credits from the following:

- MATH 101 Finite Mathematics (4 credits)
- MATH 109 Calculus with Review II (4 credits)
- MATH 111 Calculus for Business and Social Science (4 credits)
- MATH 113 Calculus I (4 credits)

Note: The math requirement must be completed by the end of the sophomore year.

Plus four credits from the following:

- ECON 346 Country and Area Studies in Economics (4 credits)
- GEOG 113 Globalization and World Regions (4 credits)
- POLS 104 American Government in Comparative Perspective (4 credits)
- POLS 225 World Politics (4 credits)
- POLS 321 Comparative Foreign Policy (4 credits)
- Foreign language at the 212 level or above
- International or cross-cultural course(s) with prior approval of business faculty adviser

IBUS Course Catalog

IBUS 450 Trans Issues/Mgmt/Mktg/Blaw (4 credits)

This course is to be taken abroad. Final determination as to the specific course will be decided before the course is taken in consultation with the international business adviser. Prerequisite: Approval of international business adviser

IBUS 460 Trans Issues/Finc & Acct (4 credits)

This course is to be taken in the country of choice.

International accounting and finance practices are significantly different from those in the U.S. Therefore, the student should be extremely careful in choosing the course. Selection will be made only in consultation with the international business adviser. Prerequisite: Approval of international business advisor or assistant dean.

IBUS 470 Trans Issues/Int'l Business (4 credits)

This course is to be taken abroad and may include an internship. Students incorporating an internship experience in this course must have prior approval from the international business adviser. If the student is working for an American company, s/he must work in a section of the company where the student's second language is required. Prerequisite: Approval of international business advisor or assistant dean.

Ethics and Business Law (BLAW)

Opus College of Business

Department of Ethics and Business Law

Marsnik (chair), Garrison, Kunkel, Marsnik, Michaelson, Monge, Schlag, Skirry, Swink, Thompson

Ethics and law play an increasingly prominent role in the workplace and in the global marketplace. Legal rules and regulations have proliferated at all levels of the organization, and successful managers must understand how to integrate legal considerations into their business planning and operations. Business leaders also need to be able to recognize the ethical dimensions of decisions and choose well in difficult situations. Our ethics and business law courses acquaint students with the tools of ethical decision-making and with the foundations of the legal environment of business, both domestic and international to enhance ethical thinking and problem solving.

The Department of Ethics and Business Law offers a law and compliance concentration for undergraduate business majors. Students in this concentration explore the legal system and the ways in which legal rules and processes affect business decisions. Students also engage in legal reasoning, advocacy and the legal analysis of commercial transactions.

The concentration is structured to ensure that students receive both a solid grounding needed for the B.A. in business administration and an additional focus on the legal environment for business.

Concentration in Law and Compliance

Business Core Courses:

- BUSN 100: Business for the Common Good (2 credits)
- ENTR 100: Introduction to Entrepreneurship & Innovation (2 credits)
- ACCT 100: Principles of Accounting I (4 credits)
- BUSN 200: Business Learning Through Service (0 credit)
- ACCT 200: Principles of Accounting II (2 credits)
- OPMT 300: Operations & Supply Chain Management (2 credits)
- FINC 310: Core Financial Management (2 credits)
- MKTG 200: Introduction to Marketing (2 credits)
- MGMT 200: Working Skillfully in Organizations (2 credits)
- BLAW 300: Law for Business Leaders I (2 credits)
- BETH 300: Ethical Principles in Business (2 credits)

Note: The required core business courses (BUSN 100, ENTR 100, ACCT 100, ACCT 200, BUSN 200, FINC 310, OPMT 300, MKTG 200, MGMT 200, BETH 300, BLAW 300) must be completed by the end of the sophomore year. Transfer students who have not had an equivalent course must complete these courses by the end of their first semester, junior year.

Elective Courses in Business Core:

Ten credits from undergraduate courses with designations ACCT / BETH / BLAW / BUAN / BUID / ENTR / FINC / IBUS / MGMT / MKTG / OPMT / REAL. These credits may not fulfill any required concentration credits unless you have more than one business concentration. These credits may be taken in courses within the department of the student's business concentration. Transfer credits with these designations must be at the 300 level or above.

Concentration Course:

- BETH 320 Role of Business in Society (4 credits)
- BLAW 320 Compliance in Business Organizations (4 credits)
- BLAW 401 Legal Research, Advocacy, and Dispute Resolution (4 credits)
- BUSN 202 Microsoft Excel Applications for Business (0 credits)
or CISC 200 Introduction to Computer Technology & Business Applications (4 credits)

Plus twelve credits from the following:

- BETH 390 Tech, Society & Human Person (4 credits)
- BLAW 304 Real Estate Law (4 credits)
- BLAW 310 Law for Business Leaders II (2 credits)
- BLAW 311 Advanced Business Law for Accounting (2 credits)
- BLAW 313 Essentials of Intellectual Property Law (2 credits)
- BLAW 314 Employment Law (2 credits)
- BLAW 321 Law for Entrepreneurs and Innovators (4 credits)
- BLAW 322 Law for International Business (4 credits)
- BLAW 323 Health Care Law and Ethics (4 credits)
- BLAW 351 Environmental Law (4 credits)
- BLAW 352 Gender Issues and the Law (4 credits)
- BLAW 354 Marketing Law (4 credits)

Allied requirements:

- ECON 251 Principles of Macroeconomics (4 credits)
- ECON 252 Principles of Microeconomics (4 credits)

- STAT 220 Statistics I (4 credits)

Note: STAT 220 should be completed by the end of the sophomore year. Transfer students who have not had an equivalent course must complete this course by the end of their first semester, junior year.

Plus four credits from the following:

- MATH 101 Finite Mathematics (4 credits)
- MATH 109 Calculus with Review II (4 credits)
- MATH 111 Calculus for Business and Social Science (4 credits)
- MATH 113 Calculus I (4 credits)

Note: The math requirement must be completed by the end of the sophomore year.

Plus four credits from the following:

- COMM 100 Public Speaking (4 credits)
- COMM 105 Communication in the Workplace (4 credits)
- COMM 370 Intercultural Communication (4 credits)
- ENGL 211 or above (4 credits)

BETH Course Catalog

BETH 243 Individual Study (2 or 4 credits)

BETH 269 Research (2 or 4 credits)

BETH 295 Topics (2 credits)

BETH 296 Topics (2 credits)

BETH 300 Ethical Principles in Business (2 credits)

This course plays a critical role in the principle-based education of St. Thomas business students. Through analysis of case studies, readings and other experiential exercises, students will develop an understanding of the contribution of business to the common good, professional business conduct and judgment grounded in ethical principles. Prerequisites: BUSN 100 and Sophomore standing. Note: Students who receive credit for BETH 300 may not receive credit for BETH 301.

BETH 301 Business Ethics (4 credits)

This course plays a critical role in the principle-based education of St. Thomas business students, especially in introducing the responsibilities of a

business professional. Through analysis of case studies, readings and other experiential exercises, students will develop an understanding of professional business conduct and judgment grounded in moral principles. Prerequisites: Junior standing; and BLAW 301 or 302 or 303 or 304 (may be taken concurrently), plus four additional credits from ACCT, OPMT, FINC, MGMT, or MKTG. Note: Students who receive credit for BETH 301 may not receive credit for BETH 300.

BETH 315 Law & Ethics of Data (2 credits)

As businesses seek to capitalize on the value of consumers' and employees' personal data, the risk increases that such data could be exploited from loss or misuse. Are there any constraints on the use of this data by businesses? This course will apply legal and ethical lenses to collecting, using, retaining and securing personal data. The course also examines liability for information security risks. The course seeks to develop multi-disciplinary awareness and analytical thinking, while grappling with technological, strategic, managerial and ethical issues related to data, privacy and information security. Prerequisites: BETH 300 and BLAW 300, or permission of the instructor.

BETH 320 The Role of Business in Soc (4 credits)

This course helps business students examine the role of business in society. Modern society is dependent upon private enterprise to supply the world's demand, but industrialization and other technological advancements have contributed to a risky global landscape. The four modules of the course - Markets, Organizations, Communities, and the World - explore, respectively, the intersection of that risk landscape with the free market, ethical leadership in organizations, business organizations in communities, and sustainable capitalism in the world. This course expands on the individual contributions to ethical business practices by exploring the role of organizational managers and stakeholders addressing business in society challenges. The course will integrate additional content from literature and the arts as part of the learning process. Prerequisites: BETH 300 or BETH 301, and BLAW 300, 301, 302 or 303 and Sophomore standing

BETH 389 Research (2 or 4 credits)

BETH 390 Tech, Society & Human Person (4 credits)

This course explores whether or not traditional concepts associated with the human person, business, and law are capable of addressing changes introduced by technology and its rapid

evolution. In particular, students will be asked to consider whether concepts associated with property, privacy, rights, justice, and the good can accommodate technological innovations such as automation, decision-making by algorithms, big data, and the "de-skilling" of work. What might this mean for "meaningful work" in the future? What might it mean for education and culture? Will technology create an electronic Panopticon, substituting a world governed by big data and a lack of privacy for Weber's "iron cage?" In the process, students should ask whether or not technological innovation is outpacing the ability of traditional concepts in business, the law, and philosophy to properly address deeper questions associated with promoting the human good.

BETH 393 Individual Study (2 or 4 credits)

BETH 476 Experiential Learning (1 to 4 credits)

BLAW Course Catalog

BLAW 243 Individual Study (2 or 4 credits)

BLAW 269 Research (2 or 4 credits)

BLAW 295 Topics (2 credits)

BLAW 296 Topics (2 credits)

BLAW 300 Law for Business Leaders I (2 credits)

The course examines how the law impacts daily management decisions and business strategies and provide managers with tools to use principles of law to minimize risk, create value, attain core business objectives, and to resolve legal issues before they become problems. The course uses exercises, simulations and business cases designed to provide hands-on skill development and practical application of key legal concepts. It introduces students to essential areas of business law including contracts, intellectual property, employment law, and resolution of business disputes. Students then learn to apply business law skills to manage legal risks. Prerequisites: Sophomore standing Note: Students who receive credit for BLAW 300 may not receive credit for BLAW 301 or 302.

BLAW 301 Legal Environment of Business (4 credits)

An examination of the business law rules and principles of particular relevance to entrepreneurship, finance, management, and marketing. Subjects include contracts, negligence, products liability, and warranty, sales of goods, intellectual property, employment law, as well as general notions of legal reasoning and legal process and alternative dispute resolution. Prerequisite:

Junior standing Note: Students who receive credit for BLAW 301 may not receive credit for BLAW 300, 302 or 310.

BLAW 302 Business Law for Accounting (4 credits)

An examination of the business rules and principles of particular relevance to the accounting profession. Subjects include the law of contracts, the Uniform Commercial Code, the law of debtor-creditor relations, the legal structure governing the formation and operation of business organizations (agency, partnership, and corporations), securities regulations, as well as general notions of legal reasoning and legal process. Prerequisites: Junior standing and ACCT 210 Note: Students who receive credit for BLAW 302 may not receive credit for BLAW 300, 301, 310 or 311.

BLAW 303 International Business Law (4 credits)

An exploration of the international legal environments and some of the legal issues and problems confronting businesses as they cross international boundaries. Topics include international trade, foreign investment, transfer of technology, international dispute resolution, international contracting, employment law, and the role of multinational enterprises. Prerequisite: BLAW 300 or Junior Standing Note: Students who receive credit for BLAW 303 may not receive credit for BLAW 322.

BLAW 304 Real Estate Law (4 credits)

Principles of law regarding real property with emphasis on contractual relationships, purchase and sales transactions; title and transfer of ownership, mortgages, zoning and land use, development, commercial and residential leasing, and professional liability. Prerequisites: Junior standing

BLAW 310 Law for Business Leaders II (2 credits)

Building on the foundation of BLAW 300, this course develops students' legal analytical skills in the context of business leadership. Students will engage in skillful application of the law to commercial contexts in a variety of areas. These include contracts, sales of goods and the Uniform Commercial Code; risks arising from warranty and product liability; legal regulation of online environments through tort, intellectual property, and privacy laws. The focus of this course is to develop rigorous legal analytical skills essential to ensuring legal compliance in a business environment of complex laws and regulations. Prerequisites: BLAW 300 (may be taken concurrently). Note: Students who receive credit for BLAW 310 may not receive credit for BLAW 301, or 302.

BLAW 311 Adv. Bus Law for Accounting (2 credits)

This course extends the coverage of business law rules and principles of particular relevance to the accounting profession. Subjects include the Uniform Commercial Code, and the legal structure governing the formation and operation of business organizations. Prerequisites: BLAW 300 and Junior Standing

BLAW 313 Essentials of IP Law (2 credits)

This course focuses on essential intellectual property law concepts and their importance in protecting creativity, innovation, and goodwill. This course explores and compares the nature of U.S. and international law, including trademark, patent, copyright and trade secrets and how businesses can strategically use those assets. This course is designed to provide business students interested in innovation, marketing, and communication with the skills necessary to identify, manage, and protect intellectual assets. Prerequisites: BLAW 300 (may be taken concurrently), or BLAW 301, 302, 303. Note: Students who receive credit for BLAW 313 may not receive credit for BLAW 354

BLAW 314 Employment Law (2 credits)

This course will examine in-depth employment law from the perspective of human resources and entrepreneurship. From the stages of hiring (employment at will, covenants not to compete, classification of workers and employment contracts - including handbooks) to interviewing, federal and state employment discrimination laws, sexual harassment in the era of #MeToo, on to FMLA, FLSA, speech in the workplace (including social media) and wrongful termination. Emerging employment law issues will also be included. The course provides hands-on skill development and practical application of key legal concepts. Prerequisites: BLAW 300, 301, 302 or 303. Note: Students who receive credit for BLAW 314 may not receive credit for BLAW 353

BLAW 315 Law & Ethics of Data (2 credits)

As businesses seek to capitalize on the value of consumers' and employees' personal data, the risk increases that such data could be exploited from loss or misuse. Are there any constraints on the use of this data by businesses? This course will apply legal and ethical lenses to collecting, using, retaining and securing personal data. The course also examines liability for information security risks. The course seeks to develop multi-disciplinary awareness and analytical thinking, while grappling with technological, strategic, managerial and ethical issues related to data, privacy and information

security. Prerequisites: BETH 300 and BLAW 300, or permission of the instructor.

BLAW 320 Compliance in Business Orgs (4 credits)

This course will examine the compliance function from a legal, ethical, functional and organizational perspective. It will consider the compliance function in contemporary business settings and industries, such as finance, health care, insurance, and retail. Practices of key regulatory agencies such as the Federal Trade Commission, Securities and Exchange Commission will be discussed along with contemporary regulatory statutes such as the FTC Act, Dodd-Frank, Sarbanes-Oxley, etc. The course will also examine key compliance processes and the means to ensure that compliance efforts are effective. Topics include audits and other internal governance approaches for discovering compliance problems in a timely fashion; investigations; reporting; mitigation; regulatory responses; and remediation. Prerequisites: BLAW 300, 301, 302, 303 or 304 and BETH 300 or BETH 301 and 80 completed credits.

BLAW 321 Law for ENTR and Innovators (4 credits)

This course explores the law/s applicable to advertising, entrepreneurship, contracts, business organization and intellectual property. The focus of this class are the concrete steps involved in the formation, branding and operating of a Minnesota general partnership business entity as well as the design, creation, and implementation of both the business entity and the product such a business sells (goods, service, events). Prerequisites: BLAW 300, 301, 302, 303 or 304, and ENTR 100 (may be taken concurrently) or instructor permission. Note: Students who receive credit for BLAW 321 may not receive credit for BLAW 354

BLAW 322 Law for International Business (4 credits)

This course examines the legal and regulatory environment associated with conducting business across national borders. The goal of this course is to provide a foundation and framework for understanding the national, multilateral and international legal issues confronted by the multinational enterprise (MNE). Legal topics will be explored in the context of their impact on managerial decision making and business strategy and include: international trade, mechanisms for effectively resolving international business disputes, legal issues impacting market entry and expansion strategies (trade, intellectual property licensing, and foreign direct investment), regulation of the market

place, managing global supply chains, and compliance. Prerequisites: BLAW 300, 301, 302 or 304, or junior standing and instructor permission. Note: Students who receive credit for BLAW 322 may not receive credit for BLAW 303.

BLAW 323 Health Care Law & Ethics (4 credits)

This course will examine the legal frameworks that provide regulatory, liability, and ethical foundations for the provision and delivery of health care. We will study contracts in health care, torts and medical malpractice, and institutional liability, along with topics such as privacy, intellectual property, anti-fraud programs, and bioethics. Prerequisites: Junior standing

BLAW 351 Environmental Law (4 credits)

Environmental law will survey relevant federal and state statutes and case law to examine how well they serve to maintain and improve the quality of the air, water, soil and life, and strike an appropriate balance between the present consumption of resources and their maintenance for future generations. The course also will explore emerging environmental trends and the formulation of environmental policy. Prerequisite: Junior standing

BLAW 352 Gender Issues and the Law (4 credits)

This course explores the principle that men and women stand as equals before the law. It examines the ways in which courts and legislatures have interpreted the principle of equal opportunity to resolve gender issues in the workplace, as well as in other aspects of society that affect access to the workplace, including education, marriage, and the family. It also provides an historical overview of the law of equal opportunity and will touch upon modern notions of feminist legal theory. This course fulfills the Human Diversity requirement in the core curriculum. Prerequisite: Junior standing

BLAW 353 Employment & Labor Law (4 credits)

This course addresses in-depth legal issues that every employer and employee needs to understand regarding the legal environment of employment, including federal and state employment discrimination laws, sexual harassment, workers' compensation, first amendment rights, privacy, wrongful termination, covenants not to compete, federal laws governing the right to organize and bargain collectively, and emerging employment law issues. Prerequisite: Junior standing Note: Students who receive credit for BLAW 353 may not receive credit for BLAW 314.

BLAW 354 Marketing Law (4 credits)

This course explores the legal principles and

government regulation relating to marketing, advertising, and intellectual property. Topics include intellectual property protection such as patents, trademarks, and copyrights; the law of advertising and promotion; and possibly other timely topics relevant to marketing law. Prerequisite: BLAW 300, 301, 302, or 303 . Note: Students who receive credit for BLAW 354 may not receive credit for BLAW 313 or 321.

BLAW 389 Research (2 or 4 credits)

BLAW 393 Individual Study (2 or 4 credits)

BLAW 401 Legal Rsch/Advoc/Disp Resol (4 credits)

An examination of the nature of legal process and of the means the legal system adopts to resolve business disputes. The course will follow a problem-solving approach emphasizing critical thinking and oral and written legal advocacy skills. Topics include an overview of jurisprudence, the sources of law, business and the Constitution, the regulatory process, judicial and alternative dispute resolution, and the basics of legal research and written and oral advocacy. Prerequisite: Junior standing; BLAW 300, BLAW 301, BLAW 302, or BLAW 303; and BETH 300 or BETH 301; and BUSN 202 or CISC 200; or Junior standing and consent of instructor.

BLAW 476 Experiential Learning (1 to 4 credits)

BLAW 488 Topics (2 credits)

BLAW 490 Topics(4 credits)

BLAW 491 Research (2 or 4 credits)

BLAW 495 Individual Study (2 or 4 credits)

BLAW 496 Individual Study (2 credits)

BLAW 497 Individual Study (4 credits)

BLAW 498 Individual Study (4 credits)

Management (MGMT)

Opus College of Business

Department of Management

Brinsfeld (chair), Diehn, Galloway, Hart, Henderson, Lenway, Maloney, Militello, Owens, J. Pattit, Sheppeck, Slack, Welsh, Young

Students completing a concentration in the Department of Management will develop a systems thinking perspective as they view organizations; will develop a competitive perspective as they work with

organizations; will become problem-solvers; will value diversity in all its forms; and will study managerial skills.

Concentration in Human Resource Management

It is often said that people are an organization's greatest resource. People who work in human resource management provide specialized methods, techniques and professional judgment geared toward fair and effective employee selection, rewards, training, placement, management and development. By making effective use of employees' skills, and helping employees find satisfaction in their jobs and working conditions, both the employees and employers benefit from enhanced productivity.

People who work in human resource management have a wide range of responsibilities within a company. These include forecasting the organization's employee needs such as hiring, developing appraisal, compensation and professional development systems; establishing and maintaining effective labor relations; analyzing and improving the working environment; and interpreting employment regulations. Typical job titles found in human resource departments include benefits analyst, training services coordinator, HR administrator, employment and placement manager, job analyst, labor relations specialist, affirmative action manager, recruiter, and personnel development specialist.

Business Core Courses:

- BUSN 100: Business for the Common Good (2 credits)
- ENTR 100: Introduction to Entrepreneurship & Innovation (2 credits)
- ACCT 100: Principles of Accounting I (4 credits)
- BUSN 200: Business Learning Through Service (0 credit)
- ACCT 200: Principles of Accounting II (2 credits)
- OPMT 300: Operations & Supply Chain Management (2 credits)
- FINC 310: Core Financial Management (2 credits)

- MKTG 200: Introduction to Marketing (2 credits)
- MGMT 200: Working Skillfully in Organizations (2 credits)
- BLAW 300: Law for Business Leaders I (2 credits)
- BETH 300: Ethical Principles in Business (2 credits)

Note: The required core business courses (BUSN 100, ENTR 100, ACCT 100, ACCT 200, BUSN 200, FINC 310, OPMT 300, MKTG 200, MGMT 200, BETH 300, BLAW 300) must be completed by the end of the sophomore year. Transfer students who have not had an equivalent course must complete these courses by the end of their first semester, junior year.

Elective Courses in Business Core:

Eight credits from undergraduate courses with designations ACCT / BETH / BLAW / BUAN / BUID / ENTR / FINC / IBUS / MGMT / MKTG / OPMT / REAL. These credits may not fulfill any required concentration credits unless you have more than one business concentration. These credits may be taken in courses within the department of the student's business concentration. Transfer credits with these designations must be at the 300 level or above.

Concentration Courses:

- MGMT 362 Attracting, Acquiring, and Rewarding Talent (4 credits)
- MGMT 364 Employee and Labor Relations (4 credits)
- MGMT 360 Employee and Organization Development (4 credits) (students cannot receive credit for MGMT 360 and MGMT 365)
- MGMT 385 Inclusive Leadership (2 credits)
- MGMT 395 Strategic Thinking (2 credits)
- BLAW 314 Employment Law (2 credits)
- MGMT 460 Human Resource Strategy (4 credits)
- BUSN 202 Microsoft Excel Applications for Business (0 credits)

or CISC 200 Introduction to Computer Technology & Business Applications (4 credits)

Allied Requirements:

- ECON 251 Principles of Macroeconomics (4 credits)
- ECON 252 Principles of Microeconomics (4 credits)
- STAT 220 Statistics I (4 credits)

Note: STAT 220 should be completed by the end of the sophomore year. Transfer students who have not had an equivalent course must complete this course by the end of their first semester, junior year.

Plus four credits from the following:

- MATH 101 Finite Mathematics (4 credits)
- MATH 109 Calculus with Review II (4 credits)
- MATH 111 Calculus for Business and Social Science (4 credits)
- MATH 113 Calculus I (4 credits)

Note: The math requirement must be completed by the end of the sophomore year.

Plus four credits from the following:

- COMM 100 Public Speaking (4 credits)
- COMM 105 Communication in the Workplace (4 credits)
- COMM 370 Intercultural Communication (4 credits)
- ENGL 211 or above (4 credits)

Concentration in Leadership and Management

The Leadership & Management program equips students with leadership principles and the knowledge, skills, and conceptual critical thinking required to be high performing contributors in diverse and global organizations. By learning the science and art of “getting things done” in complicated and changing organizations, students develop philosophies and skills for leading people, processes, and projects across all aspects of an organization.

This program prepares graduates to leverage influence without a formal position of power/title, initiate a course of action, and proactively lead with new ideas and solutions. Leadership skills and strategic thinking will prepare students for career advancement and transfer to a myriad of roles both in professional settings and in the community.

Business Core Courses:

- BUSN 100: Business for the Common Good (2 credits)
- ENTR 100: Introduction to Entrepreneurship & Innovation (2 credits)
- ACCT 100: Principles of Accounting I (4 credits)
- BUSN 200: Business Learning Through Service (0 credit)
- ACCT 200: Principles of Accounting II (2 credits)
- OPMT 300: Operations & Supply Chain Management (2 credits)
- FINC 310: Core Financial Management (2 credits)
- MKTG 200: Introduction to Marketing (2 credits)
- MGMT 200: Working Skillfully in Organizations (2 credits)
- BLAW 300: Law for Business Leaders I (2 credits)
- BETH 300: Ethical Principles in Business (2 credits)

Note: The required core business courses (BUSN 100, ENTR 100, ACCT 100, ACCT 200, BUSN 200, FINC 310, OPMT 300, MKTG 200, MGMT 200, BETH 300, BLAW 300) must be completed by the end of the sophomore year. Transfer students who have not had an equivalent course must complete these courses by the end of their first semester, junior year.

Elective Courses in Business Core:

Eight credits from undergraduate courses with designations ACCT / BETH / BLAW / BUAN / BUID / ENTR / FINC / IBUS / MGMT / MKTG / OPMT / REAL. These credits may not fulfill any required concentration credits unless you have more than

one business concentration. These credits may be taken in courses within the department of the student's business concentration. Transfer credits with these designations must be at the 300 level or above.

Concentration Courses:

- MGMT 367 Leading and Managing Change (2 credits)
- MGMT 382 Management and Leadership (4 credits)
- MGMT 383 Effective Teams (2 credits)
- MGMT 384 Project Management (4 credits)
- MGMT 385 Inclusive Leadership (2 credits)
- MGMT 391 Elements of Global Business (2 credits)
- MGMT 394 Negotiating with Positive Influence (4 credits)
- MGMT 395 Strategic Thinking (2 credits)
- MGMT 482 Leadership Capstone (4 credits)
- BUSN 202 MS Excel Business Applications (0 credits)
or CISC 200 Intro to Computer Technology & Business Applications (4 credits)

Allied Requirements:

- ECON 251 Principles of Macroeconomics (4 credits)
- ECON 252 Principles of Microeconomics (4 credits)
- STAT 220 Statistics I (4 credits)

Note: STAT 220 should be completed by the end of the sophomore year. Transfer students who have not had an equivalent course must complete this course by the end of their first semester, junior year.

Plus four credits from the following:

- MATH 101 Finite Mathematics (4 credits)
- MATH 109 Calculus with Review II (4 credits)
- MATH 111 Calculus for Business and Social Science (4 credits)

- MATH 113 Calculus I (4 credits)

Note: The math requirement must be completed by the end of the sophomore year.

Plus four credits from the following:

- COMM 100 Public Speaking (4 credits)
- COMM 105 Communication in the Workplace (4 credits)
- COMM 370 Intercultural Communication (4 credits)
- ENGL 211 or above (4 credits)

MGMT Course Catalog

MGMT 200 Working Skillfully in Orgs (2 credits)

This course focuses on the knowledge and skills students need to successfully start their careers. This includes understanding that: organizations differ including having unique cultures which is important to consider when choosing an organization to work for; they are leaders and as leaders they need to take initiative and influence others; and, other individuals are different from them and adaptation to those differences is important. Skills developed include initiative, influence, decision making, and behavioral adaptation to be more a more effective team member and leader. Prerequisites: BUSN 100 (may be taken concurrently) and Sophomore standing. Note: Students who receive credit for MGMT 200 may not receive credit for MGMT 305.

MGMT 243 Individual Study (2 or 4 credits)

MGMT 269 Research (2 or 4 credits)

MGMT 295 Topics (2 credits)

MGMT 296 Topics (2 credits)

MGMT 305 Mgmt & Organizational Behavior (4 credits)

This course is designed to introduce students to the complexities of working within organizations, regardless of whether it is a for-profit, non-profit, or governmental organization. Certain complexities are common across organizations, irrespective of their goals or size. Understanding these complexities is critical to becoming an effective member of any organization, and this course will develop students' understanding and expertise in leading and managing themselves and others within organizations. Prerequisite: Sophomore standing. Note: Students who receive credit for MGMT 305 may not receive credit for MGMT 200

MGMT 350 Intro to U.S. Health Care (4 credits)

This course provides students with a clear and comprehensive understanding of U.S. health care through the lens of various key stakeholders (e.g., consumers, providers, payers, policymakers, and third parties) and how they interrelate. They will gain an appreciation for the economic, political, and social environments in which they operate. Students will also learn about current issues, motivations, and incentives that influence the health care industry. The course is designed to give students a common base of understanding that will serve as a foundation for future coursework and considerations for a career in health care. A broad spectrum of healthcare organizations and settings will be included with emphasis on practical relevance and interaction with local healthcare organizations.

MGMT 352 Health Care Risk Management (4 credits)

This course will introduce students to the complexity of risk faced within the health care system. They will understand the nature of risk faced by government, health care institutions, and individuals. They will see how risk is often the unintended consequence of government policy and organizational strategy. They will also review how health care and government organizations are redesigning themselves in order to take a more directed role in managing risk. Prerequisites: MGMT 200

MGMT 360 Organization & Empl Devel. (4 credits)

This course focuses on the theories, concepts, research and practice of organization change and development, performance management, and employee training and development that impact organizational employee behavior. Topics include an overview of human resource management, organization entry and socialization, employee performance management, career choices, employee motivation, job design, organization structure, culture, group dynamics, team-work, power and influence, organization restructuring, change management, and employee training and development. Prerequisites: MGMT 200 or MGMT 305 and Junior standing. Note: Students who receive credit for MGMT 360 may not receive credit for MGMT 365 or MGMT 367.

MGMT 362 Attract and Reward Talent (4 credits)

This course focuses on the theories, concepts, research and practice of staffing and compensation/reward programs that impact organizational employee behavior. Topics include labor markets, human resource planning, including recruiting, hiring and layoffs, job analysis, staffing

and selection, human resource information systems, compensation strategy, policies and practices and benefits programs. Prerequisites: MGMT 200 or MGMT 305 and Sophomore standing.

MGMT 364 Employee and Labor Relations (4 credits)

This course is designed to prepare students to be successful human resource generalists, general managers or entrepreneurs. These careers require both HR knowledge and interpersonal skills. Thus, this course focuses on the concepts, research and practice of employee and labor relations and related organization processes that impact employee behavior. Topics include leadership, worker representation, conflict resolution and negotiation, performance management, employee counseling and discipline, and health and safety. Prerequisites: MGMT 200 or MGMT 305 and Sophomore standing

MGMT 365 Organization Development (2 credits)

This course focuses on the theories, concepts, research, and practice of effective organization development (OD) and change. The course prepares students to carry out the steps managers and human resource professionals take to diagnose and analyze organizational and employee development opportunities, including entry and contracting, data gathering, analysis, and providing comprehensive feedback. This course will develop students' understanding of conducting ethical OD practice linked to real-world business challenges. Prerequisites: MGMT 200 or MGMT 305 and Junior standing. Note: Students who receive credit for MGMT 365 may not receive credit for MGMT 360

MGMT 367 Leading and Managing Change (2 credits)

This course focuses on the knowledge and skills needed to design, implement, and manage change at the organizational, group, and employee levels. Topics include understanding reactions to and resistance to change, distinguishing between types and levels of change, designing change initiatives and how to lead and sustain change successfully. Prerequisites: MGMT 200 or MGMT 305 and Junior standing. Note: Students who receive credit for MGMT 367 may not receive credit for MGMT 360

MGMT 382 Management & Leadership (4 credits)

This course explores the concepts and skills involved in managing people and exercising effective leadership from the individual, interpersonal, and organization level perspectives, with an emphasis on personal leader development and building management skills. The

course covers important leadership theories and explores the complexities in managing people, how organizational conditions affect competent leadership, and the work of leadership in managing people within organizations. Topics include self-awareness, managing stress, building relationships, gaining power and influence, and motivating others. This course examines the complexity of business leadership through understanding key theories and their application. Prerequisites: MGMT 200 or MGMT 305 and Sophomore standing

MGMT 383 Effective Teams (2 credits)

Businesses use teams to get work done at all levels of the organization. This course examines when teams are the right choice (and when they are not), how to be an effective team member and leader, and how to diagnose and solve common team problems. Prerequisites: MGMT 200 or MGMT 305 and Sophomore standing. Note: Students who receive credit for MGMT 383 may not receive credit for MGMT 388.

MGMT 384 Project Management (4 credits)

This course presents the concepts, techniques, and behavioral skills needed for managing projects effectively. The course introduces students to a project's life cycle (from project definition and goals to completion of the project) and the behavioral dynamics that need to be managed to achieve success. Project leaders need to fulfill multiple roles on a project including managing the timeline, meeting project specifications, resource budgeting and creating a sustainable project culture. Prerequisites: MGMT 200 or MGMT 305; and OPMT 300 or OPMT 310; and Junior standing.

MGMT 385 Inclusive Leadership (2 credits)

Leaders, both with and without formal management titles, need to appreciate the diverse people internal and external to their organizations and society at large. It is critical that leaders step up to design and deliver effective programs of inclusion in their organizations. Culturally competent leaders think critically about these programs and practice inclusion at individual, interpersonal, team, organization, and community levels. This requires foundational knowledge, skills, and attitudes applied in diverse domestic and global contexts. This course introduces a range of perspectives to explore topics including, but not limited to, human diversity; inclusive cultures; social identity and perception; power and privilege; and models and paradigms for interpersonal and organizational inclusion. Prerequisites: MGMT 200 or MGMT 305 and Junior standing. Note: Students who receive

credit for MGMT 385 may not receive credit for MGMT 388

MGMT 386 Advanced Org Behavior (4 credits)

This course is designed to increase your effectiveness as a manager and team member by utilizing frameworks for understanding organizations and the behavior of people and groups within an organization. This course will focus on critical activities related to managerial and team effectiveness including managing interdependence, making decisions motivating performance, negotiating differences, and working within an organization's structural, political, cultural and global environment. Prerequisites: MGMT 305 and Junior standing

MGMT 388 Leading Diverse Teams (4 credits)

The purpose of this course is to understand theories and integrate experiences in leading diverse teams, including managing conflict and negotiating within and for the team. The course builds on the leadership and organizational behavior theories learned in prerequisite courses, leveraging and applying these concepts to teams. The design, management, and leadership of teams in organizational settings will be emphasized, along with conflict management and negotiation strategies. To develop student skills, applied experiences are integrated. The focus is on the interpersonal processes and structural characteristics that influence the effectiveness of teams, individual behavior in face-to-face interactions and the dynamics of interpersonal relationships. By the end of this course, students will have gained valuable skills, experience, and knowledge in effectively leading teams through challenges, collaborative negotiations, and conflict, while leveraging the diversity within. Prerequisites: MGMT 200 or MGMT 305 and MGMT 382. Note: Students who receive credit for MGMT 388 may not receive credit for MGMT 383 or MGMT 385.

MGMT 389 Research (2 or 4 credits)

MGMT 391 Elements of Global Business (2 credits)

This course explores the opportunities and challenges associated with globalization, and provides the foundation for understanding how differences across countries affect businesses and their own careers. Prerequisites: BUSN 100 or permission from the instructor, and Sophomore standing

MGMT 393 Individual Study (2 or 4 credits)

MGMT 394 Negotiating with Positive Infl (4 credits)

Negotiating decisions, deals, contracts and progressive change is an important skill valued by organizations. In addition, individuals need to harness their personal power to influence others with integrity. This course equips students with knowledge, strategies, tactics, and practical skills to negotiate effectively and manage conflict with peers, superiors, subordinates, and external parties across various contexts. Effective negotiation, influence and conflict management positions professionals at all stages of their career to achieve organizational goals, improve outcomes and contribute to the common good. Prerequisites: MGMT 200 or MGMT 305 and Junior standing.

MGMT 395 Strategic Thinking (2 credits)

This course introduces students to the concepts, tools and principles of strategic management that effectively position businesses to gain a competitive market and industry advantage. Students will develop a strategic mindset as they learn about how businesses: capture value within an industry space, compete through providing superior value and align organizational assets and resources to execute firm strategies. Prerequisites: MGMT 200 or MGMT 305 and Junior standing. Note: Students who receive credit for MGMT 395 may not receive credit for MGMT 480

MGMT 430 Global Strategy & Management (4 credits)

Companies face an increasing variety of choices about where to locate different value-creating activities. This course explores the opportunities and challenges associated with conducting business in a global context. The goal of this course is to provide the foundations for understanding the external global environment facing a multinational enterprise (MNE), and the internal challenges of managing an MNE. Specifically, this course examines the following topics: the forces behind globalization, the different cultural, political, legal and economic environments in which global businesses operate, the tradeoffs between global and local strategies, the alternatives available for coordinating activity in an MNE, and the unique challenges involved with managing people in a globally dispersed organization. Prerequisites: MGMT 305 and MKTG 300 or MGMT 200 and MGMT 391; BETH 300 or BETH 301; plus two courses (minimum of six credits) from the following: IBUS 450, IBUS 460, or IBUS 470; and BUSN 202 or CISC 200; and Senior standing

MGMT 460 Human Resource Strategy (4 credits)

This course focuses on the theories, concepts,

research, and practice of human capital management that impacts employee behavior. Topics include systems theory, globalization, leading a contemporary human resource function, human resource careers, human capital strategy, human resource best practices, human resource analytics, and ROI analysis. Offered spring semester. Prerequisites: MGMT 360 or (MGMT 365 and MGMT 367); MGMT 362; BLAW 301, 302, 303 or BLAW 314; BETH 300 or 301; and BUSN 202 or CISC 200; and Senior Standing.

MGMT 480 Strategic Management (4 credits)

This course examines organizational issues from an integrative perspective. It draws on concepts from the entire business curriculum to view the organization as a whole. The focus of the course is to have you view the organization from the perspective of the president, rather than that of a manager of a particular function (e.g., VP of marketing). It examines the development of core competence and a sustainable competitive advantage as part of an organization's strategic planning process. Prerequisite: OPMT 300 or OPMT 310; FINC 310 or FINC 321; MGMT 200 or MGMT 305; MKTG 200 or MKTG 300; BETH 300 or BETH 301; and CISC 200 or BUSN 202; and senior standing. Note: Students who receive credit for MGMT 480 may not receive credit for MGMT 395.

MGMT 482 Leadership Capstone (4 credits)

This capstone course integrates and applies leadership knowledge, skills, character, and competencies. The course provides opportunities to think more systematically about leadership and organizations, its application, and the personal competencies needed for leadership success. The course is designed as an experiential, collaborative team exercise of leadership in a project-based setting. Students will learn about organizational leadership and management as well as develop their capacity for leading through principled initiative and influence. Prerequisites: MGMT 382; One of MGMT 360 or 388; OR MGMT 383 and MGMT 384 and MGMT 394; BETH 300 or BETH 301; Senior Standing

MGMT 490 Topics (4 credits)**MGMT 491 Research (2 or 4 credits)****MGMT 495 Individual Study (2 or 4 credits)**

Marketing (MKTG)

Opus College of Business

Department of Marketing

Sackett (chair), Abendroth, Alexander, Al-Khatib, Bharadwaj, Giovanelli, Lanier, Malshe, Porter, Rexeisen, Sailors, Vuolo

Career options in marketing include marketing research and planning, advertising and public relations, business logistics and physical distribution, retailing, product management and new product development, and sales management.

Students completing the concentration in marketing will be able to critically evaluate the global marketing environment, identify opportunities and problems and be able to understand and apply appropriate concepts and terminology.

Concentration in Marketing Management

Business Core Courses:

- BUSN 100: Business for the Common Good (2 credits)
- ENTR 100: Introduction to Entrepreneurship & Innovation (2 credits)
- ACCT 100: Principles of Accounting I (4 credits)
- BUSN 200: Business Learning Through Service (0 credit)
- ACCT 200: Principles of Accounting II (2 credits)
- OPMT 300: Operations & Supply Chain Management (2 credits)
- FINC 310: Core Financial Management (2 credits)
- MKTG 200: Introduction to Marketing (2 credits)
- MGMT 200: Working Skillfully in Organizations (2 credits)
- BLAW 300: Law for Business Leaders I (2 credits)
- BETH 300: Ethical Principles in Business (2 credits)

Note: The required core business courses (BUSN 100, ENTR 100, ACCT 100, ACCT 200, BUSN 200, FINC 310, OPMT 300, MKTG 200, MGMT 200, BETH 300, BLAW 300) must be completed by the end of the sophomore year. Transfer students who have not

had an equivalent course must complete these courses by the end of their first semester, junior year.

Elective Courses in Business Core:

Eight credits from undergraduate courses with designations ACCT / BETH / BLAW / BUAN / BUID / ENTR / FINC / IBUS / MGMT / MKTG / OPMT / REAL. These credits may not fulfill any required concentration credits unless you have more than one business concentration. These credits may be taken in courses within the department of the student's business concentration. Transfer credits with these designations must be at the 300 level or above.

Concentration Courses:

- MKTG 201: Application in Marketing (2 credits)
- MKTG 340 Marketing Research (4 credits)
- MKTG 370 Consumer Behavior (4 credits)
- MKTG 430 Marketing Management (4 credits)
- BUSN 202 MS Excel Business Applications (0 credits)
or CISC 200 Intro to Computer Technology & Business Applications (4 credits)

Plus twelve credits from the following:

- MKTG 245 Storytelling w/ Business Data (2 credits)
- MKTG 310 Professional Selling (4 credits)
- MKTG 315 Event Management (4 credits)
- MKTG 320 Integrated Marketing Communications (4 credits)
- MKTG 330 International Marketing (4 credits)
- MKTG 345 Marketing Analytics (4 credits)
- MKTG 350 Marketing Channels and Distribution (4 credits)
- MKTG 360 Omnichannel Retailing (4 credits)

- MKTG 375 Product Innovation and Marketing (4 credits)
- MKTG 380 Digital Marketing (4 credits)
- MKTG 385 Sport Marketing (4 credits)
- MKTG 390 Marketing Strategy (4 credits)
- MKTG 490 Topics (4 credits)
- MKTG 488 Topics (2 credits)

Allied Requirements:

- ECON 251 Principles of Macroeconomics (4 credits)
- ECON 252 Principles of Microeconomics (4 credits)
- STAT 220 Statistics I (4 credits)
- BUSN 202 Microsoft Excell Business Applications (0 credits)
or CISC 200 Introductory Computer Technology and Business Applications (4 credits)

Note: STAT 220 should be completed by the end of the sophomore year. Transfer students who have not had an equivalent course must complete this course by the end of their first semester, junior year.

Plus four credits from the following:

- MATH 101 Finite Mathematics (4 credits)
- MATH 109 Calculus with Review II (4 credits)
- MATH 111 Calculus for Business and Social Science (4 credits)
- MATH 113 Calculus I (4 credits)

Note: The math requirement must be completed by the end of the sophomore year.

Plus four credits from the following:

- COMM 100 Public Speaking (4 credits)
- COMM 105 Communication in the Workplace (4 credits)
- COMM 328 Communication to Race and Gender (4 credits)

- COMM 370 Intercultural Communication (4 credits)

MKRG Course Catalog

MKTG 200 Intro to Marketing (2 credits)

Introduction to Marketing is designed to help undergraduate students gain a broad, foundational understanding of the basic components of modern marketing. The course will overview the formulation of a marketing strategy (segmentation, targeting, and positioning) and its implementation through the marketing mix (product, price, place, and promotion), tied to a thorough analysis of the marketplace (company, competitors, customers, etc.). Ethical issues in marketing will be discussed throughout coverage of these topics. After completing the course, students are expected to have gained a general understanding of the complexity of marketing and the role it plays in fulfilling business objectives. Students will leave with a foundation for building additional knowledge and skills related to marketing practice and its interplay with other business functions. Prerequisite: BUSN 100 (may be taken concurrently), and Sophomore Standing Note: Students who receive credit for MKTG 200 may not receive credit for MKTG 300.

MKTG 201 Application in Marketing (2 credits)

Application in Marketing is a 2-credit course designed to build on the foundations provided in Marketing 200 (Introduction to Marketing) by adding branding, consumer behavior, marketing research, and international marketing as concepts that cut across the basic components of marketing analysis, strategy, and implementation. This course emphasizes an application-oriented approach through case-studies, connections with the local marketplace, and problem solving via active-learning classroom activities. Prerequisite: MKTG 200. Note: Students who receive credit for MKTG 201 may not receive credit for MKTG 300.

MKTG 243 Individual Study (2 or 4 credits)

MKTG 245 Storytelling w/ Business Data (2 credits)

The course introduces students to principles that effectively link business data reporting to influencing business outcomes. Business culture demands concise and meaningful communications that can both inform and influence various decision makers and stakeholders. This course teaches students how to effectively communicate insights drawn from business data through the principles of data visualization and narrative design. In this course, students will learn how to identify critical

organizational needs, create compelling business narratives using the three key elements of storytelling, and convert data analytic insights into business actions. Prerequisites: MKTG 200 or 300; CISC 200 or BUSN 202; STAT 220

MKTG 269 Research (2 or 4 credits)

MKTG 295 Topics (2 credits)

MKTG 296 Topics (2 credits)

MKTG 300 Principles of Marketing (4 credits)

This course uses a managerial point of view. It focuses on understanding the needs and desires of customers in order to develop effective strategies for business. Students are taught to consider organizational, social, competitive, technological, economic, behavioral, and legal forces in crafting effective marketing programs. Prerequisite: Junior standing Note: Students who receive credit for MKTG 300 may not receive credit for MKTG 200.

MKTG 310 Professional Selling (4 credits)

In this course students learn how individuals interact with each other in a competitive environment. The course covers one-on-one selling techniques, persuasive communication, oral and verbal presentation skills useful for one-to-one presentations and when groups present to groups. The student will learn skills useful in both the industrial and consumer areas. Prerequisite: MKTG 200 or MKTG 300

MKTG 315 Event Management (4 credits)

The purpose of this course is to introduce students to the tools and processes required to successfully conceptualize, research, design, produce and market a live event. Topics will include the feasibility and sustainability of the event process, industry trends, strategic planning, creating engaging event spaces, marketing, human resource management and budgeting for events. Prerequisites: Sophomore standing; MKTG 200 or permission from instructor

MKTG 320 Integrated MKTG Communications (4 credits)

This course is designed to develop an appreciation for the promotion mix (personal selling, advertising, public relations, sales promotion) by exploring how and why these elements are used by organizations to reach their goals and objectives. Concept fundamentals are explored and then integrated into case analysis. Prerequisite: MKTG 200 or MKTG 300

MKTG 330 International Marketing (4 credits)

In this course students consider basic concepts,

principles and theories of international marketing, as well as the essential and complex problems encountered in the international marketplace. The emphasis is on problem solving and decision-making within the international marketing environment. Prerequisite: MKTG 200 or MKTG 300

MKTG 340 Marketing Research (4 credits)

In this course, students learn to develop surveys, observation, experiments, and other tools for learning about customer characteristics and requirements. They learn about analytical techniques, data sources, research planning and costs. Prerequisites: MKTG 201 or MKTG 300; MATH 101 or 109 or 111 or 113; STAT 220

MKTG 345 Marketing Analytics (4 credits)

Marketing analytics is designed to teach students the skills needed for assembling, analyzing and converting data into meaningful information that is pertinent to the marketing decision making process. The focus of this course will be on how marketing analytics provides relevant insights for decisions related to marketing strategy, the marketing mix, and marketing management. Students will learn how to turn customer data into information that is usable within a firm's decision-making process to better meet customer needs. Ethical considerations of marketing analytics will also be explored. Prerequisites: MKTG 200 or MKTG 300, CISC 200, STAT 220

MKTG 350 Mktg Channels/Distr Sys (4 credits)

Students examine relevant theories, concepts, and practices related to the flow of goods and services in and between organizations from the point of view of the total distribution system. The goal of the course is to help business students think about and learn to create and integrate marketing and logistics strategy. Prerequisite: MKTG 200 or MKTG 300

MKTG 360 Omnichannel Retailing (4 credits)

Omnichannel retailing integrates the different methods of shopping available to consumers (storefront, eCommerce, etc.). This course is designed to provide an understanding of these methods and the benefits and challenges associated with each. A primary focus of the course is on omnichannel/multichannel strategies and today's consumer shopping experience. Students will develop an understanding of retailing by learning how to integrate branding, pricing, use of technological advances, traditional & digital promotion, distribution, and fulfillment strategies. Additional topics include shopping behavior, retailing trends, non-store retailing,

service delivery, and international retailing.
Prerequisite: MKTG 200 or MKTG 300

MKTG 370 Consumer Behavior (4 credits)

In this course, students examine how consumers and organizations go about making purchase decisions. Major theoretical contributions and empirical research findings from marketing and the behavioral sciences are reviewed and attention is given to applying this information to practical business and marketing situations. Prerequisite MKTG 201 or MKTG 300

MKTG 375 Product Innovation and Mktg (4 credits)

This course takes a strategic perspective on managing the product element of the firm's marketing mix - the most integral element. Students will delve into segmenting markets based on needs and assessing innovation strategy, viability, new product design, product differentiation, product portfolio and lifecycle management, line and brand extension strategy amongst other product and service tactics. Prerequisites: MKTG 200 or MKTG 300

MKTG 380 Digital Marketing (4 credits)

Digital Marketing has become an essential way for companies to compete in today's dynamic marketplace. This course covers how businesses can leverage Digital Marketing channels (Websites, Display Advertising, Search Marketing (Organic and Paid), Email Marketing, Social Media and Mobile Marketing) at both a strategic and tactical level to drive customer acquisition and retention. Prerequisites: MKTG 200 or MKTG 300 or STCM 234

MKTG 385 Sport Marketing (4 credits)

The purpose of this course is to provide an overview of sport marketing by examining its two core components: 1) marketing of sport and 2) marketing through sport. Students will learn about the unique aspects of sport marketing and how marketing sport differs from marketing other (more traditional) products in terms of product, price, promotion, and place (or distribution). Prerequisites: MKTG 200 or MKTG 300

MKTG 389 Research (2 or 4 credits)

MKTG 390 Marketing Strategy (4 credits)

This course provides the framework for developing and implementing strategies that are distinctive and sustainable. Topics include: market, industry and competitive analysis; market segmentation, targeting, positioning and branding; uses of secondary and marketing research information; analysis and development of market entry and

strategy alternatives; and integration of marketing strategy with financial, operations and corporate culture on the firm. The course is designed for those who are involved in marketing strategies, doing marketing planning and managing markets. Prerequisites: MKTG 200 or MKTG 300; MATH 101 or MATH 109 or 111 or 113; STAT 220

MKTG 393 Individual Study (2 or 4 credits)

MKTG 430 Marketing Management (4 credits)

Small Business Institute clients present student teams with business problems that require solutions. Student teams diagnose the client's problem and craft and present a solution to the client. Time is divided between reviewing and integrating the students' marketing background, facilitating the student contact with the client, and providing consulting to the client. Prerequisites: MKTG 340; MKTG 370 (May be taken concurrently); one additional Marketing elective; BETH 300 or 301; BUSN 202 or CISC 200; and Senior standing

MKTG 476 Experiential Learning (1 to 4 credits)

MKTG 488 Topics (2 credits)

MKTG 490 Topics (4 credits)

MKTG 495 Individual Study (2 or 4 credits)

Operations and Supply Chain Management (OPMT)

Opus College of Business

Department of Operations and Supply Chain Management

Mallick (chair), Barlow, Bordoloi, Goldschmidt, Kumar, Olson, W. Raffield, Ressler, Sanders-Jones, Sullwold, White, Yang

Operations and supply chain management is directly involved in the creation and delivery of an organization's goods and/or services. Operations management is not specific to any one industry, nor is it restricted to manufacturing enterprises. In fact, all organizations in the private and public sector systems—including airlines, hospitals, hotels, restaurants, insurance companies, and government agencies need to manage their operations vigilantly. Operations managers work with their organizations to find faster, better, and more economical ways to server their customers. The operations management

field offers a wide array of career paths from supply chain or service design analysis to manufacturing or service general management.

Concentration in Operations and Supply Change Management

Business Core Courses:

- BUSN 100: Business for the Common Good (2 credits)
- ENTR 100: Introduction to Entrepreneurship & Innovation (2 credits)
- ACCT 100: Principles of Accounting I (4 credits)
- BUSN 200: Business Learning Through Service (0 credit)
- ACCT 200: Principles of Accounting II (2 credits)
- OPMT 300: Operations & Supply Chain Management (2 credits)
- FINC 310: Core Financial Management (2 credits)
- MKTG 200: Introduction to Marketing (2 credits)
- MGMT 200: Working Skillfully in Organizations (2 credits)
- BLAW 300: Law for Business Leaders I (2 credits)
- BETH 300: Ethical Principles in Business (2 credits)

Note: The required core business courses (BUSN 100, ENTR 100, ACCT 100, ACCT 200, BUSN 200, FINC 310, OPMT 300, MKTG 200, MGMT 200, BETH 300, BLAW 300) must be completed by the end of the sophomore year. Transfer students who have not had an equivalent course must complete these courses by the end of their first semester, junior year.

Elective Courses in Business Core:

Eight credits from undergraduate courses with designations ACCT / BETH / BLAW / BUAN / BUID / ENTR / FINC / IBUS / MGMT / MKTG / OPMT / REAL. These credits may not fulfill any required

concentration credits unless you have more than one business concentration. These credits may be taken in courses within the department of the student's business concentration. Transfer credits with these designations must be at the 300 level or above

Concentration Courses:

- OPMT 320 Decision Analysis (4 credits)
- OPMT 330 Quality Management (4 credits)
- OPMT 340 Process Analysis & Improvement (4 credits)
- OPMT 350 Supply Chain Management (4 credits)
- OPMT 375 Digital Supply Chain Management (2 credits)
- OPMT 480 Operations Strategy with Integrative Project (4 credits)

Plus four credits from the following:

OPMT 360 Service Operations Management (4 credits)

OPMT 470 Applied Analytics and Data Visualization (4 credits)

ECON 311 Forecasting (4 credits)

Allied requirements:

- CISC 200 Intro to Computer Technology and Business Applications (4 credits)
or CISC 131 Intro to Programming and Problem Solving (4 credits)
- ECON 251 Principles of Macroeconomics (4 credits)
- ECON 252 Principles of Microeconomics (4 credits)
- STAT 220 Statistics I (4 credits)

Note: CISC 200 and STAT 220 should be completed by the end of the sophomore year. Transfer students who have not had an equivalent course must complete this course by the end of their first semester, junior year.

Plus four credits from the following:

- MATH 101 Finite Mathematics (4 credits)

- MATH 109 Calculus with Review II (4 credits)
- MATH 111 Calculus for Business and Social Science (4 credits)
- MATH 113 Calculus I (4 credits)

Note: The math requirement must be completed by the end of the sophomore year.

Plus four credits from the following:

- COMM 100 Public Speaking (4 credits)
- COMM 105 Communication in the Workplace (4 credits)
- COMM 370 Intercultural Communication (4 credits)
- ENGL 211 or above (4 credits)

OPMT Course Catalog

OPMT 243 Individual Study (2 or 4 credits)

OPMT 269 Research (2 or 4 credits)

OPMT 295 Topics (2 credits)

OPMT 296 Topics (2 credits)

OPMT 300 Operations & Supply Chain MGMT (2 credits)

Operations and Supply Chain Management (OSCM) focuses on all activities essential for the creation and distribution of goods and services. This course introduces the fundamental concepts and techniques utilized in the management of both manufacturing and service operations. Topics include the management of process, technology, production, six-sigma quality, inventory, supply chain, workforce, business process improvement and lean management in operating systems. After completing this course, students will have a better appreciation for the strategic power of the operations and supply chain management function and greater knowledge of how effective operations and supply chain management can enable an organization to attain a sustainable competitive advantage. Prerequisites: STAT 220 and MATH 101 or higher; Sophomore standing. Note: Students who receive credit for OPMT 300 may not receive credit for OPMT 310.

OPMT 310 Operations Management (4 credits)

Operations management focuses on planning, coordination and control of activities involved in the transformation of resources into goods and services.

This course will examine the concepts and techniques utilized in the management of manufacturing and service operations. The course will focus on the strategic use of the tactical tools of operations management. Topics covered include the management of process, technology, production, six-sigma quality, inventory, supply chain, workforce, business process improvement and lean management in operating systems. After completing this course, students will have a great appreciation for the strategic power of the operations function and greater knowledge of how effective operations management can enable an organization to attain a sustainable competitive advantage. Prerequisites: STAT 220 and MATH 101 or higher; Sophomore standing Note: Students who receive credit for OPMT 310 may not receive credit for OPMT 300.

OPMT 320 Decision Analysis (4 credits)

This course is focused on developing the quantitative, analytical skills needed to gain insight into the resolution of practical business problems. Students will learn how to analyze and solve management problems using spreadsheet-based methods. Specific methods for clarifying objectives, developing alternatives, addressing trade-offs, and conducting a defensible quantitative analysis will be presented. Topics include spreadsheet modeling, linear programming, transportation modeling, decision analysis, project management, and simulation. Students will also be introduced to building decision support models using Visual Basic Applications (VBA). Prerequisites: STAT 220, MATH 101 or higher, CISC 131 or CISC 200.

OPMT 330 Quality Management (4 credits)

This course introduces the principles and practices of quality management. The course focuses on the application of quality philosophies and quality tools in both manufacturing and service organizations. The course will provide practice in using the tools and techniques of quality such as Statistical Process Control (SPC) and Quality Function Deployment (QFD). Modern approaches to quality management such as the Baldrige criteria, ISO certification, and Six-Sigma programs will be included, as well as the philosophies of quality pioneers such as Deming and Juran. Prerequisite: OPMT 300 or OPMT 310

OPMT 340 Process Analysis & Improvement (4 credits)

This course focuses on three primary areas: analyzing processes, developing strategies needed to create a lean agile organization, and introducing the tools needed to implement those strategies. Students will learn to analyze and measure

processes, recognize the main tools of lean systems, and then how to apply those tools in both classroom and real-life situations to reduce waste and maximize the capacity of the production system. Both service and manufacturing production systems will be studied. By the end of the course, students will be able to analyze and measure an existing production system, understand what strategies to follow that will create a lean, agile organization, determine which lean tools are needed to transform the system and how to implement those tools, and how to measure and sustain the improvement. Prerequisites: OPMT 300 or OPMT 310

OPMT 350 Supply Chain Management (4 credits)

This course will develop a basic understanding of supply chain management both within and beyond organizational boundaries. It will provide the conceptual and analytical framework for the materials management function of business including purchasing, inventory management (MRP), capacity planning, scheduling, and manufacturing planning and control systems; as well as a broader supply chain view. Prerequisite: OPMT 300 or OPMT 310

OPMT 360 Service Operations Management (4 credits)

The service sector is the fastest growing sector of the economy. This course is designed to explore the dimensions of service operations management and the process of ongoing improvement. Outstanding service organizations are managed differently than their manufacturing counterparts. The results show not only in terms of conventional operational measures of performance, but also in the enthusiasm of the employees and degree of customer satisfaction, where efficient and effective service is taken as a positive experience. This course aims at applying tools learned in Operations Management as well as integrating student learning from other areas such as strategy, marketing, technology and organizational issues in the service industry. Service sectors in this course include airlines, health care, hotels, restaurants, entertainment and recreation, and service consulting. Prerequisite: OPMT 300 or OPMT 310; OPMT 320

OPMT 375 Digital Supply Chain Manage (2 credits)

The rapid development of digital computer and communication technology has transformed every aspect of business management and led to the emergence of electronic commerce and the digital supply chain. This course provides an overview of the digital supply chain and introduce students to

the state-of-the art in technology applications used by leading corporations worldwide for managing them. The context of this course is a variety of technologies (i.e., hardware and software systems) by which a firm connects, coordinates, and collaborates with its supply chain trading partners and customers for planning, procurement, production and distribution of both physical and digital goods and services. Prerequisites: OPMT 350

OPMT 389 Research (2 or 4 credits)

OPMT 393 Individual Study (2 or 4 credits)

OPMT 470 Apl Analytics & Data Visual (4 credits)

The course provides students an opportunity to demonstrate their ability to transform data into insights that guide decision making. In this course, you will learn to identify, evaluate, and capture business analytic opportunities that create value. This course covers the entire lifecycle from problem identification, methodology selection, model building and analysis, to model implementation. The course will utilize industry problems to demonstrate flexibility of analytics and identify the common issue from working with large data sets to project management. Prerequisites: OPMT 320 and one of the following: STAT 320, STAT 333, ECON 315 or ECON 311.

OPMT 476 Experiential Learning (1 to 4 credits)

OPMT 480 Op Strategy w/Integ Strategy (4 credits)

This course is the capstone course for majors in operations management. This integrative course in Operations Strategy has a strong managerial focus on the operating decisions that can impact a firm's profitability in various manufacturing and service sectors. It serves as an integrator for the courses that had preceded it by giving students the opportunity to incorporate and refine the knowledge and skills developed in previous coursework. This course utilizes real-life cases and projects to understand managerial issues in operations and to develop a strategic perspective in the decision making process. Prerequisites: Senior standing; OPMT 320, OPMT 330, OPMT 340 and OPMT 350; and concurrent or prior enrollment in OPMT 375. NOTE: For students in prior catalogs the prerequisites are: Senior standing; BETH 301, OPMT 320 and 350, and concurrent or prior enrollment in OPMT 330.

Major in Real Estate Studies (B.S.)

The Bachelor of Science degree in the multidisciplinary field called real estate finds an ideal foundation in a liberal arts education. It provides a quality real estate program with a core in the general functional and operational areas of business. The program is designed to develop students as better citizens able to make responsible decisions benefiting society. Employers prefer to hire students who are knowledgeable of their discipline and operate within a moral and ethical framework of values. Graduates of the program can find employment as mortgage loan officers, appraisers, commercial/investment brokers and property managers.

Business Core Courses:

- BUSN 100: Business for the Common Good (2 credits)
- ENTR 100: Introduction to Entrepreneurship & Innovation (2 credits)
- ACCT 100: Principles of Accounting I (4 credits)
- BUSN 200: Business Learning Through Service (0 credit)
- ACCT 200: Principles of Accounting II (2 credits)
- OPMT 300: Operations & Supply Chain Management (2 credits)
- FINC 310: Core Financial Management (2 credits)
- MKTG 200: Introduction to Marketing (2 credits)
- MGMT 200: Working Skillfully in Organizations (2 credits)
- BLAW 304: Real Estate Law (4 credits)
- BETH 300: Ethical Principles in Business (2 credits)

Note: Except for BLAW 304, the required core business courses (BUSN 100, ENTR 100, ACCT 100, ACCT 200, BUSN 200, FINC 310, OPMT 300, MKTG 200, MGMT 200, BETH 300) must be completed by the end of the sophomore year. Transfer students who have not had an equivalent course must

complete these courses by the end of their first semester, junior year.

Elective Courses in Business Core:

Ten credits from undergraduate courses with designations ACCT / BETH / BLAW / BUAN / BUID / ENTR / FINC / IBUS / MGMT / MKTG / OPMT / REAL. These credits may not fulfill any required concentration credits unless you have more than one business concentration. These credits may be taken in courses within the department of the student's business concentration. Transfer credits with these designations must be at the 300 level or above.

Concentration Courses:

- FINC 311 Advanced Financial Management (2 credits)
- REAL 200 Real Estate Principles (4 credits)
- REAL 370 Real Estate Market Analysis (4 credits)
- REAL 380 Real Estate Finance and Investments (formerly REAL 460) (4 credits)
- REAL 470 Real Estate Development (4 credits)

Plus four credits from the following REAL electives:

- REAL 360 Real Estate Property Management (4 credits)
- REAL 461 Real Estate Appraisal (4 credits)

Allied requirements:

- CISC 200 Introduction to Computer Technology and Business Applications (4 credits)
- ECON 251 Principles of Macro-Economics (4 credits)
- ECON 252 Principles of Micro-Economics (4 credits)
- STAT 220 Statistics I (4 credits)

Note: STAT 220 should be completed by the end of the sophomore year. Transfer students who have not had an equivalent course must complete this course by the end of their first semester, junior year.

Plus four credits from the following:

- MATH 101 Finite Mathematics (4 credits)
- MATH 109 Calculus with Review II (4 credits)
- MATH 111 Calculus for Business and Social Science (4 credits)
- MATH 113 Calculus I (4 credits)

Note: The math requirement must be completed by the end of the sophomore year.

Plus four credits from the following:

- COMM 370 Intercultural Communications (4 credits)
- ECON 311 Forecasting (4 credits)
- ECON 315 Introduction to Econometrics (4 credits)
- ECON 333 Regional and Urban Economics (4 credits)
- GEOG 113 Globalization and World Regions (4 credits)
- GEOG 330 Geography for Business and Planning (4 credits)

REAL Course Catalog

REAL 200 Real Estate Principles (4 credits)

Explores the theories and practices of real estate with emphasis on the "why" and "how" of buying, financing, owning and selling real estate. Real estate brokerage, property management, mortgage finance, appraisal, investment and development are examined within a legal, economic and social context. Open to non-majors. Prerequisites: None

REAL 295 Topics (2 credits)

REAL 296 Topics (2 credits)

REAL 360 Real Estate Property Mgmt (4 credits)

Owner, management and tenant relations within context budgeting, marketing and management planning is examined. Management for multi-family, office, retail and industrial property differentiated. Entrepreneurial roles of managers for finding tenants and conducting lease negotiations is explored. Prerequisites: REAL 200, STAT 220 (may be taken concurrently), MATH 101 or 109 or 111 or 113 (may be taken concurrently), and Sophomore standing

REAL 370 Real Estate Market Analysis (4 credits)

This course provides students with the skills and knowledge necessary to evaluate the productive attributes of parcels of real estate as they relate to the demand for a particular use and the supply of competitive properties within a specified market. Focus is placed on the role of market analysis in real estate decision making and valuation. Students will learn the process of evaluative property analysis through the study of property productivity; demand for and supply of property; comparative analyses; and forecasting. Topics include the urban growth process; market conditions; market analysis; data collection; financing; governmental and legal considerations; and environmental issues. Prerequisites: REAL 200, STAT 220, MATH 101 or 109 or 111 or 113, and Sophomore standing.

REAL 380 Real Estate Finc/Investment (4 credits)

Examines mortgage, lease, contract and construction financing with related underwriting standards and analytical techniques. Integrates the role of banks, pension funds, insurance companies with government, secondary mortgage markets, and purpose, function and operation of the U.S. financial and federal reserve systems. Acquisition and disposition analysis of income producing real property including tax liability and strategy. Market, feasibility and income analysis integrated with profitability and rate of return measures pertaining to investments with optimal financing. Prerequisites: REAL 200; FINC 311 or FINC 321; CISC 200; MATH 101 or 109 or 111 or 113, and Sophomore standing.

REAL 461 Real Estate Appraisal (4 credits)

Valuation of residential and commercial real estate using the cost, market and income approaches to value. Professional ethics and standards of professional appraisal practice explored. Professional quality narrative appraisal with comparable sales, depreciated cost and discounted cash flow analysis required. Prerequisites: REAL 200; FINC 311 or FINC 321; CISC 200; MATH 101 or 109 or 111 or 113; and Sophomore standing.

REAL 470 Real Estate Development (4 credits)

Capstone course integrating all functional areas of real estate for production of housing, commercial and industrial real estate. Use of market research, feasibility studies and market analysis in contract negotiation for project construction, marketing and management. Prerequisites: REAL 380, BLAW 304, Sophomore standing, and 80 completed credits.

CATHOLIC STUDIES (CATH)

College of Arts and Sciences, Department of
Catholic Studies

Sitzmann Hall,(55S) (651) 962-5703

Boyle (chair), Deavel, Foote (Director of Catholic
Studies Rome Program), Junker, Kennedy, Kidd,
Naughton, Schlag

[Catholic Studies Department Page](#)

The Department of Catholic Studies is an interdisciplinary program that brings students to an encounter with the breadth and diversity of Catholic culture as an historic reality, shaped by and expressed in philosophy, literature, theology, and the arts, and lived in community. By examining the role it has played in various cultures, students are challenged to engage critically Catholicism's transforming power in every aspect of intellectual, spiritual, and social life.

Faculty are united by a deep respect for both the depth and the breadth of the Catholic Tradition and are committed to a high degree of interaction among themselves as well as with students. Students enter into a community at once faithful and intellectual.

The curriculum can appeal to students of any faith tradition who seek to deepen their knowledge of Catholicism's rich and living heritage. The interpersonal approach of the program and the opportunities for sustained reflection on important issues invite students to a more profound and mature experience of faith.

Students graduated with a major in Catholic Studies will have engaged major Catholic figures from a variety of cultural and historical settings and explored a broad range of resources from the Catholic intellectual tradition. This will permit them to reflect critically upon the history and contemporary significance of Catholicism and to appreciate the complex and broad history of the tradition and the faith that has shaped it.

Requirements for the major and minor

The major consists of 32 or 36 credits: 12 credits in required core courses, 20 credits in distribution area electives, with an additional 4 credits in electives required for single-majors. At least 7 courses (28 credits) must have a CATH designation.

The minor consists of 20 credits: 8 credits in required core courses, 12 credits in distribution area electives. At least 16 credits (4 courses) must have a CATH designation.

Students who participate in the Catholic Studies Rome program may use up to three courses towards their major or minor course of studies.

Beyond the first course (CATH 101), courses in Catholic Studies are grouped into three categories.

- 2XX-level courses are "Traditions" courses, which explore and reflect critically upon the reality of the Church in its intellectual and practical dimensions and as a community situated in time and place. These courses tend to focus on historical periods, events, or distinct locations in which the Church has taken root.
- 3XX-level courses are "Concepts" courses, which explore and reflect critically upon important themes and ideas in the life of the Catholic Church from an interdisciplinary perspective.
- 4XX-level courses are "Persons" courses, which focus on the work of one person, or on a group of persons, of significance for the Catholic tradition, which could include persons whose work is in dialog or tension with that tradition. These courses would ordinarily require junior standing.

Major in Catholic Studies

- CATH 101 The Search for Happiness (4 credits)
- CATH 205 Crisis and Development in the Church (4 credits)
- CATH 301 The Catholic Vision (4 credits)

Plus:

- At least four credits at the 2XX-level ("Traditions" courses)
- At least four credits at the 3XX-level ("Concepts" courses)
- At least four credits at the 4XX-level ("Persons" courses)

Plus:

- Eight credits in CATH electives or a suitable course from another department approved by the chair of Catholic Studies. (Students majoring only in Catholic Studies must take twelve credit)

Fast Track B.A./M.A. in Catholic Studies

Students may choose to, in consultation with the department, to enroll in graduate level catholic studies courses (CSMA) and have those courses count towards electives in the B.A. in Catholic Studies as well as count towards the M.A. in Catholic Studies when applying for admission.

Minor in Catholic Studies

- CATH 101 The Search for Happiness (4 credits)
 - CATH 205 Crisis and Development in the Church (4 credits)
- or CATH 301 The Catholic Vision (4 credits)

Plus:

- Twelve credits in CATH electives not all at the same level

CATH Course Catalog

CATH 101 The Search for Happiness (4 credits)

This course provides a critical investigation into the quest for meaning and happiness as found in the Catholic tradition. Beginning with fundamental Catholic claims about what it means to be a human being, this course explores the call to beatitude in materials from several disciplines, including theology, philosophy, literature, and art, as well as ancient, medieval, and contemporary sources. Topics explored include a consideration of human persons in relation to divine persons, the supernatural end to human life, the human person as experiencing desire and suffering, the Christian paradox that joy may be found in the giving of one's self, and the search for happiness through friendship and love. Through all these topics, the course particularly examines the question, "What is the specifically unique character of Christian happiness?"

CATH 201 Path/Expres/Pract in Cath Spir (4 credits)

This course provides an investigation into the various forms and expressions of spirituality which derive their inspiration from a common origin in

Christian Revelation and the teachings of the Catholic Church. We will examine in depth a selection of topics and themes having to do with differing expressions and practices of Catholic spirituality across a number of historical eras and cultures. Possible topics include prayer and contemplation; the varieties of lay and religious spiritualities in both their solitary and communal dimensions; virtue; and vocation and work. Interdisciplinary course materials will draw on sources in theology, philosophy, history, literature, and art or music.

CATH 205 Crisis and Development (4 credits)

This course explores from an interdisciplinary perspective the history of the Catholic Church as it interacts with the secular world and is shaped by its dominant personalities and events. No other institution in history has survived, and flourished, for so long and in the face of so many challenges. This course will critically reflect upon the history of the Church, from its origins in the Apostolic Age to the modern period, as a series of cycles with a common pattern of creativity, achievement, and retreat. Students may expect to complete the course with an awareness and understanding of the major personalities and events, secular and ecclesial, that have shaped the life of the Church.

CATH 222 Catholic Literary Tradition (4 credits)

What makes a text a work of Catholic literature? How do Catholic writers struggle with the existential questions of meaning, purpose, or suffering in a unique fashion? How do the themes they engage—such as forgiveness, redemption, or the power of grace in the world—place them within the Catholic tradition? Is there a sacramental imagination or incarnational theology at the root of a work of Catholic literature? Such questions will be explored in a chronological framework through extensive readings of representative texts of Catholic literature in both English and translation from the medieval era through the present. Prerequisites: ENGL 201, 202, 203, or 204.

CATH 225 Metaphysical Poetry (4 credits)

Much lyric poetry of late 16th-17th century England is known as "metaphysical" poetry because of its breadth and ambition. This poetry is able to link anything to anything else, and everything to God. The metaphysical poets wrote about love: friendship, marriage, sex, and the soul's love of God. They often did this all in the same poem. They also wrote at a time of religious and political crisis in England as the Reformation unsettled everything. They wrote about that too and often in the same poems. This course will read selected poems of

Donne, Herbert, Crashaw, Marvell and others with an eye to how their poetry weaves themes of love and faith together in a time of religious and spiritual crisis. No previous experience in reading poetry needed.

CATH 243 Individual Study (2 or 4 credits)

CATH 269 Research (2 or 4 credits)

CATH 295 Topics (2 credits)

CATH 296 Topics (2 credits)

CATH 297 Topics: Tradition (4 credits)

CATH 298 Topics: Tradition (4 credits)

CATH 301 The Catholic Vision (4 credits)

At the center of the Catholic vision are the two great works of divine love: creation and redemption. This course considers the implications of these divine works for a radical reconsideration of the world and the human person. Students will examine characteristic Catholic approaches to and emphases concerning creation, redemption and ecclesiology, and discuss how Catholic understandings of creation and redemption inform, respond to, and critique Catholic practices in various cultural settings. In addition, the course will compare and contrast contemporary Catholic cultural monuments with that produced in earlier eras, and compare and contrast Catholic Christianity with other forms of Christian and non-Christian belief and practices. In illustrating its themes, the course draws upon sources in art, literature, history, philosophy, and theology with special attention given to the intellectual, spiritual, and cultural consequences of Catholic doctrine. Prerequisites: CATH 101

CATH 308 Sex, Gender, and Catholicism (4 credits)

This course examines the topics of sex, gender, and Catholicism at various points of intersection. Drawing on a variety of Catholic and non-Catholic historical, philosophical, and literary lenses on these topics, this course gives special attention to under-represented voices, as well as to the teachings, practices, and institutional reality of the Catholic Church. Readings may cover topics such as friendship, sexuality, priestly ordination, marriage, erotic desire, parenthood, and more. Readings offer an opportunity to examine preconceptions, stereotypes, and assumptions surrounding these topics. Attention is also given to the exercise of power (including institutional power, and power based on gender), both historically and in contemporary culture. This course aims to deepen,

diversify, and inform students' imaginations on these topics and their connection to diversity, inclusion, and social justice. Prerequisite: CATH 101.

CATH 321 Modernity and the Church (4 credits)

It is hard to overestimate the impact of the striking changes that have occurred in the world during the last two hundred years, changes that have had their focal point in European civilization. These have also been years of great moment for the Catholic Church. This course aims both at dealing with key people, events and developments in the Church in its relation to Europe since the French Revolution, beginning with an overview of the Ancien Regime and examining the social, political and ecclesiastical changes that came about through Enlightenment thought, political revolution, and scientific discovery. At the same time we will investigate what it means to do history and to do history from a Catholic perspective. We will pay particular critical attention to the historical vision of Christopher Dawson, and will read mostly from primary sources. Students will write weekly short assignments and one longer paper. Prerequisite: CATH 101 or permission of the instructor

CATH 334 Lit/Christian Perspective (4 credits)

This course provides an in-depth exploration of how literature engages Christian thought, experience, and practice and how a reader engages works of imaginative literature from an intellectually serious Christian perspective. The course will also provide an introduction to theories in the interdisciplinary field of religion and literature. Religious themes studied will come from a variety of literary forms, including those of myth, history, parable, short story, essay, children's literature, poem, and novel. The literature chosen may reflect a variety of cultural backgrounds so that, among other things, we may consider how meaning may be affected by changes in worldview. Specific topics vary; accordingly, credit may be earned more than once for this course number. Prerequisites: ENGL 201, 202, 203, or 204.

CATH 340 Church&Culture:Soc Dim of Cath (4 credits)

This course provides an investigation into the ways in which Catholicism is inherently social and ecclesial. Its specific focus is on the Christian engagement with the world. The course's framework will be taken from the analysis of society into three spheres of action (culture, politics, and economics) as described in Centesimus annus. We will examine the ways that Revelation, the sacramental life, and the teachings of the Church call Catholics to seek holiness and to witness to their faith in the world. Specific topics may include social and economic

justice, politics and public policy, lay and religious apostolates, education, and marriage and family. Course materials may include resources from philosophy, theology, history, economics, and political science.

CATH 355 Catholic Studies in Rome (4 credits)

The city of Rome is a city rich in history and religion both pagan and Catholic. This is seen in the physical and spiritual reality of the city, in its geography, in its streets and their layout, in its ruins and churches and monuments. As part of the Catholic Studies Rome program, this course engages the physical and spiritual reality that is the city of Rome in an interdisciplinary way (e.g., history, theology, art history, literature, philosophy) so as to help students understand more deeply and more richly Rome's unique place in the Roman Catholic Church. As Rome is a spiritual and cultural reality, this course may well engage other parts of Italy and Italian history and culture beyond the physical confines of the geographical city of Rome, but with an eye to how the city might illuminate such further points of study and experience. Prerequisite: CATH 101 and 80 completed credits.

CATH 380 Church Leadership (4 credits)

In the vision of the Second Vatican Council, clergy and laity together compose the Church but each is called to play a different role in the practical working out of the Church's mission in the world. That mission is not limited to the activity of the Church as an organization but encompasses the lay vocation to bring the Gospel to the world of work and social life. This course will consider both vocations, giving attention to management in a parish context (as a clerical function) but also to the vocation of the laity to management as this plays out in a variety of Church related organizations. Students will critically engage principles and practices of organizational operation, management, and leadership as they are shaped and applied to the specific needs and realities of Church related institutions. Students can expect to take away from the course a fundamental understanding of the structure and essential operations of organizations associated with the Church and a basic grasp of management principles and skills as informed by the Catholic Intellectual tradition and the Catholic understanding of vocation.

CATH 389 Research (2 or 4 credits)

CATH 393 Individual Study (2 or 4 credits)

CATH 395 Topics (2 credits)

CATH 396 Topics (2 credits)

CATH 397 Topics: Concepts (4 credits)

CATH 398 Topics: Concepts (4 credits)

CATH 402 Dante's Divine Comedy (4 credits)

This interdisciplinary Catholic Studies/literature course explores Dante Alighieri's Divine Comedy in its literary, historical, theological, religious, political, and linguistic contexts. The course studies in critical detail the complete text of the *Commedia* in English as well as portions of related works such as Dante's *La Vita Nuova*. Throughout the course, particular attention will be paid to the Divine Comedy's Catholic Christian themes.

CATH 405 John Henry Newman (4 credits)

John Henry Newman has been called, somewhat misleadingly, the father of the Second Vatican Council. According to Jarsoslav Pelikan, "(n)ot only to his latter day disciples, ...but to many of those who have drawn other conclusions from his insights, John Henry Newman has become the most important theological thinker of modern times." T.S. Eliot had insisted that he is one of the two most eloquent sermon writers in the English language. Pope Benedict XVI stressed his importance as the theologian of conscience when he presided at his beatification in England. In this course we will examine not only Cardinal Newman's most important theological works focusing on the development of doctrine and the role of conscience in relation to Church authority, but also his philosophical works addressing the relations of faith and reason, his work on university education and selected poetry, meditations and devotions, and sermons.

CATH 406 The Many Worlds of Chesterton (2 credits)

A natural controversialist, G. K. Chesterton (1874-1936) seemed to write about everything: Christian apologetics, philosophy, social issues, politics, literature and art. He was also a poet, short story writer, and novelist. In the course of his life he was an atheist, a Protestant, and finally a Catholic. In all things, he brought his own peculiar joyful genius to his writings. In this course, we will study representative samples of Chesterton's voluminous writings both to understand and evaluate his approach to many different areas of study, and also to see how, ultimately, his Christian faith provided a unifying intellectual vision of reality. Works to be studied could include Orthodoxy, The Everlasting Man, The Thing, St. Francis, The Man who was Thursday, and What's Wrong with the World.

CATH 407 The Many Worlds of Chesterton (4 credits)

A natural controversialist, G. K. Chesterton (1874-1936) seemed to write about everything: Christian apologetics, philosophy, social issues, politics, literature and art. He was also a poet, short story writer, and novelist. In the course of his life he was an atheist, a Protestant, and finally a Catholic. In all things, he brought his own peculiar joyful genius to his writings. In this course, we will study representative samples of Chesterton's voluminous writings both to understand and evaluate his approach to many different areas of study, and also to see how, ultimately, his Christian faith provided a unifying intellectual vision of reality. Works to be studied could include Orthodoxy, The Everlasting Man, The Thing, St. Francis, The Man who was Thursday, and What's Wrong with the World.

CATH 410 English Writers in CATH Trad (4 credits)

English authors writing in the Catholic tradition have been a small minority in modern England, but have produced an extraordinary number of first-rank writers. Coincidence? Or is there something about the Catholic position in England that has attracted a certain kind of artists and thinkers? We will attempt to look at crucial historical questions concerning modern England and English Catholicism using the lens of literature, paying special attention to: the rise of romanticism and its relationship to classicism, the emerging challenge of modernity and the Church's place in responding to that challenge, and the personalities of certain important literary figures. Possible authors may include Wordsworth, Coleridge, John Henry Newman, Gerard Hopkins, Alice Meynell, Robert Hugh Benson, Ronald Knox, Hilaire Belloc, G.K. Chesterton, T.S. Elliot, C.S. Lewis, Graham Greene, Evelyn Waugh, and J.R.R. Tolkien.

CATH 476 Experiential Learning (1 to 4 credits)

CATH 486 Seminar (4 credits)

CATH 487 Topics (2 credits)

CATH 488 Topics (2 credits)

CATH 489 Topics: Persons (4 credits)

CATH 490 Topics: Persons (4 credits)

CATH 495 Individual Study (2 or 4 credits)

CHEMISTRY (CHEM)

College of Arts and Sciences, Department of Chemistry

O'Shaughnessy Science Hall (OSS) 402, (651) 962-5575

Fort (Chair), Borgerding, Dittmer, Donato, Gengenbach, Ippoliti, Layfield, Marsh, McCue, Ocampo, Ojala, Pardini, Popescu, Prevette, Uzcategui, Wammer

The Department of Chemistry at the University of St. Thomas educates future scientific leaders in an inclusive, supportive, and collaborative community. Through impactful experiences and mentorship, we empower undergraduate students to find success and to solve challenging problems in service of the common good.

[Department of Chemistry Website](#)

The Department of Chemistry is accredited by the American Chemical Society (ACS) for the professional training of chemists.

The Department of Chemistry offers three degree programs in the field of chemistry:

- Bachelor of Science (B.S.) degree
 - The B.S. degree is certified by the American Chemical Society.
 - The B.S. has either a chemistry or a biochemistry concentration option.
- Bachelor of Arts (B.A.) degree
- Biochemistry B.S. degree, offered in partnership with the Department of Biology

The B.S. degree is recommended for students who plan to pursue graduate study or research in academic, industrial, or government laboratories.

The B.A. degree requires fewer chemistry courses and offers flexibility for completing additional majors to enhance a student's curriculum.

Students graduating with a major in chemistry will have the necessary knowledge to prepare them for a career in chemistry, its many related fields, and graduate school. They will have developed the skills necessary to analyze data and to draw conclusions from it. They will have the ability to read, comprehend, write, and speak with clarity and understanding in technical areas. They will apply critical thinking to their reading of the technical literature. They will have developed good laboratory skills and be familiar with modern instrumentation and technology used in related fields.

Chemistry is an excellent major for students interested in chemistry, biochemistry, medicine, pharmacy, dentistry, pharmaceutical chemistry, food science, forensic science, patent law, materials science, environmental science, and many other interdisciplinary fields. When paired with course work aligned with a pre-health track, a Chemistry degree provides academic preparation for a variety of graduate programs in health care. The major is also suited to students with a complementary interest in other sciences, engineering, data science, education, economics, or business.

Interdisciplinary Programs:

The Departments of Chemistry and Biology jointly offer a B.S. degree in "Biochemistry". Students interested in teacher licensure should consider science offerings from "School of Education". Students interested in "Data Analytics" and "Environmental Science" can find a chemistry track within the majors.

Transfer Students and Non-majors:

In order to receive a degree in chemistry from the University of St. Thomas, transfer students must complete a minimum of sixteen credits in chemistry at the university in addition to the two-credit seminar sequence (CHEM 481-484).

The department offers a number of courses for non-majors to fulfill the laboratory science component of the core curriculum (CHEM 100, 101, 109, 111, and 115).

Chemistry Honors:

Students graduating with a B.A. or B.S. degree in chemistry may also qualify for departmental honors. Students interested in this designation should consult with the department chair one year prior to their graduation date.

Requirements include:

1. a minimum cumulative GPA of 3.25 and a major field GPA of 3.50;
2. completion of four credits of research (CHEM 491) or the equivalent in paid research (up to two credits). Research must be completed at least one semester before graduation.
3. preparation of a written thesis in the format of a primary literature article;

4. successful defense of the thesis before a panel composed of:
 - a. thesis director (chair of committee)
 - b. two additional UST chemistry faculty
 - c. one UST faculty member outside the chemistry department
 - d. one faculty member from another institution selected in consultation with the thesis adviser
5. presentation of research at regional or national meeting of chemistry professionals
6. All requirements must be completed early enough to allow for proper notification of the registrar and academic dean for the graduating term.

Major in Chemistry (B.S.) (ACS-certified)

- CHEM 111 General Chemistry I (4 credits) and CHEM 112 General Chemistry II (4 credits)
or CHEM 115 Accelerated General Chemistry (4 credits)

Plus:

- CHEM 201 Organic Chemistry I (4 credits)
- CHEM 202 Organic Chemistry II (4 credits)
- CHEM 220 Foundations in Inorganic Chemistry (4 credits)
- CHEM 300 Quantitative Analysis (4 credits)
- CHEM 320 Instrumental Analysis (4 credits)
- CHEM 331 Chemical Thermodynamics and Reaction Dynamics (4 credits)
- CHEM 332 Quantum Chemistry and Molecular Spectroscopy (4 credits)
- CHEM 440 Biochemistry I (4 credits)
- CHEM 481-484 Student Seminar Sequence (2 credits total)

Plus six credits from:

- CHEM 250 Organometallic Chemistry (2 credits)

- CHEM 295 Topics (2 credits)
- CHEM 296 Topics (2 credits)
- CHEM 298 Topics (4 credits)
- CHEM 340 Organic Spectroscopy (2 credits)
- CHEM 391, 392 Research (1 credit each)
- CHEM 400 Advanced Inorganic Chemistry (2 credits)
- CHEM 404 Advanced Organic Chemistry (2 credits)
- CHEM 420 Bioanalytical and Forensic Chemistry (2 credits)
- CHEM 430 Polymer Chemistry (2 credits)
- CHEM 442 Biochemistry II (4 credits)*
- CHEM 444 Advanced Metabolism (2 credits)
- CHEM 450 Metals in Biology (2 credits)
- CHEM 487, 488 Topics (2 credits each)
- CHEM 491 Research (2 credits each)

Note: Only 4 credits of research may be applied to the degree.

*required for a B.S. in Chemistry with a biochemistry concentration, plus a research project in biochemistry

Plus:

- A research requirement that can be satisfied by taking CHEM 491 Research (2 or 4 credits) in the list above or by completing a summer research project approved by the department.

Allied Requirements

- MATH 113 Calculus I (4 credits)*
- MATH 114 Calculus II (4 credits)
- PHYS 211 Introduction to Classical Physics I (4 credits)
- PHYS 212 Introduction to Classical Physics II (4 credits)

Note: *Students not placing into MATH 113 must take MATH 108, 109 and 114 in order to satisfy the overall calculus requirement.

Strongly recommended:

MATH - additional courses numbered 200 or above (MATH 200 and 240 are highly recommended).

Course Sequence

All chemistry majors are advised to take General Chemistry (CHEM 111-112 or CHEM 115) and MATH 113-114 (Calculus) during the freshman year, then CHEM 201, 202, 220 and PHYS 211-212 (Introductory Physics) during the sophomore year. (Note that PHYS 109-110 is not acceptable for the chemistry major). Other sequences of math and physics require additional planning. If starting with MATH 108 in the fall of the first semester freshman year and MATH 109 in the second semester (combined MATH 113) or if MATH 113 is started in the second semester of freshman year; then MATH 114 can be taken concurrently with PHYS 211 during first semester sophomore year.

Major in Chemistry (B.A.)

- CHEM 111 General Chemistry I (4 credits) and CHEM 112 General Chemistry II (4 credits)
or CHEM 115 Accelerated General Chemistry (4 credits)

Plus:

- CHEM 201 Organic Chemistry I (4 credits)
- CHEM 202 Organic Chemistry II (4 credits)
- CHEM 300 Quantitative Analysis (4 credits)
- CHEM 320 Instrumental Analysis (4 credits)
- CHEM 481-484 Seminar (2 credits total)

Plus four credits from the following:

- CHEM 331 Chemical Thermodynamics and Reaction Dynamics (4 credits)
- CHEM 332 Quantum Chemistry and Molecular Spectroscopy (4 credits)

Plus at least eight credits in courses chosen from the following list:

- CHEM 220 Foundations in Inorganic Chemistry (4 credits)

- CHEM 250 Organometallic Chemistry (2 credits)
- CHEM 295 Topics (2 credits)
- CHEM 296 Topics (2 credits)
- CHEM 331 Chemical Thermodynamics and Reaction Dynamics (4 credits)
- CHEM 332 Quantum Chemistry and Molecular Spectroscopy (4 credits)
- CHEM 340 Organic Spectroscopy (2 credits)
- CHEM 391, 392 Research (1 credit)
- CHEM 400 Advanced Inorganic Chemistry (2 credits)
- CHEM 404 Advanced Inorganic Chemistry (2 credits)
- CHEM 420 Bioanalytical and Forensic Chemistry (2 credits)
- CHEM 430 Polymer Chemistry (2 credits)
- CHEM 440 Biochemistry I (4 credits)
- CHEM 442 Biochemistry II (4 credits)
- CHEM 444 Advanced Metabolism (2 credits)
- CHEM 450 Metals in Biology (2 credits)
- CHEM 487, 488 Topics (2 credits each)
- CHEM 491 Research (2 credits each)

Note: Only 4 credits of research may be applied to the degree.

Note: * For students matriculating Fall 2019. All students matriculating prior to Fall 2019 have CHEM 332 as prerequisite for CHEM 400.

Allied Requirements

- MATH 113 Calculus I (4 credits) and MATH 114 Calculus II (4 credits)*
- PHYS 211 Introductory Physics I (4 credits) and PHYS 212 Introductory Physics II (4 credits)

*Students not placing into MATH 113 must take MATH 108, 109 and 114 to satisfy the allied mathematics requirement. Additional MATH courses

numbered 200 or above (MATH 200 and 240 are highly recommended).

Note: Math and physics requirements are specified above. MATH 200 and 240 are highly recommended.

Concentration in Biochemistry

Students may receive a biochemistry concentration if they meet the requirements for the B.S. in Chemistry and complete the following:

Required Courses:

- CHEM 440 Biochemistry I (4 credits)
- CHEM 442 Biochemistry II (4 credits)
- Biochemistry Research Project: In consultation with the Chemistry department.

Minor in Chemistry

A minor in chemistry shall consist of 24 credits in chemistry courses. A minimum of 8 credits in chemistry must be successfully completed at St. Thomas to earn a minor in the field.

- CHEM 111 General Chemistry I (4 credits) and CHEM 112 General Chemistry II (4 credits)
or CHEM 115 Accelerated General Chemistry (4 credits)
- CHEM 201 Organic Chemistry I (4 credits)

Plus sufficient credits from the following to yield a total of 24:

Note: Some of these courses have prerequisites beyond the core, or require permission of the instructor.

- CHEM 202 Organic Chemistry II (4 credits)
- CHEM 220 Foundations in Inorganic Chemistry (4 credits)
- CHEM 250 Organometallic Chemistry (2 credits)
- CHEM 295 Topics (2 credits)
- CHEM 296 Topics (2 credits)
- CHEM 298 Topics (4 credits)
- CHEM 300 Quantitative Analysis (4 credits)

- CHEM 320 Instrumental Analysis (4 credits)
- CHEM 331 Chemical Thermodynamics and Reaction Dynamics (4 credits)
- CHEM 332 Quantum Chemistry and Molecular Spectroscopy (4 credits)
- CHEM 340 Organic Spectroscopy (2 credits)
- CHEM 400 Advanced Inorganic Chemistry (2 credits)
- CHEM 404 Advanced Organic Chemistry (2 credits)
- CHEM 420 Bioanalytical and Forensic Chemistry (2 credits)
- CHEM 430 Polymer Chemistry (2 credits)
- CHEM 440 Biochemistry I (4 credits)
- CHEM 442 Biochemistry II (4 credits)
- CHEM 444 Advanced Metabolism (2 credits)
- CHEM 450 Metals in Biology (2 credits)
- CHEM 487, 488 Topics (2 credits each)
- CHEM 491 Research (2 or 4 credits)*

*A student may take four credits of research for the minor with the approval of the department chair.

CHEM Course Catalog

CHEM 100 Chemistry in Our World (4 credits)

An introduction to chemistry and its applications to modern society and personal life. The course is intended for non-majors and satisfies a general requirement for one semester of a laboratory science course. The chemistry studied includes the structure of matter, elements and compounds, chemical bonding, reactions, energy changes and an introduction to organic chemistry. The emphasis in the course is the relevance of chemistry in everyday life, and the applications studied will include various topics such as environmental problems, energy resources, chemistry and health, and consumer chemistry. Lecture plus three laboratory hours per week. Offered fall semester. NOTE: Students who receive credit for CHEM 100 may not receive credit for CHEM 101.

CHEM 101 Environmental Chemistry (4 credits)

An introduction to chemistry with particular

emphasis on environmental science. Basic chemistry topics covered include the structure of matter, elements, compounds, reactions, energy and energy changes. These fundamentals lead to the study of currently relevant environmental problems and their proposed solutions, for example the depletion of ozone in the stratosphere, global warming, acid rain, smog, waste disposal, water pollution and the study of energy resources. Lectures and laboratory. NOTE: Students who receive credit for CHEM 101 may not receive credit for CHEM 100.

CHEM 108 Nursing Chemistry (4 credits)

This lecture with laboratory course introduces the fundamental principles of chemistry and measurements with an emphasis on chemical bonding, reactions, properties of solutions and gases, and concepts from organic and biochemistry that are needed by students interested in careers in nursing and allied health professions. It is designed as a stand-alone course intended for those nursing and allied health students who do not plan to take additional courses in chemistry. Prerequisites: MATH 100 placement or higher. NOTE: Students who receive credit for CHEM 108 may not receive credit for CHEM 100, 101, 111 or 115. This course is not equivalent to CHEM 109, CHEM 111, CHEM 112 or CHEM 115 and will not substitute for them.

CHEM 109 General Chem for ENGR (4 credits)

Principles of chemistry and the properties of matter explained in terms of modern chemical theory with emphasis on topics of general interest to the engineer. Topics include atomic structure, chemical bonding, solids, liquids, gases, acids and bases, thermodynamics, kinetics, polymer chemistry and materials science. This is an accelerated course requiring excellent preparation in math and science and is a terminal course intended only for those engineering students who do not plan to take additional courses in chemistry. Prerequisites: ENGR 100 and MATH 109 or higher (or concurrent enrollment in MATH 109). NOTE: Students who receive credit for CHEM 109 may not receive credit for CHEM 100, 101, 111 or 115. This course is not equivalent to CHEM 111, CHEM 112 or CHEM 115 and will not substitute for them.

CHEM 110 Introduction to Chemistry (1 credit)

An introduction to fundamental concepts in chemistry with an emphasis on problem solving. Topics to be covered include measurement in scientific study, the fundamentals of the periodic table, chemical bonding, chemical equations, and stoichiometry. This course is designed as a preparatory course for students who do not pass the

chemistry placement exam but wish to eventually enroll in CHEM 111. Prerequisite: Math placement at 108 or above. Offered January term. NOTE: This is an online course; content will be delivered via the Blackboard portal.

CHEM 111 General Chemistry I (4 credits)

This course, together with CHEM 112, provides a two-semester introduction to chemistry. Topics include atomic structure, molecular structure, chemical bonding, the periodic table, states of matter, reaction types, stoichiometry, thermochemistry, intermolecular forces, and properties of the common elements and their ions in aqueous solution. Lecture plus four laboratory hours per week. Offered fall and spring semesters. Prerequisite: Math placement at 108 or above, and completion of CHEM 110 or placement at or above CHEM 111 NOTE: Students who receive credit for CHEM 111 may not receive credit for CHEM 100, 101, 109 or 115.

CHEM 112 General Chemistry II (4 credits)

This course continues the study of chemistry begun in 111. Topics include thermodynamics, kinetics, equilibrium, acid-base chemistry, electrochemistry, and nuclear chemistry. Lecture plus four laboratory hours per week. Offered spring semester and summer (when enrollment allows). Prerequisite: A minimum grade of C- in CHEM 111 NOTE: Students who receive credit for CHEM 112 may not receive credit for CHEM 115.

CHEM 115 Accelerated General Chemistry (4 credits)

A one semester general chemistry class that blends significant topics from CHEM 111 and 112 for very strong students interested in majoring in science or engineering. Approximately one-third of the course content is drawn from CHEM 111 with the balance coming from CHEM 112. Topics include atomic theory, stoichiometry, gas laws, phases of matter, atomic and molecular structure, bonding, kinetics, thermodynamics, equilibrium, electrochemistry, nuclear chemistry, and descriptive chemistry. Lecture plus four laboratory hours per week. Offered fall semester. Prerequisite: Math placement at the 113 level, high school chemistry, and satisfactory performance on the chemistry placement examination. NOTE: Students who receive credit for CHEM 115 may not receive credit for CHEM 100, 101, 109, 111, or 112.

CHEM 201 Organic Chemistry I (4 credits)

Study of the various families of organic compounds. Emphasis is placed on structure determination, reaction mechanisms, stereochemistry and

spectroscopy in addition to a survey of various reaction types. An introduction to biochemical topics is included. Lecture plus four laboratory hours per week. Offered fall semester. Prerequisite: A minimum grade of C- in CHEM 112 or 115

CHEM 202 Organic Chemistry II (4 credits)

Continuation of CHEM 201. Offered spring semester. Prerequisite: A minimum grade of C- in CHEM 201

CHEM 220 Foundations in Inorganic Chem (4 credits)

This is a foundational course that provides breadth in the inorganic chemistry sub-discipline and lays the groundwork for advanced study in inorganic chemistry. Students will learn the preparation, structure and bonding of inorganic compounds. Selected topics include atomic structure and bonding theories, symmetry operations and point groups, simple crystalline solids and energetics, periodicity, descriptive chemistry, and coordination chemistry. The course will also introduce students to materials science concepts and the bio-inorganic field. Lecture plus four laboratory hours per week. Prerequisites: C- in CHEM 112 or CHEM 115 or CHEM 109.

CHEM 243 Individual Study (2 or 4 credits)

CHEM 250 Organometallic Chemistry (2 credits)

A study of the structure, bonding, and reactions of compounds that contain direct metal-carbon bonds. Emphasis is placed on the role these compounds play as stoichiometric and catalytic reagents in organic and inorganic synthesis. Additional topics include electronic and structural theory, reaction mechanisms, and the role of organometallics in biochemistry and material science. Offered alternate January terms. Prerequisite: CHEM 201

CHEM 269 Research (2 or 4 credits)

CHEM 296 Topics (2 credits)

CHEM 297 Topics (4 credits)

CHEM 300 Quantitative Analysis (4 credits)

An introduction to quantitative chemical analysis. Topics include sample treatment, the statistical handling of data, equilibria governing acid/base chemistry and complex formation, and fundamentals underlying measurements using the following techniques: titrimetry (using acid/base, complexation and redox reactions), spectrophotometry (atomic absorption and emission spectroscopy and molecular absorption spectroscopy), and analytical separations (GC,

HPLC, and capillary electrophoresis). Lecture plus four laboratory hours per week. Offered fall and spring semesters. Prerequisite: A minimum grade of C- in CHEM 112 or 115

CHEM 320 Instrumental Analysis (4 credits)

Principles and techniques of operation of modern chemical instrumentation not covered in CHEM 300. Topics include the capabilities, limitations and data interpretation of advanced optical spectroscopies (luminescence, Raman, etc.), voltammetry, potentiometry, differential scanning calorimetry, thermal gravimetric analysis and mass spectrometry. Fundamentals of signal processing, basic circuitry and optical components are also included. The laboratory consists of both structured exercises and a student designed project and report based on an industrial problem or on an analysis problem of interest to the student. Lecture plus four hours of lab each week. Offered spring semester. Prerequisites: CHEM 202, 300

CHEM 331 Chem Thermodynamics/Reactio (4 credits)

Physical chemical introduction to the fundamentals of kinetic-molecular theory, statistical thermodynamics, classical thermodynamics, and chemical reaction dynamics. Emphasis on the in-depth study of chemical reaction equilibria, phase equilibria, and chemical reaction kinetics in gaseous, liquid and solid systems. Laboratory work involves modern computational methods in physical chemistry, as well as physicochemical measurements related to thermodynamics and reaction dynamics. Lecture plus six laboratory hours per week. Offered fall semester. Prerequisites: CHEM 202, MATH 114 and PHYS 111 or 211

CHEM 332 Quantum Chem/Molecular Spec (4 credits)

Study of chemical systems from the point of view of molecular theory. Introduction to the fundamentals of quantum chemistry and atomic/molecular spectroscopy. Laboratory work involves computational methods in molecular quantum mechanics and spectroscopic measurements of atomic/molecular systems. Lecture plus six laboratory hours per week. Offered spring semester. Prerequisites: CHEM 202, MATH 114 and PHYS 112 or 212

CHEM 340 Organic Spectroscopy (2 credits)

A more detailed study of various spectroscopic methods, especially as they are employed to determine structures of organic molecules. Coverage includes H-1, F-19, and C-13 NMR, mass spectrometry, ultraviolet and visible and infrared

spectroscopies. Offered spring semester. Prerequisite: A minimum grade of C- in CHEM 202

CHEM 389 Research (2 or 4 credits)

CHEM 391 Research (1 credit)

CHEM 392 Research (1 credit)

CHEM 393 Individual Study (2 or 4 credits)

CHEM 400 Adv Inorganic Chemistry (4 credits)

A study of the preparation, structure, bonding and reactions of inorganic compounds. Selected topics include group theory, bonding theories, reactions and mechanisms of transition metals, and advanced topics in inorganic chemistry such as organometallic chemistry and catalysis, parallels between main group and organometallic chemistry, bioinorganic chemistry, etc. Prerequisites: C- or better in CHEM 202 and 220, or permission of the instructor

CHEM 404 Advanced Organic Chemistry (0 or 2 credits)

This course will focus on modern approaches to synthesis for organic chemistry. Topics will include reaction mechanisms, reagents, stereocontrol, and other techniques for the design of organic molecules. The course will primarily consist of lecture, reading and discussing current literature, and solving synthetic problems with a particular emphasis on developing synthetic routes utilizing newly learned techniques.

CHEM 420 Bioanalytical/Forensic Chem (2 credits)

The chemistry behind criminal investigations as well as some developments in analysis of biologically important molecules. Topics to be covered include enzyme and DNA analysis, mass spectrometry and spectral interpretation, the detection and identification of explosives and fire accelerants, methods of connecting the suspect to the scene of a crime (analysis of fingerprints, fibers, glass fragments, soil and gunshot residue), the analysis of drugs and poisons, and the detection of forgeries using ink, paint and materials analysis. The course is designed to have a lab component that uses both instrumental and "wet chemical" methods of analysis. Offered alternate January terms. Prerequisite: CHEM 201

CHEM 430 Polymer Chemistry (2 credits)

An introduction to the science associated with polymers accomplished by discussing some of the fundamental aspects of polymer science and engineering. Three general subject areas will be addressed: 1) polymer synthesis and

characterization, 2) polymer structure including melt, glassy, semicrystalline, rubbery, and solution states, and 3) selected physical properties (e.g. viscoelasticity, toughness, failure, permeability) and processing characteristics. Prerequisite: CHEM 202

CHEM 440 Biochemistry I (4 credits)

The first course in a two-semester sequence examining the chemistry underlying biological processes. The topics addressed include a review of the properties of aqueous solutions and buffers; the structure and function of proteins with an introduction to the properties, reaction kinetics and catalytic mechanism of enzymes; qualitative and quantitative models of bioenergetics; and an introduction to primary metabolic pathways of carbon through oxidative phosphorylation and photosynthesis. Lecture plus four laboratory hours per week. Offered fall and spring semester. Prerequisite: A minimum grade of C- in CHEM 202

CHEM 442 Biochemistry II (4 credits)

The second course in a two-semester sequence examining the chemistry underlying biological processes. Topics include a continued investigation of bioenergetics focusing on the primary metabolism of nitrogenous biomolecules and integration of metabolic pathways followed by pathways of information metabolism; nucleic acid structure and function, regulation of gene expression; protein synthesis; and methods in genetic engineering. Lecture plus four laboratory hours per week. Offered spring semester. Prerequisite: A minimum grade of C- in CHEM 440

CHEM 444 Advanced Metabolism (2 credits)

This course is designed to offer senior students an introduction to current research topics in biochemistry. The goal of the course is to increase exposure to a wide variety of topics through discussions of the biochemical principles associated with each one. The course material will focus on advanced topics in metabolism including secondary metabolite production, biochemical pathways associated with disease, biochemistry of biofuel production, and applied biotechnology to generate novel biochemical pathways. Prerequisite: A C- or better in CHEM 442, or a C- or better in CHEM 440 with instructor permission.

CHEM 450 Metals in Biology (2 credits)

The course provides an introduction to the field of bioinorganic chemistry as a lens of viewing life processes. Students learn elements of bioinorganic chemistry and their application to metallo-enzymes and metallo-proteins. Emphasis will be placed on analyzing mechanisms and structures containing

metals, such as iron and copper, etc., that are central to life, in an effort to unify knowledge from classical sub-disciplines into central paradigms in the mechanisms of life processes. Students will engage in reading and discussing the primary literature, and on writing and presenting at the professional standards of the discipline. Prerequisites: A grade of C- or better in CHEM202 (Organic Chemistry 2) is required; CHEM 220 and 300 are recommended.

CHEM 476 Experiential Learning (1 to 4 credits)

CHEM 481 Student Seminar (1 credit)

This sequence of courses begins in the fall semester of the junior year and progresses for a total of four semesters. The first (CHEM 481) and last (CHEM 484) courses are each one credit and are graded on the usual letter grade scale. The interior two courses (CHEM 482, 483) are zero credit and are graded on a pass-fail basis (S/R). Seminars are presented by guest speakers, St. Thomas faculty, and St. Thomas students throughout all four courses. In CHEM 481, juniors are introduced to the chemical literature, literature search techniques including use of computer databases, and write a short paper based on literature research. In CHEM 483 seniors meet in small groups with faculty and discuss articles from the current literature. In CHEM 484, seniors research a topic from the chemical literature and present it in both written and oral formats. Information about career opportunities for students holding a chemistry degree is presented throughout the seminar sequence. Required of all chemistry majors. Offered fall semester.

CHEM 482 Student Seminar (0 credits)

This sequence of courses begins in the fall semester of the junior year and progresses for a total of four semesters. The first (CHEM 481) and last (CHEM 484) courses are each one credit and are graded on the usual letter grade scale. The interior two courses (CHEM 482, 483) are zero credit and are graded on a pass-fail basis (S/R). Seminars are presented by guest speakers, St. Thomas faculty, and St. Thomas students throughout all four courses. In CHEM 481, juniors are introduced to the chemical literature, literature search techniques including use of computer databases, and write a short paper based on literature research. In CHEM 483 seniors meet in small groups with faculty and discuss articles from the current literature. In CHEM 484, seniors research a topic from the chemical literature and present it in both written and oral formats. Information about career opportunities for students holding a chemistry degree is presented throughout the seminar sequence. Required of all chemistry majors. Offered spring semester.

CHEM 483 Student Seminar (0 credits)

This sequence of courses begins in the fall semester of the junior year and progresses for a total of four semesters. The first (CHEM 481) and last (CHEM 484) courses are each one credit and are graded on the usual letter grade scale. The interior two courses (CHEM 482, 483) are zero credit and are graded on a pass-fail basis (S/R). Seminars are presented by guest speakers, St. Thomas faculty, and St. Thomas students throughout all four courses. In CHEM 481, juniors are introduced to the chemical literature, literature search techniques including use of computer databases, and write a short paper based on literature research. In CHEM 483 seniors meet in small groups with faculty and discuss articles from the current literature. In CHEM 484, seniors research a topic from the chemical literature and present it in both written and oral formats. Information about career opportunities for students holding a chemistry degree is presented throughout the seminar sequence. Required of all chemistry majors. Offered fall semester.

CHEM 484 Student Seminar (1 credit)

This sequence of courses begins in the fall semester of the junior year and progresses for a total of four semesters. The first (CHEM 481) and last (CHEM 484) courses are each one credit and are graded on the usual letter grade scale. The interior two courses (CHEM 482, 483) are zero credit and are graded on a pass-fail basis (S/R). Seminars are presented by guest speakers, St. Thomas faculty, and St. Thomas students throughout all four courses. In CHEM 481, juniors are introduced to the chemical literature, literature search techniques including use of computer databases, and write a short paper based on literature research. In CHEM 483 seniors meet in small groups with faculty and discuss articles from the current literature. In CHEM 484, seniors research a topic from the chemical literature and present it in both written and oral formats. Information about career opportunities for students holding a chemistry degree is presented throughout the seminar sequence. Required of all chemistry majors. Offered spring semester.

CHEM 487 Topics (2 credits)

CHEM 488 Topics (2 credits)

CHEM 491 Individual Research (2 or 4 credits)

CHEM 492 Individual Research (2 credits)

CHEM 494 Individual Research (4 credits)

CHEM 495 Individual Study (2 or 4 credits)

COMMUNICATION STUDIES (COMM)

College of Arts and Sciences, Department of English

Major in Communication Studies

This is a distinct major from Strategic Communication, a description of which can be found here:

<https://www.stthomas.edu/catalog/current/stcm/>

Required courses

- COMM 100: Public Speaking (4 credits)
- COMM 220: Interpersonal Communication (4 credits)
- COMM 328: Communication of Race, Class Gender (4 credits)
- COMM 366: Persuasion and Social Influence (4 credits)
- COMM 480: Capstone: Communication Ethics (4 credits)

Elective Communication Studies Courses 16 required credits (4 and 2 credit courses):

- COMM 105: Workplace Communication (4 credits)
- COMM 212: Communication Criticism (4 credits)
- COMM 242: Health Communication (4 credits)
- COMM 244: Sport Communication 2-credit (2 credits)
- COMM 246: Building Communication Skills Through Improvisation (2-credit)
- COMM 248: Building Communication Skills Through Improvisation II (2 credits)
- COMM 264: Media Communication Skills (4 credits)
- COMM 274: Small Group Communication (4 credits)

- COMM 320: Organizational Communication (4 credits)
- COMM 324: Communication and Leadership (4 credits)
- COMM 326: Communication and Popular Culture (4 credits)
- COMM 338: Political Communication (4 credits)
- COMM 370: Intercultural Communication (4 credits)
- COMM 372: Communication and the Environment (4 credits)
- COMM 374: Family and Couple Communication (4 credits)
- Internships/Study Abroad/Experiential Learning
- ENGL 256: Intro to Professional Writing (4 credits)
or ENGL 315: Business Writing (4 credits)
- DIMA 240: Digital Imagery and Sound (4 credits)

Minor in Communication Studies

- COMM 100: Public Speaking 4 credits

plus:

- 12 additional credits in COMM

Majors must complete a minimum of eighteen credits in Communication Studies at St. Thomas.

COMM Course Catalog

COMM 100 Public Speaking (4 credits)

Preparation, presentation, and evaluation of original speeches by each student throughout the semester; special emphasis given to selecting and researching topics, organizing evidence, analyzing audiences, sharpening style and tone, communicating ethically and listening critically.

COMM 105 Communication in Workplace (4 credits)

Introduction to basic communication theories and skills as they pertain to the business setting. Text, lecture, class discussion and exercises, and individual and group presentations will better

prepare students to become more effective communicators at work. The course will focus on presentational skills, dyadic communication and interviewing, and group communication.

COMM 212 Communication Criticism (4 credits)

This course teaches students to become more critical consumers and producers of public messages. Students will examine a mix of historical and contemporary examples of persuasive communication in order to develop an awareness of the rhetorical power of messages in everyday life. Critical tools will be covered to help the student learn how to approach a communicative act systematically, identifying crucial interactions and suggesting ways of understanding how those interactions function. The emphasis on critical consumption also enables students to become more effective creators of public messages.

COMM 220 Interpersonal Communication (4 credits)

Theory and practice of interpersonal communication, including how self-concept, language, nonverbal communication, and relationships effect and are affected by communication. Common problems in interpersonal communication, options for managing these problems, and ethical issues in interpersonal communication are examined. Students apply theory and concepts through class exercises, simulations and individual projects.

COMM 242 Health Communication (4 credits)

This course includes major current areas of interest in the field of health communication, including: interpersonal health communication issues, challenges, and complexities; communication aspects of health behaviors and conditions; organizational issues in health communication; global health communication challenges; and technology, media, and eHealth. Special attention will be given to culture and health communication and the creation of health communication campaigns.

COMM 244 Sport Communication (2 credits)

This course examines how we communicate about sport, how sport is communicated to us, what is communicated by sports, and what sport communication careers are available. This course provides a survey of the many communication approaches to sport, focusing on interpersonal, mediated, organizational, and public communication to assist us in understanding historic and contemporary sport communication. Guest

presenters will provide insights into sport communication careers.

COMM 246 Communication and Improv (2 credits)

This course focuses on building a range of communication skills through improvisation activities. Students explore theatrical techniques that teach listening, collaboration, spontaneity, team building, emotional intelligence, storytelling, and confident public speaking with connections to academic, professional, and personal situations. In addition to participating in improvisation activities, students will read the works of expert theorists and practitioners of applied improvisation in corporate and professional settings. No previous improvisation experience necessary.

COMM 248 Communication and Improv II (2 credits)

Building Communication Skills through Improvisation II is the second of the two-course sequence that introduces you to the world of applied improvisation. It is a cutting-edge course designed to help you continue building on the communication skills acquired and developed in COMM 246: Building Communication Skills through Improvisation. Unlike its predecessor, COMM 248: Building Communication Skills through Improvisation II is tailored more specifically for the professional world, training students to use improvisation as a tool for human communication, business, and organizational development. It uses different readings, higher-level assignments, and more complex improvisational techniques while maintaining its core focus on teamwork, creative problem-solving, oral communication, nonverbal communication, audience analysis, clarity, and adaptability. Prerequisite: COMM 246

COMM 264 Media Communication Skills (4 credits)

The components and requirements of effective media performance are addressed. Development of critical assessment skills is emphasized via the evaluation of news, commercial and informational broadcasts in both the audio and video media. Particular attention is given to students' development of performance techniques, emphasizing the use of voice, interviewing, ad-libbing and TelePrompTer use. Application and evaluation of performance choices are achieved through the production of video and audio projects.

COMM 274 Small Group Communication (4 credits)

This course covers the theory and principles of

communication in task-oriented small groups, including role emergence and functions, leadership development, stages of decision-making, and development and effects of group culture. Students apply theory through participation in small group class projects.

COMM 295 Topics (2 credits)

COMM 296 Topics (2 credits)

COMM 297 Topics (4 credits)

COMM 298 Topics (4 credits)

COMM 320 Organizational Communication (4 credits)

This course will examine organizational structures and the dynamics of the communication process. Major components of this class include the analysis of organizational communication including culture, socialization, roles, leadership, formal and informal communication structures, and issues of cultural diversity. Students will be involved in activities such as applying theories, examining case studies, and analyzing communication in real-life organizations.

COMM 324 Communication and Leadership (4 credits)

In Communication and Leadership students learn how to communicate clearly and persuasively, in a way that inspires action within the organization that they lead. They learn how to tailor their communication to a diversity of audiences, apply the principles of effective and ethical communication in structuring their communication, and, to connect authentically with their audience through their unique leadership style. Students will create compelling, high-impact presentations and communications, in face-to-face and mediated communication settings.

COMM 326 Communication in Pop Culture (4 credits)

This course focuses on the creation and use of rhetoric in public persuasion settings, including social movements and political campaigns. The diversity of rhetorical acts examined may include campaign ads, speeches, films, advertisements, music, memorials, architecture and other nonverbal strategies. Topics of study may include: The rhetoric of domination and resistance, national identity formation, and the rhetoric of public memory.

COMM 328 Comm of Race, Class & Gender (4 credits)

This course focuses on theories and research of the historical and contemporary correlation between

gender, race, class, and communicative practices, including rhetorical practice and mass communication content. It includes the influence of gender and racial stereotypes on public speech and debate, political campaigns and communication, organizational leadership, news coverage and advertising. Topics include: gendered perceptions of credibility; who is allowed to communicate and who is silenced due to class and racial privilege; and the impact of gender, race and class stereotypes about human nature, expertise, and abilities on individuals and groups that want to participate in public culture and communication. Students analyze and evaluate their own communicative styles in light of course readings and activities.

COMM 332 Documentary - American Culture (4 credits)

This course provides an overview of documentary television and film as part of American culture. Class sessions will focus on how to analyze and interpret claims particular documentaries make, while providing a foundation for understanding aesthetic, rhetorical, and political economic conventions that help shape the meaning of each documentary. To this end, this course will center on current theoretical dilemmas and debates in documentary filmmaking, including questions of how to define documentary, what constitutes the ethical treatment of documentary subjects and subject matter, and how documentaries construct and position audiences. We will explore the concepts of reality, truth and authority, through a variety of readings and viewings.

COMM 338 Political Communication (4 credits)

Political Communication is a survey of how politicians use various communication strategies, particularly during campaigns, in local, state and national elections to influence public and legislative audiences. Examination of oral presentations, electronic media, written materials, and web-based appeals will be central to the course. Students will apply theory to specific political situations and candidates, will conduct interviews, and will write papers and make presentations on their findings.

COMM 340 Television Criticism (4 credits)

This course will provide students with the opportunity to understand television as a text situation in a cultural context. It will examine television from a critical perspective, review a wide variety of program genres and incorporate several theoretical orientations to the qualitative analysis of TV. Students, along with reading about and discussion of critical perspectives, watch programs such as comedies, dramas, news, advertisements,

miniseries, etc., and write several critical analyses of the programs.

COMM 366 Persuasion & Social Influence (4 credits)

Study of the various strategies used to influence choice in modern society, including sources, content (such as evidence and argumentation) and audience factors (such as beliefs, attitudes, and values) that influence the persuasive process. Ethical consideration of persuasive tactics will be discussed. Students apply theory through analysis of, and practice in, written, mediated and oral forms of persuasion. A final project in applied persuasion is developed in the course.

COMM 370 Intercultural Communication (4 credits)

This course examines the influence of culture on our own and others' communication. Students will be introduced to different aspects and levels of culture, including basic principles and theories that explain cultural differences on the group level, and challenges in intercultural communication, such as stereotypes, ethnocentrism, conflicting ethical standards, and racial disparities. Through lectures, discussions and first-hand practice, students are expected to form global perspectives and become more competent in intercultural communication. Students are advised to take the course either during or after the sophomore year.

COMM 372 Communication & Environment (4 credits)

The focus on environmental communication in this course is consistent with the definition provided by the International Environmental Communication Association (IECA): "In the simplest terms, environmental communication is communication about environmental affairs. This includes all of the diverse forms of interpersonal, group, public, organizational, and mediated communication that make up the social debate about environmental issues and problems, and our relationship to the rest of nature." Communication about the environment is occurring all around us and the ways we learn and talk about the environment are changing. Our understanding of the environment and our ability to work together to respond to environmental challenges can't be separated from the need to communicate with others, thus readings, activities, assignments, and guest presentations will provide a broad-based approach to diverse communication contexts. We will draw upon other academic disciplines, including psychology and environmentalism and science and environmental communication. Guest presenters will provide

insights into environmental communication careers and sustainability campaigns.

COMM 373 Approaches to Crisis Comm (4 credits)

The course explores the issues that develop in pre, during and post-crisis phases, competencies for communicating with various stakeholders, the stories individuals tell, and the dynamics of managing a crisis with an integrated crisis communication plan. Integrating communication theories and methods with principles of crisis communication, this course provides students with a step-by-step method for analyzing and critiquing examples of crises in organizations, advertising, and public relations, entertainment, sports, and politics.

COMM 374 Family & Couple Communication (4 credits)

Examination of communication dynamics within the family system. Patterns of interaction, message exchange, developmental stages, and satisfaction and stability will be explored in light of today's ever-changing family structure. Focus will include traditional (nuclear) and non-traditional family types.

COMM 378 Comm & Underrep Families (4 credits)

Given that demographic changes, immigration patterns, transnational adoption, new U.S. Supreme Court rulings impacting LGBTQ+ families, and the addition of a multiracial option on the 2010 Census have all contributed to changes in the ways that individuals and families identify, are formed, and are (re)negotiated, it is of critical importance to examine scholarship highlighting these diverse (and often underrepresented) family forms. Families in the United States today are faced with opportunities and challenges that have never been experienced by families before. The first 21 years of this century have produced large social, civil, and technological changes that impact not only the communication among family members, but has also impacted larger societal discourses about what constitutes "family." Although family communication scholars have long called for the inclusion of more diverse samples in family research, to date this research remains very limited in the understanding of family functioning, relationships, and processes in families of color, LGBTQ families, transnational and neo-ethnic families, discourse dependent families, and other family forms. To this end, this course examines the communicative experiences of contemporary and underrepresented families.

COMM 476 Experiential Learning (1 to 4 credits)

COMM 480 Capstone: Communication Ethics (4 credits)

This capstone seminar for graduating seniors explores ethical issues that confront communication professionals and audiences. Students explore theoretical perspectives on communication ethics, work from case studies to understand professional ethical standards, discuss current ethical issues in communication, work in teams to perfect oral and written ethical analysis skills, and write an individual thesis paper. Prerequisite: senior standing

COMM 490 Topics (4 credits)

COMPUTER AND INFORMATION SCIENCES (CISC)

College of Arts and Sciences, Department of Computer and Information Sciences

O'Shaughnessy Science Hall (OSS) 402, (651) 962-5470

Sawin (chair), Akram, Hardt, Marrinan, Miracle, Myre, Pattanayak, Salisbury, Werness, and Yilek

In recognition of the ubiquitous nature of computing and the importance of being able to analyze data in the modern world, the Computer and Information Sciences department offers majors in Computer Science (BS) and Statistics (BS).

Computer Science majors develop the knowledge and skills required to design and build software and to create efficient solutions to real-world problems. Our major is designed to develop well-rounded students who can succeed in the challenging and continually changing field of technology. Our curriculum includes a wide variety of cutting-edge topics including, software design and implementation, computer architecture, database design, algorithms, computer networking, computer security, and artificial intelligence. Our graduates have started their careers in prominent local, national, and international businesses, as well as government organizations. Others have gone on to pursue careers in academia at top-ranked universities.

The Statistics major is offered through a joint program between CISC and the Mathematics department. The curriculum of this program is oriented toward real-world applications of statistics and the development of skills in statistical problem solving, data analysis and statistical modeling,

statistical software use and programming, data mining and machine learning, and the communication of statistical results to diverse audiences. Graduates of the Statistics major are fully prepared to apply their knowledge and skills in myriad careers and graduate programs, including those found in business and marketing, the health sciences, education, government, and the social and behavioral sciences.

The department encourages Computer Science and Statistics majors to obtain a minor in a complementary discipline. Students interested in teacher licensure should see the various science and mathematics programs in the Department of Teacher Education section of this catalog. A dual undergraduate degree program with Engineering is also available, which is described in the catalog section under School of Engineering. Additionally, we offer a fast track Masters in Graduate Programs in Software degree.

Senior Residency

Students majoring in computer science must have a minimum of 32 credits of STAT/CISC courses from St. Thomas. CISC minors need a minimum of 12 CISC/STAT credits from St. Thomas

Major in Computer Science (B.S.)

Computer Science is a foundation for many different computing careers. Computer scientists design and build software and create efficient solutions to real-world problems in such fields as artificial intelligence, computer architecture, software engineering, and computer security.

Required courses:

- CISC 131* (or CISC 130*) Introduction to Programming and Problem Solving (4 credits)
- CISC 230* Object-Oriented Design and Programming (4 credits)
- CISC 231* Data Structures Using Object-Oriented Design (4 credits)
- CISC 340* Computer Architecture (4 credits)
- CISC 350* Information Security (4 credits)
- CISC 380* Algorithms (4 credits)
- CISC 480* Senior Capstone (4 credits)

- STAT 220* Statistics I (4 credits)

* Note: A grade of C- or above must be earned by majors in these courses.

Note: CISC 131 is recommended for this major

Plus 16 credits from the following:

- CISC 310 Operating Systems (4 credits)
- CISC 342 Computers in Experimental Sciences (4 credits)
- CISC 369 Computer Science Research (2-4 credits)
- CISC 370 Computer Networking (4 credits)
- CISC 375 Web Development (4 credits)
- CISC 401 Approved Study Abroad Course (2-4 credits)
- CISC 402 Approved Study Abroad Course (2-4 credits)
- CISC 403 Approved Study Abroad Course (2-4 credits)
- CISC 404 Approved Study Abroad Course (2-4 credits)
- CISC 405 Approved Study Abroad Course (2-4 credits)
- CISC 410 Advanced Information Security (4 credits)
- CISC 420 Computer Graphics (4 credits)
- CISC 440 Artificial Intelligence and Robotics (4 credits)
- CISC 450 Database Design I (4 credits)
- CISC 451 Database Design II (4 credits)
- CISC 489 Topics (4 credits)
- CISC 490 Topics (4 credits)
- STAT 360 Advanced Statistical Software (4 credits)
- STAT 400 Data Mining and Machine Learning (4 credits)

Allied Requirements:

- MATH 109 Calculus with Review II (4 credits)
or MATH 113 Calculus I (4 credits)
- STAT 320 Statistics II (or MATH 114 Calculus II) (4 credits)
- MATH 128* Introduction to Discrete Mathematics (4 credits)

* Note: A grade of C- or above must be earned by majors in these courses.

Fast Track to a Masters in Graduate Programs in Software (with a Bachelor of Science degree in Computer Science)

St. Thomas undergraduate students interested in the Fast Track/Graduate Programs in Software (GPS) Master of Science must complete four GPS courses while pursuing their degree. For each graduate-level course(^) listed below, students are required to earn a minimum grade of C-.

After completing their undergraduate degree (minimum 2.7 GPA), students apply to one Master's program: Software Engineering, Software Management, Information Technology, or Data Science. Fast Track students are required to take an additional eight graduate courses (24 credits) to meet the Master's degree requirement of 12 courses (36 credits).

Required Courses:

- CISC 130* Introduction to Programming and Problem Solving in the Sciences (4 credits)
or CISC 131* Introduction to Programming and Problem Solving (4 credits)
- CISC 230* Object-Oriented Design and Programming (4 credits)
- CISC 231 * Data Structures Using Object-Oriented Design (4 credits)
- CISC 340* Computer Architecture (4 credits)
- CISC 350* Information Security (4 credits)
- CISC 380* Algorithms (4 credits)
- CISC 480* Senior Capstone (4 credits)

- STAT 220* Statistics I (4 credits)
- SEIS 610^ Software Engineering (3 credits)
- SEIS 615^ DevOps and Cloud Infrastructure (3 credits)\
- SEIS 630^ Database Management Systems and Design (3 credits)
- SEIS 632^ Data Analytics and Visualization (3 credits)

* Note: A grade of C- or above must be earned by majors in these courses.

Note: CISC 131 is recommended for this major

Plus eight credits from the following:

- CISC 310 Operating Systems (4 credits)
- CISC 342 Computers in Experimental Sciences (4 credits)
- CISC 370 Computer Networking (4 credits)
- CISC 375 Web Development (4 credits)
- CISC 401-405: Approved Study Abroad Course (2-4 credits)
- CISC 410 Advanced Information Security (4 credits)
- CISC 420 Computer Graphics (4 credits)
- CISC 440 Artificial Intelligence and Robotics (4 credits)
- STAT 360 Advanced Statistical Software (4 credits)
- STAT 400 Data Mining and Machine Learning (4 credits)

Allied Requirements:

- MATH 109 Calculus with Review II (4 credits)
or MATH 113 Calculus I (4 credits)
- MATH 114 Calculus II
or STAT 320 Statistics II
- MATH 128 Introduction to Discrete Mathematics (4 credits)

Minor in Computer Science

- CISC 131* (or CISC 130) Introduction to Programming and Problem Solving (4 credits)

Note: CISC 131 is recommended for this minor

And one of the following elective options:

- Four additional CISC courses, at least two of which must be numbered 300 or above.

or
- Three additional CISC courses, at least two of which are numbered 300 or above, and one course from the list below

Elective Options:

- BIOL 464 Bioinformatics (4 credits)
- DIMA 258 Writing/Designing for the Web (4 credits)
- ENTR 371 Silicon Valley & Entr Thinking (4 credits)
- ENGR 230 Digital Design (4 credits)
or ENGR 331 Designing with Microprocessors (4 credits)
- ENGL 204 Critical Discourse of Video Games (4 credits)
- GEOG 421 Applied Geographic Info Sys (4 credits)
- MATH 315 Applied Math & Modeling I (4 credits)
or MATH 316 Applied Math & Modeling II (4 credits)
or MATH 385 Math Meths/Numerical Anal (4 credits)
- NSCI 340 Computational Neuroscience (4 credits)
- PHIL 220 Logic (4 credits)
- PHYS 323 Methods of Exp. Physics (4 credits)
or PHYS 325 Methods of Comp. Physics (4 credits)

or STAT 360 Comp STAT & Data Analysis (4 credits)

or STAT 400 Data Mining & Machine Learning (4 credits)

or STAT 410 Operations Research I (4 credits)

or STAT 411 Operations Research II (4 credits)

- STCM 346 Digital Content and Strategy (4 credits)

Students should choose elective courses appropriate to their major field of study or area of interest in consultation with the department chair or a member of the CISC department faculty. Note that elective courses may have additional pre-requisites.

CISC Course Catalog

CISC 120 Computers in Elementary Educ (4 credits)

This course is intended for elementary education majors. Topics include the role of the computer in elementary and middle-school education, computer applications in science and mathematics, data analysis, software packages for use in elementary and middle-school classrooms, Computer-Assisted-Instruction (CAI), multimedia, electronic portfolios, telecommunication and software creation using tools such as MicroWorlds, Scratch, and HTML. Prerequisite: Elementary Education or SMEE major

CISC 130 Intro-Program&Prob Solving-Sci (4 credits)

Introduction to problem solving with computers, using programming languages common to science and engineering disciplines; logical thinking, design and implementation of algorithms; and basic programming structures. Introduction to hardware and software: how computers acquire, store, process, and output information; how computer systems are designed, programmed, and tested. Students will use both a scientific programming language and an application package designed to implement programming features at a level more accessible to non-programmers. This course is designed for students majoring in Engineering or the sciences. Majors in the Department of Computer and Information Sciences should take CISC 131. Please see your academic advisor to ensure you select the appropriate class. Lab included. NOTE: Students who receive credit for CISC 130 may not receive credit for CISC 131. Prerequisite: Placement into MATH 108 or higher or completion of STAT 220

with a C- or better, or completion of one of: MATH 006, 108, 109, 113, 114, or 200

CISC 131 Intro-Programming&Prob Solving (4 credits)

This course is designed for students with majors in the Department of Computer and Information Sciences and focuses on logical thinking, the design and implementation of algorithms in a procedural language, testing, correctness, and the use of common programming structures such as arrays. In addition, basic machine concepts are covered including hardware organization and representation of information in the machine. The typical student will be adept at using the computer but will have no prior programming experience. Engineering and science majors should take CISC 130. Please see your academic advisor to ensure you select the appropriate class. Lab included. NOTE: Students who receive credit for CISC 131 may not receive credit for CISC 130. Prerequisite: Placement into MATH 108 or higher or completion of STAT 220 with a C- or better, or completion of one of: MATH 006, 108, 109, 113, 114, or 200

CISC 200 Intro-Computer Tech & Bus Appl (4 credits)

(Formerly QMCS 200) This course will prepare students to use computers in a business environment and in daily life. It will provide an introduction to programming and problem solving for non-majors. Spreadsheet and database software will be used to solve problems related to business. The course includes an overview of hardware and software, how computers acquire and process information, and related topics. NOTE: Students who receive credit for CISC 200 may not receive credit for CISC 110 or 216.

CISC 201 Approved Study Abroad Course (2 to 4 credits)

CISC 202 Approved Study Abroad Course (2 to 4 credits)

CISC 203 Approved Study Abroad Course (2 to 4 credits)

CISC 204 Approved Study Abroad Course (2 to 4 credits)

CISC 205 Approved Study Abroad Course (2 to 4 credits)

CISC 216 Quantitative Techniques - Busn (2 credits)

(Formerly QMCS 216) The use of microcomputer spreadsheet software to aid in solving quantitative

business problems. This course is to be taken by students who have been given transfer credits for the equivalent of some part but not all of CISC 200 and who are required to take CISC 200. NOTE: Students who receive credit for CISC 216 may not receive credit for CISC 110 or 200.

CISC 230 Object Oriented Design & Prog (4 credits)

(Formerly QMCS 281) Programming and problem solving using an object-oriented approach. Builds on the procedural language foundation developed in CISC 130 or 131. Topics include: how procedural design differs from object-oriented design, algorithms, modeling, design requirements and representation, Uniform Modeling Language specification, implementation of object-oriented models, testing, and verification, and elementary design patterns. Lab included Prerequisites: A minimum grade of C- in CISC 130 or 131

CISC 231 Data Structures-Object Design (4 credits)

Presents the fundamental suite of data structures and the algorithms used to implement them. Topics include: abstract data types, algorithm development and representation, searching, sorting, stacks, queues, lists, trees, measuring algorithm complexity, object-oriented design and implementation of moderately large and complex systems. Course assumes the student has proficiency in object-oriented specification, design, and implementation. Prerequisites: A minimum grade of C- in CISC 230

CISC 260 Data Fundamentals and Apps (4 credits)

This course will prepare students to apply fundamental tools that are used to manipulate data. It will provide an introduction to spreadsheets, database technologies, and programming. Students will learn how to employ these tools to solve problems related to business, life sciences, and actuarial sciences. Prerequisites: Math placement at level of MATH 111 or above; or MATH 100, 101, 105, 108, 109, 111 or 113 NOTE: Students who receive credit for CISC 260 may not receive credit for CISC 200, 110 or 216.

CISC 269 Computer Science Research (2 or 4 credits)

CISC 295 Topics(2 credits)

CISC 296 Topics(2 credits)

CISC 297 Topics (4 credits)

CISC 298 Topics (4 credits)

CISC 305 Internship (0 credits)

CISC 310 Operating Systems (4 credits)

The basic principles of designing and building operating systems. Sequential versus concurrent processes, synchronization and mutual exclusion, memory management techniques, CPU scheduling, input/output device handling, file systems design, security and protection. Prerequisite: A minimum grade of C- in CISC 340 or ENGR 330

CISC 320 Systems Analysis and Design I (4 credits)

(Formerly QMCS 420) A study of systems analysis methodologies used in the analysis and design of information systems. Emphasis on data, process, and modeling by use of a CASE tool: entity relationship diagrams and data normalization, data flow diagrams, use case diagrams, and data dictionaries. This is a "hands on" course where students form teams to analyze the needs of a business client in the community. Prerequisite: A minimum grade of C- in CISC 230

CISC 321 Systems Analysis and Design II (4 credits)

(Formerly QMCS 421) Continuation of CISC 320. Concentration on user-centered design (UCD), physical design, low- and high- fidelity prototyping, and agile methods. Emphasis on managerial problems in systems development. Continued use of CASE and project-management tools. A "real world" design and prototyping project is an integral part of this course. Prerequisite: CISC 320

CISC 340 Computer Architecture (4 credits)

Introduction to the design and organization of computer systems. Topics covered in this course include digital logic, machine data and instruction representations, computer arithmetic, instruction sets and assembly language, ALU and CPU design, pipelining, cache systems, memory, performance metrics, and parallelism. Prerequisites: a minimum grade of C- in CISC 230

CISC 342 Data Acquisition and Analysis (4 credits)

Introduction to the use of computers to collect, analyze, and interact with real-world information. The course is designed to meet the needs of students with interests in using computing devices to interact with the physical world. Emphasis is placed on application of concepts and techniques in addition to microcontroller programming. Topics include laboratory device interfacing, analog signal acquisition and processing, frequency transformations, data analysis, and image

processing. Lab included. Prerequisites: A minimum grade of C- or better in CISC 130 or 131; C- or better in MATH 109 or 111 or 113; and a C- or better in STAT 220

CISC 350 Information Security (4 credits)

(Formerly CISC 210) An introductory course in computer security. Topics include operating system security, cryptography, user authentication, application security, secure programming, web security and privacy issues, and ethical issues in the field of computer security. Emphasis is on understanding the technical aspects of how adversaries exploit systems and the techniques for defending against these attacks. Prerequisites: MATH 128 (may be taken concurrently), and a minimum grade of C- in CISC 230

CISC 360 Data Visualization (4 credits)

In this course, students will focus on computer-based design approaches and techniques for manipulating and visualizing data. A variety of data sources and corresponding visualization techniques will be examined. Particular attention will be given to effective visual communication of the meaning behind the data. Additionally, students will investigate the theme of storytelling with data. Prerequisites: A minimum grade of C- in CISC 130 or 131 and either CISC 260 or CISC 450.

CISC 369 Computer Science Research (2 or 4 credits)

CISC 370 Computer Networking (4 credits)

(Formerly QMCS 370) An introduction to computer networking, covering theory and implementation of basic networking concepts including communication protocols, local area networks, http protocol and client-server and peer-to-peer computing. Prerequisites: A minimum grade of C- in CISC 231

CISC 375 Web Development (4 credits)

(Formerly CISC 270) This course examines the theory and practice of developing applications for the World Wide Web. Students will learn practical technique for designing and implementing Web applications, with a particular emphasis on server-side processing and data-driven Web sites. Prerequisite: A minimum grade of C- in CISC 230

CISC 380 Algorithms (4 credits)

Introduction to the design and analysis of algorithms. Course topics include the following algorithm design paradigms: divide and conquer, graph algorithms, dynamic programming, and greedy algorithms. The course will also give an introduction to computational complexity, including

NP-completeness and the P versus NP problem.
Prerequisites: A minimum grade of C- or better in:
MATH 128, CISC 230, and CISC 231

CISC 393 Individual Study (2 or 4 credits)

CISC 401 Approved Study Abroad Course (2 to 4 credits)

CISC 402 Approved Study Abroad Course (2 to 4 credits)

CISC 403 Approved Study Abroad Course (2 to 4 credits)

CISC 404 Approved Study Abroad Course (2 to 4 credits)

CISC 405 Approved Study Abroad Course (2 to 4 credits)

CISC 410 Advanced Information Security (4 credits)

A more in-depth study of security issues than CISC 350 (formerly CISC 210). This course will focus on modern attack techniques and defenses in the areas of application security, network security, cryptographic protocols, and web security.
Prerequisite: A minimum grade of C- in CISC 350 (formerly CISC 210)

CISC 419 Accounting Information Systems (4 credits)

This course is designed to provide students with knowledge of concepts and practices of accounting information systems and the ability to work effectively with computer specialists and management in organizations. Major topics include accounting systems fundamentals, cybersecurity, enterprise risk management and internal controls, business data and process management, enterprise systems, data analytics, and emerging technologies.
Prerequisites: CISC 200 and ACCT 311.

CISC 420 Computer Graphics (4 credits)

This course introduces the principles of interactive computer graphics. Computer graphics serves as the foundation for many areas, such as computer animation, video game design, and data visualization. Topics covered in this course include raster vs. vector techniques and hardware, 2-dimensional and 3-dimensional rendering, and shading and illumination models. Prerequisites: C- or better in CISC 230 and a C- or better in MATH 128. It is recommended that you also have knowledge of vector and matrix math.

CISC 440 Artificial Intelligence & Robotics (4 credits)

Theory and implementation techniques using computers to solve problems, play games, prove theorems, recognize patterns, create artwork and musical scores, translate languages, read handwriting, speak and perform mechanical assembly. Emphasis placed on implementation of these techniques in robots. Prerequisites: A minimum grade of C- or better in CISC 231; C- or better in MATH 128; and STAT 220 or STAT 201

CISC 450 Database Design I (4 credits)

This course introduces the fundamental concepts of database management, including aspects of data models, database languages, database design, indexing, and other topics in the field. Emphasis on general purpose relational database management systems using Relational Algebra and SQL.
Prerequisites: MATH 128 and a minimum grade of C- in CISC 230

CISC 451 Database Design II (4 credits)

Advanced database analysis, design, and implementation including data warehousing, distributed databases, materialized views, grid computing, and replication. Storage and efficient retrieval of temporal data, objects, and non-textual information. Prerequisite: A C- in CISC 450

CISC 460 Senior Project (4 credits)

Work on a software analysis, design, and implementation project or on a computer support project under the direction of a faculty member.
Prerequisite: Senior standing and permission of the instructor

CISC 469 Computer Science Research (2 or 4 credits)

CISC 476 Experiential Learning (0 to 4 credits)

CISC 480 Senior Capstone (4 credits)

The senior capstone course provides computer science majors the opportunity to integrate the knowledge that they have gained from across the curriculum. Students will work in groups to design, document, and implement a large-sized software project. During this process, students will be exposed to programming team organization, software development practices, as well as tools that facilitate the development of software systems.
Prerequisites: Senior standing and a minimum grade of C- or better in: CISC 350, CISC 340, and CISC 380 (which 380 may be taken concurrently)

CISC 483 Seminar (2 credits)

CISC 484 Seminar (2 credits)

CISC 485 Seminar (4 credits)

CISC 486 Seminar (4 credits)

CISC 487 Topics (2 credits)

CISC 488 Topics (2 credits)

CISC 489 Topics (4 credits)

CISC 490 Topics (4 credits)

CISC 495 Individual Study (2 or 4 credits)

Data Analytics

College of Arts and Sciences, Interdisciplinary Program

Director: Kim (ECON); Advisory committee: Berg (CISC), Goldschmidt (OPMT), Knudson (MATH), Lynch (POLS), Marrinan (CISC), Okamoto (BIOL)

[Data Analytics Program website](#)

Contact: dataanalytics@stthomas.edu

Data Analytics is the practice of using data to drive strategy and decision-making. Data analysts use cutting-edge statistical and technological tools to discover trends and predict outcomes in nearly every sphere of contemporary life, including healthcare, social media, education, public policy, business, politics, climate change, criminal justice, insurance, travel, and recreation.

The defining characteristic of the interdisciplinary Data Analytics major is the explicit emphasis that statistical, computational, and context-specific knowledge jointly contribute to effective data analysis. Hence, the purpose of the Data Analytics major is three-fold:

To equip students with the statistical and computational tools to conduct meaningful data analyses;

To provide students with the disciplinary-specific context to articulate and comprehend the meaningful data analytic questions within a domain;

To encourage students to develop their skills to effectively communicate data-driven insights.

Major in Data Analytics (B.S.) **Core Requirements*:**

The major core requirements in computer science and statistics equip students with the analytical

methods and techniques required to formulate and conduct meaningful data analyses.

- CISC 131 Introduction to Programming and Problem Solving (4 credits)
- CISC 260[^] Data Fundamentals and Applications (4 credits)
or CISC 450 Database I (4 credits)
- CISC 360 Data Visualization (4 credits)
- STAT 220 Statistics I (4 credits)
or STAT 314 Mathematical Statistics (4 credits)
- STAT 320 Statistics II (4 credits)
or STAT 333 Predictive Modeling (4 credits)
- or ECON 315 Introduction to Econometrics (4 credits)
- STAT 360 Computational Methods in Statistics (4 credits)
- STAT 400 Data Mining and Machine Learning (4 credits)
- DATA 200 Data Analytics Seminar (1 credit)
- DATA 400 Data Analytics Capstone (2 credits)

*Note: A grade of C- or above must be earned by majors in these courses.

[^]Note: Students who receive credit for CISC 260 may not receive credit for CISC 200, CISC 110 or CISC 216.

Note: Students in most domains are strongly encouraged to take STAT 220 with the R lab and should consult with their advisors to determine which STAT 220 lab is appropriate.

Allied Requirements:

- MATH 113 Calculus I (4 credits)
or (MATH 108 Calculus with Review I (4 credits) and MATH 109 Calculus with Review II (4 credits))
- COMM 100 Public Speaking (4 credits)
- ENGL 256 Introduction to Professional Writing (4 credits)

Domain Requirements:

A domain is an area of application for data analytics; its purpose is to provide students the disciplinary-specific context to articulate and understand meaningful questions within a domain that can be addressed using data analytics. Therefore, each student must select a domain to develop a theoretical foundation to engage their statistical and technological competencies.

A domain will typically consist of 16–20 credits; the exact number of required credits depends on the domain. Each domain consists of the relevant introductory and upper-level courses for building a domain-oriented lens for data analysis. In addition, each domain must provide their students an opportunity for applied data analysis within the context of the domain. Furthermore, students are required to present their analysis in some formal manner (i.e., visual, written, and/or oral). Domain departments are responsible for the implementation and approval of any domain-related requirements.

The suitability and availability of domain courses that support the major potentially varies—both across domains and over time. Therefore, domain courses must be chosen in consultation with, and approved by, the student's domain advisor or the domain department chair to ensure the selection of the most appropriate courses.

Domain courses marked with * may have formal prerequisites or co-requisites that may be waived on a case-by-case basis in consultation with the student's domain department chair.

Actuarial Science [20 credits]

Introductory Courses:

- MATH 114 Calculus II (4 credits)
- MATH 200 Multi-Variable Calculus (4 credits)

Upper-Level Courses:

- ACSC 264 Theory of Interest (4 credits)
or ACSC 220 Risk Management and Insurance (4 credits)
- MATH 240 Linear Algebra (4 credits)

Applied Data Analysis:

- STAT 460 Statistical Research/Practicum (4 credits)

Note: Students following the Actuarial Science domain are strongly encouraged to take MATH 303 or STAT 314 as a substitute for the STAT 220 core requirement (please see Data Analytics program director). In addition, students are strongly encouraged to take STAT 333 in the core. Both of these recommendations are meant to take advantage of the existing actuarial focus that occurs in the recommended courses mentioned.

American Politics [16-20 credits]

Introductory Courses:

- POLS 104 Government and Politics (4 credits)
- POLS 205 Citizen Participation and Public Policy (4 credits)

Upper-Level Courses—choose two of the following:

- POLS 301 Political Identity and Participation (4 credits)
- POLS 305 Congress and the Presidency (4 credits)
- POLS 312 Judicial Process and Politics (4 credits)

Applied Data Analysis—choose one of the following:

- POLS 404 Seminar in American Politics (4 credits)
- POLS 495 Individual Study (4 credits)
- Other approved undergraduate research opportunity (e.g., Young Scholars)

Biology [16 credits]

Introductory Course—choose one of the following, or consult with Biology Department Chair or Biology Domain Advisor for additional options:

- BIOL 101 General Biology (4 credits)
- BIOL 102 Conservation Biology (4 credits)
- BIOL 105 Human Biology (4 credits)
- BIOL 110 Genetics and Society
- BIOL 162 Medical Geology (4 credits)

- *BIOL 207 Genetics, Ecology Evolution (4 credits)
- *BIOL 208 Biological Communication and Energetics (4 credits)
- *BIOL 209 Biology of Sustainability (4 credits)

Upper-Level Courses—to be determined in consultation with Biology Department Chair or Biology Domain Advisor:

- One BIOL 200- or 300-level course (4 credits)
- One BIOL 300-level course (4 credits). Likely course options include:
 - *BIOL 391 Research (4 credits)
 - *BIOL 398 Darwin's Algorithms (4 credits)
 - *ESCI 310 Environmental Problem Solving (4 credits)

Applied Data Analysis:

One BIOL 400-level course (4 credits) that fulfills the "applied data analysis" requirement to be determined in consultation with Biology Department Chair or Biology Domain Advisor. Likely course options include:

- *BIOL 464 Bioinformatics (4 credits)
- *BIOL 467 Emerging Infectious Disease (4 credits)
- *BIOL 480 Urban Ecosystem Ecology (4 credits)
- *BIOL 486 Seminar (4 credits)
- *BIOL 491 Research (4 credits)

Note: Courses marked with * may have pre-requisites or co-requisites. These requirements can be waived in some cases. Students should consult Biology Department Chair or Course Instructor for waiver options.

Chemistry [16-20 credits]

Students complete one of the following introductory course options and choose sufficient upper-level courses that focus on a sub-discipline (analytical, organic, physical, or biochemistry) to yield a total of 16 credits of introductory and upper-level courses.

Introductory Courses—choose one of the following options:

- CHEM 111 General Chemistry I (4 credits) and CHEM 112 General Chemistry II (4 credits)
- CHEM 115 Accelerated General Chemistry (4 credits)
- CHEM 109 General Chemistry for Engineering (4 credits)

Note: The introductory course requirement may be waived for students with sufficient chemistry background, in which case additional upper-level courses will be required to reach 16 credits.

Upper-Level Courses—select from the following:

- *CHEM 201 Organic Chemistry II (4 credits)
- *CHEM 202 Organic Chemistry II (4 credits)
- *CHEM 300 Quantitative Analysis (4 credits)
- *CHEM 320 Instrumental Analysis (4 credits)
- *CHEM 331 Chemical Thermodynamics and Reaction Dynamics (4 credits)
- *CHEM 440 Biochemistry I (4 credits)
- *Other approved CHEM courses at the 200-level or above

Applied Data Analysis—choose one of the following:

- CHEM 491 Individual Research (2 credits) and CHEM 492 Individual Research (2 credits)
- Other approved CHEM course that applies data analytics in chemistry

Note: The applied data analysis credit requirement may be waived for students conducting paid research through Young Scholars grant or similar paid research experience.

Criminal Justice [20 credits]

Introductory Courses:

- SOCI 100 Introduction to Sociology (4 credits)
- SOCI 200 Introduction to Criminal Justice (4 credits)

Upper-Level Courses:

- SOCI 210 Research Methods in Sociology (4 credits)
- SOCI 312 Crime and Delinquency (4 credits)

Applied Data Analysis—choose one of the following:

- SOCI 491 Individual Study (4 credits)
- Other approved undergraduate research opportunity (e.g., Young Scholars)

Economics [20 credits]

Introductory Courses:

- ECON 251 Principles of Macroeconomics (4 credits)
- ECON 252 Principles of Microeconomics (4 credits)

Upper-Level Courses:

- ECON 351 Macroeconomic Theory (4 credits)
or ECON 352 Microeconomic Theory (4 credits)
- One ECON 300- or 400-level field course (i.e., not ECON 311, ECON 315, ECON 351, or ECON 352)

Applied Data Analysis:

- ECON 311 Forecasting (4 credits)
or ECON 315 Introduction to Econometrics (4 credits)

Note: ECON 315 may not satisfy both the domain requirement and the STAT 320/STAT 333 requirement.

Environmental Science[16 credits]

Introductory Courses – choose one course each from two of the following categories:

Environmental Science

- ESCI 132 Introduction to Environmental Science (4 credits)

Biology

- BIOL 101 General Biology (4 credits)

- BIOL 102 Conservation Biology (4 credits)
- BIOL 105 Human Biology (4 credits)
- BIOL 162 Medical Geology (4 credits)
- BIOL 207 Genetics, Ecology Evolution (4 credits)
- BIOL 209 Biology of Sustainability (4 credits)

Chemistry

- CHEM 100 Chemistry in Our World (4 credits)
- CHEM 101 Environmental Chemistry (4 credits)
- CHEM 109 General Chemistry for ENGR (4 credits)
- CHEM 111 General Chemistry I (4 credits)
- CHEM 115 Accelerated General Chemistry (4 credits)

Geology

- GEOL 111 Introductory Physical Geology (4 credits)
- GEOL 114 The Science of Natural Disasters (4 credits)
- GEOL 115 Environmental Geology (4 credits)
- GEOL 162 The Earth's Record of Climate (4 credits)

Upper-Level Course—choose one of the following:

- ESCI 310 Environmental Problem Solving (4 credits)
- ESCI 389 Research (4 credits)

Applied Data Analysis:

- ESCI 430 Senior Research Seminar (4 credits)
- ESCI 491 Research (4 credits)

NOTE: Because suitability of ESCI 310 and ESCI 430 for Data Analytics major will vary(course projects may or may not lend themselves to data analytics) students should consult ESCI Program Director or

ESCI Domain Advisor to select the most appropriate courses.

Geographic Information Systems [16 credits]

Introductory Course:

- GEOG 321 Geographic Information Systems (4 credits)

Upper-Level Courses:

- GEOG 331 Conservation Geography (4 credits)
- GEOG 350 Geography of Global Health (4 credits)

Applied Data Analysis:

- GEOG 421 Applied Geographic Information Systems (4 credits)

Geology[16 credits]

Introductory Course—choose one of the following:

- GEOL 111 Introductory Physical Geology (4 credits)
- GEOL 115 Environmental Geology (4 credits)
- GEOL 162 The Earth's Record of Climate (4 credits)

Upper-Level Course—choose one of the following:

- GEOL 252 Earth Surface Processes and Geomorphology (4 credits)
- GEOL 260 Regional Geology and Geological Field Methods (4 credits)

Applied Data Analysis:—choose two of the following, at least one at the 400-level:

- GEOL 252 Earth Surface Processes and Geomorphology (4 credits) [If not taken to satisfy the upper-level course requirement above]
- GEOL 220 Oceanography (4 credits)
- GEOL 410 Hydrogeology (4 credits)

- GEOL 462 Advanced Earth's Record of Climate (4 credits) [If GEOL 162 not taken for introductory course]

Information Systems [16 credits]

Introductory Courses:

- CISC 230 Object-Oriented Design and Programming (4 credits)
- SEIS 610 Software Engineering (3 credits)

Upper-Level Courses:

- SEIS 615 DevOps and Cloud Infrastructure (3 credits)
- SEIS 630 Database Management Systems and Design (3 credits)

Applied Data Analysis:

- SEIS 632 Data Analytics and Visualization (3 credits)

Note: Students in the Information Systems domain are strongly encouraged to take the R lab option with STAT 220.

Note: STAT 220 with the R lab will count as SEIS 631: Foundations of Data Analysis for domain courses that have SEIS 631 listed as a pre-requisite.

Note: CISC 131 will count as SEIS 603: Foundations of Software Development for domain courses that have SEIS 603 listed as a pre-requisite.

FastTrack to Master of Science in Data Science: Students who complete the Bachelor of Science in Data Analytics with an Information Systems domain have the option to pursue a graduate degree in Data Science through Graduate Programs in Software at the University of St. Thomas. Eight additional graduate courses, beyond those required for the Bachelor of Science in Data Analytics with an Information Systems domain, are required for a Master of Science in Data Science degree. Please see MS in Data Science for additional details.

Physics [20 credits]

Introductory Courses:

- PHYS 211 Classical Physics I (4 credits)
- PHYS 212 Classical Physics II (4 credits)
- MATH 114 Calculus II (4 credits)

Upper-Level Courses—choose one of the following:

- PHYS 215 Foundations of Modern Physics (4 credits)
- PHYS 225 Applications of Modern Physics (4 credits)

Applied Data Analysis—choose one of the following:

- PHYS 323 Methods of Experimental Physics (4 credits)
- PHYS 325 Methods of Computational Physics (4 credits)

Public Health [16 credits]

Introductory Courses—choose two of the following courses:

- PUBH 200 Emerging Infectious Disease and Global Health (4 credits)
- PUBH 210 One Health: Humans, Animals and the Environment (4 credits)
- PUBH 220 Introduction to Public Health and Social Justice (4 credits)
- PUBH 225 Global Health and Development (4 credits)

Upper-Level Course:

- One PUBH 300-level course (4 credits) to be determined in consultation with Health Sciences Chair or Public Health Domain Advisor.

Likely course options include:

- PUBH 300 Introduction to Epidemiology (4 credits)

Applied Data Analysis:

- One 400-level PUBH course (4 credits) to be determined in a consultation with Health Sciences Chair or Public Health Domain Advisor.

Likely course options include:

- PUBH 465 Public Health Research Methods (4 credits)
- PUBH 470 Experiential Learning in Public Health (4 credits)

- PUBH 491 Research (4 credits)

Sociology [16-20 credits]

Introductory Course:

- SOCI 100 Introduction to Sociology (4 credits)

Upper-Level Courses:

- SOCI 210 Research Methods in Sociology (4 credits)
- SOCI 474 Sociological Theory and Praxis: The Capstone Experience (4 credits)
- One SOCI 200 or 300-level course (4 credits)

Applied Data Analysis—Choose one of the following:

- SOCI 491 Individual Study (4 credits)
- Other approved undergraduate research opportunity (e.g., Young Scholars)

DATA Course Catalog

DATA 200 Data Analytics Seminar (1 credit)

This seminar is designed to facilitate students' exploration of their domain fields as they relate to Data Analytics. It brings together students from all domain areas to improve their data communication skills and broaden their understanding of data analytics. The seminar primarily focuses on the communication and dissemination of data analytic work, which may vary by domain. Prerequisites: Junior standing and one of the following: STAT 220, STAT 314, STAT 201, or MATH 303.

DATA 400 Data Analytics Capstone (2 credits)

This seminar is designed to fulfill the senior capstone experience in Data Analytics. It brings together students from all domain areas to fine-tune their data communication skills, broaden their understanding of data analytics, and produce a portfolio of work. The seminar primarily focuses on the communication and dissemination of data analytic work, which may vary by domain. This course should be completed in the final Spring semester prior to graduation. Prerequisites: Senior standing, DATA 200, COMM 100, and one of the following: STAT 320, STAT 333, or ECON 315.

DIGITAL MEDIA ARTS (DIMA)

College of Arts and Sciences, Department of Emerging Media

The Digital Media Arts program offers foundational and advanced skills and knowledge about the planning, creation, influence, and critique of media content such as media production, web design, visual design, and interactive and emerging technologies. Digital Media Arts graduates will be able to analyze and produce and develop audiovisual content in its digital media forms.

Digital Media Arts curriculum draws on the traditions of many disciplines, including Journalism, Advertising and Public Relations, Communication Studies, Visual Arts, Performing Arts, Film Studies, English, and Music. Many courses in the major are cross-listed or have a home in those areas.

Students begin the major by learning foundational skills and theories in a combination of courses, giving them a broad understanding of media and society, visual communication, and how stories are created and how audiences are persuaded by still and moving imagery.

Majors select an area of emphasis in either Media Production or Media Design. Media Production focuses primarily on the purposes, methods and processes for creating audio-visual messages in diverse mass media formats like television programs, documentaries, news, video games, interactive video, web video and live streaming, educational and social video, and promotions or advertising. Students take introductory and advanced courses in this discipline, including courses in film, video, and audio theory and production. Media Design focuses primarily on the purposes, methods and processes for creating still and interactive audio-visual content, including web design, print design, game design, user-friendly design, and creative coding. Some courses count for both tracks.

Digital Media Arts minors take the same foundational courses as majors and build on that foundation by taking additional courses in either or both concentrations.

This major emphasizes both the encoding and decoding sides of media literacy: how the circulation loop of media producers, content, and

audiences create and shape our understanding of the world. Students experience working with clients in crafting creative media content for small and big screens, including projects like industrial videos, interactive web design, projects involving community outreach, recruiting videos, documentaries, and short films.

Students learn to consider the purpose of a message, how to write or design its creative content, and how to produce that content using both basic media technologies like smartphones and advanced media technologies like EFP video cameras, drone cameras, and motion graphics applications.

While in these courses, students may get hands-on media experience with opportunities at UST at organizations like TommieMedia, KUST, the university's multimedia studio, the Playful Learning Lab, and STELAR.

All students will complete the program with a community-focused capstone project course, ensuring that they have a strong portfolio in preparation for career and personal life upon graduation as a media-savvy citizen, creator, and learner.

Students graduate with the essential skills needed to work in the digital arts: producing for visual media like film, television, and computer-based audio/video and interactive media. Students will have the skills needed to plan, coordinate, and execute media projects as producers and to evaluate media messages as consumer

Major in Digital Media Arts

All majors must take at least 11 courses totaling 44 credits.

All students in the program must complete:

- DIMA/JOUR 111 Introduction to Mass Media +
- DIMA/JOUR 232 Visual Media in Theory and Practice +
- DIMA 240 Digital Imagery and Sound (WI)
- DIMA 480 Capstone: Digital Media for the Common Good (WID)
- **Students will also select a major concentration.**

Media Production concentration

Required courses

- DIMA 262 Audio Production
- DIMA 360 Videography
- DIMA 460 Advanced Videography

Electives in Media Production (Pick 4):

At least one elective 4-credit course must be at the 300/400 level. Electives can include individual study, experiential learning, study abroad or topics courses.

- AMCD 200 American Culture: Power and Identity +
- ARTH 204 Typography and Visual Culture +
- ARTH 297 Type Design and History
- ARTH 304 Typeface Design
- CISC 131 Introduction to Programming and Problem Solving
- CISC 360 Data Visualization
- COMM 326 Comm. & Popular Culture +
- COMM 332 Documentary in American Culture +
- COMM 340 TV Criticism +
- DIMA 246 Game Design
- DIMA 256 Design Concepts
- DIMA 342 Media, Culture and Society
- DIMA 346 Game Production
- DIMA 358 Writing and Design for the Web
- DIMA 456 Graphic Design Studio
- DIMA 475 Experiential Learning 2 cr
- DIMA 476 Experiential Learning 2 cr
- DIMA 477 Experiential Learning 4 cr
- DIMA 478 Experiential Learning 4 cr
- DIMA 487 Topics 2 cr
- DIMA 488 Topics 2 cr
- DIMA 489 Topics 4 cr

- DIMA 490 Topics 4 cr
- DIMA 491 Research 2 OR 4 cr
- DIMA 495 Individual Study 2 OR 4 cr
- FILM 200 Intro to Film Studies +
- FILM 297 Screenwriting
- FILM 300 World Cinema
- FILM 310 Filmmaking
- ENGL 203 Texts in Conversation: Thematic and Intertextual Perspectives +
- ENGL 204 Texts in Conversation: Perspectives on Language, Culture and Literacy +
- ENGL 255 Intro to Imaginative Writing +
- ENGL 325 Special Topics in Genre, Region, or Theme +
- ENGL 326 Topics in Creative Writing +
- FREN 490 French Cinema +
- JOUR 251 Multimedia Reporting
- JOUR 330 Media History +
- JOUR 336 Media Law +
- JOUR 355 Sports Broadcasting
- JOUR 451 Advanced Multimedia Reporting
- MUSC 170 Music of Film
- MUSC 205 Advanced Studio Recording +
- MUSP 110 Digital Music Lessons
- SPAN 415 Hispanic Cinema +
- STCM 234 Principles of Strategic Communication
- STCM 344 Writing for Strategic Communication
- STCM 346 Digital Content & Strategy in Strat. Comm.

Media Design concentration

Required courses

- DIMA 256 Design Concepts

- DIMA 358 Writing and Design for the Web
- DIMA 456 Graphic Design Studio

Electives in Media Design (Pick 4)

At least one elective 4-credit course must be at the 300/400 level. Electives can include individual study, experiential learning, study abroad or topics courses.

- AMCD 200 American Culture: Power and Identity +
- ARTH 204 Typography and Visual Culture +
- ARTH 297 Type Design and History
- ARTH 304 Typeface Design
- CISC 131 Introduction to Programming and Problem Solving
- CISC 360 Data Visualization
- COMM 326 Comm. & Popular Culture +
- COMM 332 Documentary in American Culture
- DIMA 262 Audio Production
- DIMA 298 Creative Coding
- DIMA 342 Media, Culture and Society +
- DIMA 360 Videography
- DIMA 460 Advanced Videography
- DIMA 475 Experiential Learning 2 cr
- DIMA 476 Experiential Learning 2 cr
- DIMA 477 Experiential Learning 4 cr
- DIMA 478 Experiential Learning 4 cr
- DIMA 487 Topics 2 cr
- DIMA 488 Topics 2 cr
- DIMA 489 Topics 4 cr
- DIMA 490 Topics 4 cr
- DIMA 491 Research 2 OR 4 cr
- DIMA 495 Individual Study 2 OR 4 cr
- ENGL 203 Texts in Conversation: Thematic and Intertextual Perspectives +

- ENGL 204 Texts in Conversation: Perspectives on Language, Culture and Literacy +
- ENGL 255 Intro to Imaginative Writing +
- ENGL 325 Special Topics in Genre, Region, or Theme +
- ENGL 326 Topics in Creative Writing +
- JOUR 330 Media History +
- JOUR 336 Media Law +
- STCM 234 Principles of Strategic Communication
- STCM 346 Digital Content & Strategy in Strat. Comm.
- STCM 344 Writing for Strategic Communication

Minor in Digital Media Arts

All minors must take at least five courses totaling 20 credits, consisting of the following:

- DIMA/JOUR 111 Introduction to Mass Media
- DIMA 240 Digital Imagery and Sound
- Any additional DIMA-related theory course [+ designates theory courses]
or ARTH 204 Typography and Visual Culture +
- Any additional DIMA-related 200-level production course
- Any additional DIMA-related 300/400-level production course
- Or ARTH 304 Typeface Design

Courses that are not currently on this list of electives for majors or minors may be accepted on a case-by-case basis by the program director. This list will be revised as courses are added to departments' curricula.

DIMA Course Catalog

DIMA 111 Intro to Jour & Mass Media (4 credits)

This course will introduce the student to mass media, including news media, social media and entertainment media. The course examines the mass media as cultural industries. Students will consider

how the mass media shape and are shaped by society, the history of particular media, current research and media trends. Students will be expected to obtain an understanding of how print, broadcast, social, film and other media work, as well as a sense of their influence. Students are also expected to learn to be critical media consumers, asking themselves why they watch or read or listen to what they do. Students are strongly encouraged to take this course before taking upper-level Journalism or Digital Media Arts courses. The course is cross listed as JOUR 111 and STCM 111.

DIMA 232 Visual Media Theory & Practice (4 credits)

Introduction to the history, theory and principles of communicating visually through art, illustration, photography, design, typography, film, video and other visual forms. Cross-listed as JOUR 232.

DIMA 240 Digital Imagery and Sound (4 credits)

This class provides a foundation for producing digital photographs, videos and sound recordings that will enable the student to create a wide range of media texts, including journalistic multimedia stories, documentary films, dramatic or comedic productions, and audio productions. The class covers the basics of digital information, basic equipment operation, basic composition for still and moving images, high quality sound recording and basic digital editing, including digital storage and workflow. Students learn how to create digital media with an eye on technique and aesthetic quality.

DIMA 246 Game Design (4 credits)

This course will introduce students to fundamental theories of game design and the practice of creating video games. Students will learn digital tools for video game creation, such as familiarity with an introductory-level game creation engine. Students will engage in ethical questions in design and how video games can contribute to the common good. Course content will explore the expressive possibilities of games as cultural productions.

DIMA 256 Design Concepts-Communication (4 credits)

This course has been developed to provide students with an elementary understanding of graphic design elements and principles. Applied projects in typography and publication layout will be completed via the Macintosh.

DIMA 262 Audio Production (4 credits)

An introduction to audio production. Students will produce projects digitally that are designed to acquaint them with genres, styles and production

techniques. Production planning, scripting, the use of sound effects, field production, multitrack recording, mixing and editing are covered.

DIMA 298 Topics (4 credits)

DIMA 342 Media, Culture and Society (4 credits)

Media, Culture and Society examines the role media play in social and cultural formations. This course looks beyond the media as transmitters of information to their broadest social and cultural effects. Students study media as agents of enlightened social modernism, as political and economic institutions, as purveyors of popular culture, and as aspects of cultural and sub-cultural rituals. History, political economy, critical studies, cultural anthropology, semiotics and sociology are among the areas from which approaches for studying the media are considered in the course. Prerequisite: Junior standing or permission of instructor

DIMA 346 Game Production (4 credits)

Students will apply game design concepts through a production and practice-focused course. Students will work as individuals and as teams to produce games from the perspective of designers. The course will also explore ethical issues of game design and work through projects to imagine how games can contribute to the common good. Competence in an introductory-level game engine and basic programming skills are required. Prerequisites: DIMA 246 and CISC 131 or permission from the instructor.

DIMA 358 Writing/Designing for the Web (4 credits)

This course teaches students HTML and Web-page production. The goal is to help students develop strategies for writing, editing, designing and publishing a Website that meets professional standards.

DIMA 360 Videography: TV Prod in Field (4 credits)

This course will examine the aesthetic and technical components associated with producing video projects outside of the television studio. Students will examine current theory and practice of field production and will engage in the conceptualization, execution and analysis of field-produced video. Prerequisite: DIMA 240 or or COJO 240 permission of instructor

DIMA 456 Media Design Studio (4 credits)

Graphic Design Studio is an advanced graphic design course. Students study the history of graphic design and typography, the elements of fine

typography, techniques in interactive media / web design, and create projects suitable for their portfolio. Prerequisite: DIMA 256 or DIMA 258

DIMA 460 Advanced Video Production (4 credits)

This course will examine advanced aesthetic and technical components associated with producing and directing video projects individually and as a part of production teams. Students will examine current theory and practice of emerging media production and will engage in the conceptualization, execution and analysis of advanced video production. Prerequisite: DIMA 360 or permission of instructor. Prerequisite: DIMA 360

DIMA 476 Experiential Learning (1 to 4 credits)

DIMA 480 Digital Media for Common Good (4 credits)

This class represents the culmination of learning in the program and provides a capstone involving the planning and creation of a large-scale digital media project within the student's area of emphasis and a professional demo reel or portfolio, including components dealing with the ethical responsibilities of media producers and how the student's work reflects those responsibilities. It is required of all majors. Prerequisite: Senior Standing

DIMA 495 Individual Study (2 to 4 credits)

ECONOMICS (ECON)

College of Arts and Sciences, Department of Economics

O'Shaughnessy Education Center (OEC) Fourth Floor, (651) 962-5667

Wu (chair), Arafat, Bedsworth, Hartmann, Kim, Kreitzer, Langan, Papagapitos, Rho, Saavedra, Schipper, Sorensen, Walrath, Wilson, Wisniewski

[Economics Department Website](#)

The economics program develops a logical, consistent and rigorous method of thinking about the world and its problems. The economic way of thinking can be applied to a wide variety of topics including inflation, unemployment, financial markets, international trade, poverty, income inequality, currency depreciation, monopoly power, bank failures, sports, budget deficits and health-care costs.

The Department of Economics offers two majors and a minor in economics. All three programs are designed to provide excellent career-entry skills and

those skills providing preparation for possible career shifts.

Whether a major or minor in economics is pursued, students are strongly encouraged to complement their studies with work in other fields. In recent years, for example, graduates have done complementary coursework in such fields as mathematics, foreign languages, business, environmental studies, computer science, international studies and English.

The choice of major and of a complementary field depends upon the path the student wishes to pursue. For example, students pursuing a liberal arts major, wishing to double major, or who are interested in continuing studies in professions other than economics would likely find the Bachelor of Arts (B.A.) best suited to their needs. Students wishing to engage the discipline at a deeper level would find the Bachelor of Science (B.S.) a better alternative.

Students graduating with a major in economics will be able to integrate the tools and concepts of the discipline in the analysis of an economic issue. The background provided by this major should equip the student with sound preparation for career advancement.

The core for each degree consists of five economics courses and two allied requirements. The B.A. requires three additional electives of the student's choosing. The B.S. has four possible paths. Each path requires three specified electives, two additional electives of the student's choosing, and additional allied requirements suitable to the different paths.

Students wishing to pursue graduate study in economics should consider the path in Mathematical Economics. Students interested in international affairs should consider the path in International Economics. Students seeking an economics degree supplemented with additional technical skills and an introduction to the business field or who are looking towards an eventual MBA degree should consider the Business Economics path. Finally, students wishing to pursue careers in the government sector or graduate study in public policy should consider the path in Public Policy Economics.

Majors must complete a minimum of twenty credits in economics at St. Thomas. Minors must complete a minimum of twelve credits in economics at St. Thomas.

Economics Honor Society

Omicron Delta Epsilon, the international fraternity in economics, was organized at St. Thomas in 1967. Candidates must have completed at least sixteen credits in economics and have an average of 3.40 or better in both economics and their overall work.

Economics Honors Program

Candidates for honors in economics must complete an honors thesis under the supervision of an economics faculty member. A committee composed of the faculty supervisor and two other faculty members chosen by the student will read each thesis. Each member of the committee will determine if the thesis is suitable for the honors requirement, with a majority rule determining honors designation. Candidates must achieve a grade-point average of 3.75 or higher in the major and 3.5 or higher overall. To be eligible, students must complete a minimum of 32 non-research credits in Economics.

Major in Economics (B.A.)

- ECON 251 Principles of Macroeconomics (4 credits)
- ECON 252 Principles of Microeconomics (4 credits)
- ECON 315 Introduction to Econometrics (4 credits)
- ECON 351 Macroeconomic Theory (4 credits)
- ECON 352 Microeconomic Theory (4 credits)

Plus:

- Twelve credits in courses numbered 300 and above.

Note: Students are strongly encouraged to take ECON 315, 351 and 352 by the end of the junior year.

Allied Requirements

Four credits from the following:

- MATH 109 Calculus with Review II (4 credits)
- MATH 111 Calculus for Business and Social Science (4 credits)

- MATH 113 Calculus I (4 credits)

Note: While all of these options will provide students with the necessary preparation for the major, students interested in data analysis-intensive careers or an advanced degree in Economics are advised to complete additional math courses beyond what is needed for the major. For these students, the MATH 109 or MATH 113 options provide a more direct path to additional mathematics courses.

Plus a C- or higher in one of the following:

- STAT 220 Introductory Statistics (4 credits)
- STAT 201 Introductory Statistics II (2 credits) and STAT 206 Introductory Statistics I (2-4 credits)
- MATH 303 Statistics for the Applied Sciences (4 credits)
- MATH 313 Probability (4 credits) and STAT 314 Mathematical Statistics (4 credits)

Major in Economics (B.S.)

- ECON 251 Principles of Macroeconomics (4 credits)
- ECON 252 Principles of Microeconomics (4 credits)
- ECON 315 Introduction to Econometrics (4 credits)
- ECON 351 Macroeconomic Theory (4 credits)
- ECON 352 Microeconomic Theory (4 credits)

Note: Students are strongly encouraged to take ECON 315, 351 and 352 by the end of the junior year.

Plus:

- A set of courses in one of the four paths below: Business, International, Public Policy, or Mathematical.

Allied Requirements

Four credits from the following:

- MATH 109 Calculus with Review II (4 credits)

- MATH 111 Calculus for Business and Social Science (4 credits)
- MATH 113 Calculus I (4 credits)

Note: While all of these options will provide students with the necessary preparation for the major, students interested in data analysis-intensive careers or an advanced degree in Economics are advised to complete additional math courses beyond what is needed for the major. For these students, the MATH 109 or MATH 113 options provide a more direct path to additional mathematics courses.

Plus a C- or higher in one of the following:

- STAT 220 Introductory Statistics (4 credits)
- STAT 201 Introductory Statistics II (2 credits) and STAT 206 Introductory Statistics I (2-4 credits)
- MATH 303 Statistics for the Applied Sciences (4 credits)
- MATH 313 Probability (4 credits) and STAT 314 Mathematical Statistics (4 credits)

Business Economics

A path which emphasizes additional tools for analyzing business situations as well as incorporating a basic foundation in the field of business.

- ECON 311 Forecasting (4 credits)
- ECON 332 Industrial Organization (4 credits)
- ECON 401 Managerial Decision Making (4 credits)

Plus:

- Eight credits in elective economics courses numbered 300 or above

Plus:

- ACCT 100 Principles of Accounting I (4 credits)
- ACCT 200 Principles of Accounting II (2 credits)
- FINC 310 Core Financial Management (2 credits)

Plus:

- Four additional credits at the 200 level or higher within the following Business Administration areas: ACCT, BETH, BLAW, ENTR, FINC, MGMT, MKTG, OPMT, and REAL. These four credits will be chosen in consultation with the student's economics advisor.

International Economics

A path which prepares students for careers in which an understanding of the complexities of cultural differences and international economic relationships is crucial.

Twelve credits from the following:

- ECON 345 Economics of Development and Growth (4 credits)
- ECON 346 Country and Area Studies in Economics (4 credits)
- ECON 341 Open Economy Macroeconomics (4 credits)
- ECON 342 International Trade (4 credits)

Plus:

- Eight credits in elective economics courses numbered 300 or above (ECON 346 can only be included one time in fulfillment of the path requirement, and not as one of the additional electives)

Plus:

- A minor in a foreign language or significant study abroad experience approved by the department chair

Mathematical Economics

A path which prepares students for the core competencies necessary for graduate study in economics.

- ECON 355 Game Theory (4 credits)
- ECON 418 Mathematical Economics (4 credits)

Plus four credits from the following:

- ECON 301 History of Economic Thought (4 credits)
- ECON 337 Economics of the Public Sector (4 credits)

- ECON 339 Labor Economics (4 credits)

Plus:

- Eight credits in elective economics courses numbered 300 or above

Plus:

- MATH 114 Calculus II (4 credits)
- MATH 200 Multi-Variable Calculus (4 credits)
- MATH 240 Linear Algebra (4 credits)

Note: STAT 333 Applied Statistical Methods may be substituted for ECON 311

Students applying to graduate school are advised to complete MATH 240 prior to submitting their application.

Public Policy Economics

A path which prepares students for careers in the government or non-profit sectors, or for graduate study in public policy.

- ECON 337 Economics of the Public Sector (4 credits)

Plus eight credits from the following:

- ECON 324 Health Economics (4 credits)
- ECON 333 Regional and Urban Economics (4 credits)
- ECON 370 Environmental and Natural Resource Economics (4 credits)

Plus:

- Eight credits in elective economics courses numbered 300 or above

Plus:

- POLS 104 American Government in Comparative Perspective (4 credits)
- POLS 205 Citizen Participation and Public Policy (4 credits)

Plus:

- Four credits in elective political science courses numbered 300 through 319

Minor in Economics

- ECON 251 Principles of Macroeconomics (4 credits)
- ECON 252 Principles of Microeconomics (4 credits)

Plus four credits from the following:

- ECON 351 Macroeconomic Theory (4 credits)
- ECON 352 Microeconomic Theory (4 credits)

Plus:

- Twelve credits in elective economics courses numbered 300 and above.

ECON Course Catalog

ECON 110 Explore Econ with Data Viz (2 credits)

The purpose of this course is to explore economic topics by using and creating data visualizations. In this course, students will learn fundamentals of data visualization, including how to make clear and informative tables and graphs and when different types of visualizations are most appropriate. These skills are valued in a variety of settings, including in business, international organizations, government agencies, or nonprofits, and can help students use big data to promote the common good. This course is appropriate for students new to economics, but also for students experienced in economics but who wish to gain a deeper understanding of data visualizations. Among the anticipated data visualization course offerings will focus on economics and social problems, sports, international trade, and managerial economics.

ECON 120 Data Mgmt for Econ Analysis (2 credits)

In this course, students will explore how data can be used to examine a range of topics in economic research (e.g., health care, education, poverty, immigration, finance, international trade). In doing so, students will acquire skills in data management (e.g., acquisition, preparation, transformation) that support effective economic analysis. Students will also gain economic insights from working with real-world data, which could apply to a wide range of disciplines and organizational settings that utilize economic-based decision making (e.g., government, business, non-profit, policy research).

ECON 211 Current Economic Issues (4 credits)

Poverty, health care, tax reform, international trade, crime, income inequality, inflation, and business mergers are some of the contemporary topics that raise interesting questions for public policy and economic analysis. This course will focus on a series of these macroeconomic and microeconomic topics. The goal is to develop economic concepts and analytical tools within a context of direct application to economic issues. Consideration of equity or fairness will be included in discussions of public policy. Student preferences will be considered in selecting many of the issues. Not open to students who have completed ECON 251 or 252.

ECON 241 Quantitative Data Literacy (2 credits)

How are quantitative claims misunderstood and misrepresented? Every day, we are exposed to quantitative claims from a variety of sources, including advertising, politics, and the media. However, these claims vary in their degree of validity, accuracy, and even honesty. The ability to critically evaluate quantitative data is an essential skill for people in a variety of roles—as students, professionals, and members of society. Therefore, the purpose of this seminar is to encourage and equip students—from all fields and disciplines—to be both good consumers and producers of quantitative data analysis by learning how to better detect, understand, refute, and avoid generating invalid, inaccurate, or dishonest quantitative claims. Prerequisites: STAT 201, STAT 220, STAT 314, or MATH 303

ECON 243 Individual Study (2 or 4 credits)**ECON 251 Prin of Macroeconomics (4 credits)**

An introduction to macroeconomics: national income analysis, unemployment, price stability, and growth; monetary and fiscal policies; international trade and finance; application of economic theory to current problems. Students who enroll in this course are expected to be able to use high-school algebra.

ECON 252 Prin of Microeconomics (4 credits)

An introduction to microeconomics: theory of household (consumer) behavior, theory of the firm, market structures, market failures, economic efficiency, factor markets, and income distribution. Students who enroll in this course are expected to be able to use high-school algebra.

ECON 269 Research (2 or 4 credits)**ECON 295 Topics (2 credits)****ECON 296 Topics (2 credits)****ECON 297 Topics (4 credits)****ECON 298 Topics (4 credits)****ECON 301 Hist of Economic Thought (4 credits)**

A survey of the content and method of economics and an analysis of the theories of the great economists from the ancient Greeks to the present; mercantilism, physiocracy, the classical school and its critics, particularly Marx; the marginalist school; Alfred Marshall and Keynes, recent developments in economic thought. Prerequisites: ECON 251 and 252

ECON 311 Forecasting (4 credits)

An introduction to techniques used in forecasting with emphasis on analyzing economic and business data. The emphasis is on timeseries data, although cross-sectional analysis is also covered. Techniques presented include variants of moving averages, variants of exponential smoothing, regression and ARIMA processes. Prerequisites: ECON 251 and 252 and a grade of C- or higher in STAT 220, 201, MATH 303, or STAT 314.

ECON 315 Introduction to Econometrics (4 credits)

An introduction to the application of statistical models and methods to economic problems; simple and multiple linear regression models; generalized least-squares; model building and related topics. Emphasis is on use of econometric software to analyze data and to test hypotheses. Prerequisites: Eight credits of ECON at the 300- or 400-level, and MATH 109, 111, or 113, and a grade of C- or higher in one of the following: STAT 220, STAT 201, MATH 303, or STAT 314.

ECON 321 Law and Economics (4 credits)

The relationship between legal and economic aspects of selected issues: property rights, liability laws, product-safety legislation, discrimination, crime control, and related topics. Prerequisites: ECON 251 and 252 or permission of instructor

ECON 324 Health Economics (4 credits)

This course provides an application of economic principles to the health care system and health policy topics with the focus on the critical economic issues in producing, delivering and financing health care. The course focuses on the U.S. health care sector but will also feature discussion of other developed and developing countries. Prerequisite: ECON 252

ECON 326 Industry Studies (4 credits)

This course provides an analysis of a particular industry or sector of the U.S. economy. Among the

topics included in the analysis will be: identification and description of the industry in question, past and present performance of the industry, the importance of the industry within the national and global economy, the level of competition present in the industry, and the role of government in this industry. Among the anticipated course offerings are Agricultural Economics, Economics of the Arts, and Transportation Economics. Prerequisites: ECON 251 and 252

ECON 327 Sports Economics (4 credits)

The application of industrial organization, public finance, labor economics, and economic history to the sports entertainment industry with a view toward better understanding the many economic issues in sports, such as Major League Baseball's antitrust exemption, the deontological and consequentialist bases for the public subsidization of sports stadiums, and the underpayment of salaries to professional athletes in North America. Prerequisite: ECON 252.

ECON 331 Economic Inequality (4 credits)

Economic Inequality focuses on two types of inequality often studied by economists: income and wealth inequality. The course will illustrate how inequality in the U.S. has evolved over time, and how it compares to other countries. It puts particular emphasis on using data and modeling to explain the origins of inequality and explore the impacts of policies aimed to address it. The course highlights how inequality relates to demographics such as race, gender, and education. Finally, it explores hard questions about whether inequality is unavoidable, whether it matters, and what can be done about it. Prerequisites: ECON 251 and ECON 252

ECON 332 Industrial Organization (4 credits)

Relationship between market structure, behavior and performance of business enterprises; government intervention and regulation; antitrust and other public-policy issues. Prerequisites: ECON 251 and 252

ECON 333 Regional & Urban Economics (4 credits)

Principles underlying the location of economic activity; land-use patterns; transfer cost; location and structure of urban areas; growth of cities and regions; urban and regional problems and policies. Prerequisite: ECON 252

ECON 335 Money, Fin Market, Economy (4 credits)

The nature, evolution, and functions of money; the role of depository financial institutions; structure of financial markets; principles of central banking;

monetary theory and monetary policy; introduction to international banking and finance. Prerequisites: ECON 251 and 252

ECON 337 Econ of the Public Sector (4 credits)

This course examines the role of government in a modern economy. It develops a set of concepts that will allow students to evaluate policy alternatives. The following are among the particular topics likely to be addressed: externalities and environmental protection, education, the redistribution of income, health care, social insurance, taxation and tax reform, cost-benefit analysis, fiscal federalism, and state and local government finance. In each case, the focus is on whether intervention by government is appropriate, what the most effective form of any such intervention is, and how alternative policy interventions affect the private decisions made by citizens and business firms. Prerequisite: ECON 252

ECON 339 Labor Economics (4 credits)

Labor supply and demand; determinants of the wage structure; education and training decisions; the role of labor unions; mobility and migration, discrimination; public policies in labor markets. Prerequisite: ECON 252

ECON 341 Open Economy Macroeconomics (4 credits)

This course presents the framework necessary to understand international financial flows and open-economy macroeconomics. Upon completion of the course, students are expected to have a solid understanding of the workings of foreign exchange markets, balance of payments, exchange rate determination and regimes, optimum currency areas and policy coordination in an open economy. Prerequisites: ECON 251 and 252.

ECON 342 International Trade (4 credits)

This course examines the economics of International trade and trade policy. Topics include: theories of why countries trade and their implications for income distribution and gains from trade; implications of national trade policies; strategic trade policy; regional agreements (including multilateral trade agreements, free trade areas, customs unions, common markets and economic unions); international factor movements; trade issues related to developing countries, the environment of economic growth. Prerequisites: ECON 251 and 252

ECON 345 Economic Development/Growth (4 credits)

Nature and measures of economic growth and development; theories of growth; developed and

less-developed nations; economic planning; selection and financing of projects for economic growth and human development; environment, resources, and limits to growth. Prerequisites: ECON 251 and 252

ECON 346 Country & Area Studies (0 to 4 credits)

An analysis of the economic system(s) of a particular country or region of the world. Among the topics included in the analysis will be: functioning of key sectors of the system; the role of government in the economy; the resource base; the income distribution; trade and financial relations with other countries; contemporary economic issues and policies; past and present economic performance. Course offerings are anticipated for Japan, Russia, European Union, Latin America, China and Australia. Students may take this course more than once provided the specific country/region is not duplicated. Prerequisites: ECON 251 and 252

ECON 351 Macroeconomic Theory (4 credits)

Theories of money, interest, income and expenditure, employment, and inflation; monetary and fiscal policies; introduction to the theory of growth. Prerequisites: ECON 251 and 252

ECON 352 Microeconomic Theory (4 credits)

Analysis of consumer behavior and demand theory; theory of production and costs; analysis of the firm and industry under various market structures; factor pricing; general equilibrium. Selected additional topics such as market failure, economics of information, welfare economics, income distribution. Prerequisites: ECON 251, 252 and MATH 109 or 111 or 113 or equivalent.

ECON 355 Game Theory (4 credits)

Game theory seeks to explain how rational people make decisions when outcomes are mutually interdependent. This course introduces the methods of game theory from a historical perspective with primary emphasis on applications to economics. Applications to the other social sciences, business and biology are also considered. Topics covered include: normal and extensive forms of games, strict and weak dominance, sub-game perfections, pure and mixed strategies, Nash equilibrium, bargaining, oligopoly, New Keynesian and Classical Economics, trade policy, environmental economics and conflict resolution. Prerequisites: ECON 251 and 252, plus completion of the core curriculum mathematics requirement.

ECON 370 Envr & Nat Resource Econ (4 credits)

This course employs economic principles to analyze the problems of environmental pollution and

natural-resource depletion. Economic systems, such as the private-market mechanism, are evaluated with respect to their effectiveness in the management of natural resources and the environment. Domestic and international environmental policies are examined and critiqued. Prerequisite: ECON 252

ECON 389 Research (2 or 4 credits)

ECON 393 Individual Study (2 or 4 credits)

ECON 395 Topics (2 or 4 credits)

ECON 396 Topics (2 or 4 credits)

ECON 397 Topics (2 or 4 credits)

ECON 398 Topics (2 or 4 credits)

ECON 401 Managerial Decision Making (4 credits)

Microeconomic theory applied to business decision making. Emphasis on quantitative techniques applied to business decision making under uncertainty, demand and cost estimation, linear production models, pricing decisions, capital budgeting, inventory problems, and group decision making. Quantitative tools include linear regression, statistical decision analysis and linear programming. Prerequisites: ECON 352 and a grade of C- or higher in one of the following: STAT 220, STAT 201, MATH 303, or STAT 314; or permission of the instructor.

ECON 418 Mathematical Economics (4 credits)

Introduction to a mathematical treatment of models of economic behavior; economic content includes consumer theory, theory of the firm and selected topics in macroeconomics. Prerequisites: ECON 352, and MATH 200 or MATH 114 with permission of instructor

ECON 476 Experiential Learning (1 to 4 credits)

ECON 483 Seminar (2 credits)

ECON 484 Seminar (2 credits)

ECON 487 Topics (2 credits)

ECON 488 Topics (2 credits)

ECON 490 Topics (4 credits)

ECON 491 Research (2 or 4 credits)

ECON 495 Individual Study (2 or 4 credits)

EDUCATION (EDUC) - SCHOOL OF EDUCATION

School of Education

Minneapolis Opus Hall (MOH) 433, (651) 962-4980

Amy Smith (Chair), Chou, Frank, Monson, Payne,
Roulis, Trout

Note: The University of St. Thomas School of Education programs are in alignment with Minnesota state licensure regulations. Changes in state regulations could affect the programs described below. Please maintain contact with the Department of Teacher Education for the most current information.

The University of St. Thomas School of Education offers a full range of undergraduate and graduate programs for persons who wish to teach in elementary, middle, and secondary school settings. Candidates who become educators through the Department are part of a proud tradition that goes back over three-quarters of a century, completing programs that embrace the liberal arts, emphasize ethical practice, and prepare creative, reflective educators dedicated to the success of all learners. Current programs are offered within the School of Education's mission:

Inspired by Catholic intellectual tradition, the University of St. Thomas School of Education educates practitioners to be morally responsible leaders who think critically, act wisely and work skillfully to advance the common good.

Programs are designed to meet or exceed Minnesota State Board of Teaching licensure requirements.

Because of the number of required courses and the options available, it is suggested that students considering an education degree contact a department adviser as early as possible in their college career. Ongoing state licensure rule changes make careful planning particularly important. Current Teacher Education students can view specific policies on department Canvas site.

Admission to the Program

- Students apply for admission to the program while enrolled in EDUC 210. Criteria for admission to the education program include:

- Cumulative GPA of at least 2.75 for all credits earned at UST
- Positive recommendations based on a department committee review of a personal essay

Retention in the Program

Students accepted into the program must:

- Maintain a 2.75 GPA
- Earn a grade of C or better in all education courses
- Earn a grade of C- or better for all content area and allied content courses required for licensure
- Demonstrate ability to consistently exhibit all professional dispositions
- Show evidence of satisfactory field experiences
- Complete (but not necessarily pass) all three components (reading, writing and mathematics) of the MTLE: Basic Skills or ACT/SAT approved substitutes. Candidates will need to pass all three components and all required MTLE II pedagogy and content exams by the time of program completion in order to apply for licensure in the state of Minnesota.
- Successfully complete program Assessments at Transition Points

The department reserves the right to dismiss candidates from the licensure programs based on violations of the professional dispositions standards or unsatisfactory progress toward meeting state-mandated licensure standards.

Block 4 and Clinical Practice (Student Teaching)

In order to take Block 4 courses and participate in Clinical Practice, a candidate needs the following: senior status; successful completion of Assessments at Transition Points; satisfactory completion of all education courses in Blocks 1, 2, and 3 and licensure-related content courses; and satisfactory demonstration of all Minnesota Standards of Effective Practice. World Languages candidates must arrange to pass the Oral Proficiency Interview (based on ACTFL Guidelines). For information

regarding this, contact the Field and Clinical Placement Manager in the School of Education.

With Departmental approval, candidates may be able to complete half of their Clinical Practice in an international setting.

Program Completion

Following completion of all program requirements, a candidate may apply for Minnesota state licensure after passing all three sections of the MTLE: Basic Skills exam and passing all required MTLE pedagogy and content area exams, or other Minnesota BOT approved licensure exams. On the basis of our approved Minnesota licensure program and our accreditation from the Council for the Accreditation of Educator Preparation (CAEP), many other states offer reciprocal entry licenses for candidates completing our program requirements. Since all states' requirements are unique, any candidate planning to teach in another state is strongly advised to check with that state in advance in order to satisfy those requirements.

Current offerings for Education

- Elementary Education (B.S.)
- Science, Technology, Engineering and Mathematics for Education (STEM for Elementary Education)
- Middle/Secondary Level & K-12 Education
- Education Minors

Elementary Education (B.S.)

Persons earning this major are licensed to teach Elementary, K-6.

Elementary Education Major (K-6):

- EDUC 210 Education: Issues and Policies (4 credits)
- EDUC 329 Diversity and Equity in Education (4 credits)
- EDUC 330 Psychology for Teaching & Learning (4 credits)
- EDUC 350 Language Development, Literacy, & Literature I (4 credits)
- EDUC 370 Language Development, Literacy, & Literature II (4 credits)

- ECUD 371 Teaching Elementary Mathematics (4 credits)
- EDUC 372 Teaching Elementary Science (4 credits)
- EDUC 373 Teaching Elementary Social Studies (4 credits)
- EDUC 431 Technology for Instruction (4 credits)
or EDUC 432 Learning Design with Technology in International Contexts (4 credits)
- EDUC 410 Creating Environments for Learning (2 credits)
- EDUC 408 Inclusive Practices for Learning Variations (4 credits)
- EDUC 409 Residency in Teaching I (2 credits)
- EDUC 411 Residency in Teaching II (4 credits)

Allied Courses Required for Elementary K-6 Licensure:

- MUSC 242 Children's Artistic Culture: Music, Movement, & Visual Art (4 credits)
- PHED 352 Health & Physical Education for the Elementary Educator (2 credits)
- MATH 121, 122, and 223 Structures of Elementary Mathematics I, II, III (12 credits)
- BIOL 101 General Biology (4 credits)
- PHYS 101 Physics for the Liberal Arts (4 credits)
- GEOL 111 Introduction to Physical Geology (4 credits)
- HIST 113 Early Am/Global Perspective or HIST 114 Mod Us/Global Perspective (4 credits)

One of:

- GEOG 113 Globalization & World Regions (4 credits)
- PSYC 111 General Psychology (4 credits)
- SOCI 100 Intro to Sociology (4 credits)

- POLS 104 Government and Politics (4 credits)

Science, Technology, Engineering and Mathematics for Education (STEM for Elementary Education)

Rezac (MATH) (director), Hickson (GEOL), Gittins (CHEM), Besser (ENGR), Verhoeven (BIOL), Johnston (PHYS), Werness (CISC)

Co-major with Elementary Education (K-6).

Note: A Co-major cannot be a stand-alone major.

See Co-major with Elementary Education (K-6).

This co-major provides an integrated background in science, technology, engineering and mathematics appropriate for individuals who will teach in the elementary grades. The STEM for Elementary Education major is designed as a co-major to elementary education and should be considered by students planning to pursue a degree in elementary education who wish to enhance their skills in the STEM fields. Students who complete the STEM for Elementary Education program can choose their STEM specialization sequence in one of several tracks. Two tracks: 5-8 Science and 5-8 Mathematics, will help students to pursue completion of the Minnesota Board of Teaching 5-8 Endorsement in Science or Mathematics. A third track, Engineering, will help students pursue further integration of their STEM skills and take advantage of the University's Center for Engineering Education. STEM Education students in this track can complete the Engineering Education minor with two additional classes. Lastly, for students who have specific interests in any one discipline: Biology, Chemistry, Computer and Information Science, Geology, Mathematics or Physics can complete a two-course specialization in one of those areas, with approval from the program director. Students should contact the program director, the Department of Teacher Education, or members of the program faculty for further information on this co-major.

STEM for Elementary Education is only available as a co-major for those students also majoring in elementary education. Students must complete the requirements for Elementary Education plus the following STEM program.

- STEM 181 Science Seminar (0 credit)
- STEM 182 Science Seminar (0 credit)
- STEM 359 Integrated Studies in Science and Mathematics (4 credits) or EDUC 327 Engineering in the P-12 classroom (4 credits)

Plus:

- CISC 120 Computers in Elementary Education (4 credits)

Plus a specialization sequence of eight credits in one of four tracks:

5-8 Science Track - students who choose this track will complete the Science content required for the MN BoT 5-8 License endorsement.

- PHYS 104
- And one of PHYS 105, ENGR 130, ENGR 171

5-8 Math Track

- MATH 113
- MATH 128

Engineering Track

ENGR 130

ENGR 171

Department Specific Track

- Consisting of eight or more additional credits in one department, to be approved by the student's STEM adviser. These courses will build on the "core courses" in math and science that are required for the Elementary Education major and develop specialized knowledge in one of the areas served by the Division of Science and Mathematics (Biology, Chemistry, Computer and Information Science, Geology, Mathematics or Physics) or Engineering. Students must complete the initial four credits in each department as listed in the allied requirements for the Elementary Education major, but may use further credits in one department for this specialization sequence. For example, a student who completes the sequence BIOL 207, BIOL 208, BIOL 209 may use BIOL 208

and BIOL 209 for the eight-credit specialization sequence.

Middle/Secondary Level and K-12 Education

Programs are designed to provide professional preparation for teaching in middle, and secondary, or K-12 settings. Licensure is available in the following areas:

- Chemistry (9-12)
- Communication Arts and Literature (5-12)
- Earth and Space Science (9-12)
- Life Science (9-12)
- Mathematics (5-12)
- Music: Instrumental and Classroom (K-12)
- Music: Vocal and Classroom (K-12)
- Physics (9-12)
- Social Studies (5-12)
- World Languages and Cultures (French, German, Spanish) (K-12)

The following additional areas are offered in conjunction with St. Catherine University: Family and Consumer Science (5-12), Visual Arts (K-12). Please see an Education adviser for information.

NOTE: Students have the option of adding the General Science (5-8) licensure to 9-12 Chemistry, Earth and Space Science, Life Science, or Physics by taking the following courses:

- BIOL 101 General Biology (4 credits)
- or
- BIOL 207 Genetics, Ecology, and Evolution (4 credits) and BIOL 208 Biological Communication and Energetics (4 credits) and BIOL 209 Biology of Sustainability (4 credits)

Plus

- PHYS 101 Physics for the Liberal Arts (4 credits)

or

- PHYS 109 General Physics I (4 credits) and PHYS 110 General Physics II (4 credits)

or

- PHYS 211 Introduction to Classical Physics I (4 credits) and PHYS 212 Introduction to Classical Physics II (4 credits)

Plus

- GEOL 111 Introductory Physical Geology
or one of GEOL 110, 113, 114, 115 (4 credits each)
- PHYS 104 Astronomy (4 credits)

Majors must complete the following:

1. Core Secondary Education Requirements

Block 1

- EDUC 210 Education's Place in Society and Field Experience (4 credits)
- EDUC 211 Field Experience I: Exploration (0 credit)
- MTLE: Basic Skills or other Minnesota BOT approved licensure exams

Block 2

- EDUC 329 Diverse Learners and Families (4 credits)
- EDUC 330 Psychology for Teaching and Learning (4 credits)
- EDUC 332 Field Experience II: Learning & Teaching (0 credit)

Block 3

- EDUC 355 Reading for the 5-12 Teacher (4 credits)*
- *Taken by all licensure areas except Music Education and ESL

Methods Courses as noted in individual licensure area requirements and corresponding Field Experience III:

- EDUC 336 Field Experience III: Communication Arts and Literature (0 credit)

- EDUC 339 Field Experience III: Health (0 credit)
- EDUC 341 Field Experience III: Mathematics (0 credit)
- EDUC 342 Field Experience III: Music (0 credit)
- EDUC 343 Field Experience III: Physical Education (0 credit)
- EDUC 344 Field Experience III: Science (0 credit)
- EDUC 346 Field Experience III: Social Studies (0 credit)
- EDUC 347 Field Experience III: World Languages (0 credit)

Block 4

- EDUC 431 Use of Technology for Instruction (4 credits)
or EDUC 432 Learning Design with Technology in International Contexts (4 credits)
- EDUC 460 Clinical Practice: Student Teaching and Seminar (10 credits)**
or
- EDUC 463 Student Teaching and Seminar, Dual Licensure (12 credits)**

**As determined by your specific program(s)

Plus:

- Demonstrated competence on all required state standards and MTLE II Pedagogy & Content Area Exams or other Minnesota BOT approved exams required for licensure

2. A Second Major or Co-Major and methods courses in the chosen area for licensure:

- Chemistry (9-12)
- Communication Arts and Literature (5-12)
- Earth and Space Science (9-12)
- Life Science (9-12)
- Mathematics (5-12)

- Music: Instrumental and Classroom (K-12)
- Music: Vocal and Classroom (K-12)
- Physical Education (K-12)
- Physics (9-12)
- Social Studies (5-12)
- World Languages and Cultures (French, German, Spanish) (K-12)

Chemistry (9-12)

Co-major in Chemistry (9-12) and a Co-major in Middle/Secondary Education.

Note: A Co-major cannot be a stand-alone major.

Note: Chemistry 9-12 is typically combined with the General Science (5-8) licensure for completion of the full scope of 5-12 science licensure.

Blocks 1, 2, 3 and 4 as listed at the beginning of this section

Plus Block 3 curriculum and instruction special methods course and field experience III:

- EDUC 318 Curriculum and Instruction for Science (5-12) (4 credits)
- EDUC 344 Field Experience III: Science (0 credit)

Plus:

- CHEM 111 General Chemistry I (4 credits) and CHEM 112 General Chemistry II (4 credits)
or
- CHEM 115 Accelerated General Chemistry (4 credits)

Plus:

- CHEM 201 Organic Chemistry I (4 credits)
- CHEM 202 Organic Chemistry II (4 credits)
- CHEM 300 Quantitative Analysis (4 credits)
- CHEM 331 Chemical Thermodynamics and Reaction Dynamics (4 credits)
- CHEM 481 Seminar (1 credit)

- CHEM 484 Seminar (1 credit)
- CHEM 491 Individual Research (2 or 4 credits)
- MATH 113 Calculus I (4 credits)
- MATH 114 Calculus II (4 credits)
- PHYS 211 Introduction to Classical Physics I (4 credits)
- PHYS 212 Introduction to Classical Physics II (4 credits)

Plus:

- Demonstrated competence on all required state standards

To complete a major in Chemistry (B.A.), additional courses are required. See Chemistry section in the catalog

Communication Arts & Literature (5-12)

Co-major in Communication Arts and Literature (5-12) and a Co-major in Middle/Secondary Education

Note: A Co-major cannot be a stand-alone major. Students seeking licensure in this area who also want to complete an English major and a Communication and Journalism minor should consult the English Department section of the catalog and follow the Major in English with a Teacher Education Emphasis.

Blocks 1, 2, 3, and 4 as listed at the beginning of this section

Plus Block 3 curriculum and instruction special methods courses and field experience III:

- EDUC 316 Curriculum and Instruction for Communication Arts and Literature (5-12) (4 credits)
- EDUC 336 Field Experience III: Communication Arts and Literature (0 credits)

Plus:

- COJO 111 Public Communication I (4 credits)

- COJO 112 Public Communication II (4 credits)
- COJO 212 Rhetorical Criticism (4 credits)
- COJO 220 Interpersonal Communication or COJO 370 Intercultural Communication (4 credits each)
- ENGL 121 Critical Thinking: Literature and Writing (4 credits)
- EDUC 345 Adolescent Literature (2 credits)
- Select One: ENGL 201, 202, 203, or 204 Texts in Conversation (4 credits)
- ENGL 280 Introduction to English Studies (4 credits)
- ENGL 300 Theory and Practice of Writing (4 credits)
- ENGL 305 Linguistics: English Language (4 credits)
- ENGL 361 Shakespeare and the Early Modern Period (4 credits)

Plus four credits from each of the following areas for a total of sixteen credits:

- ENGL 211 British Authors I (4 credits) or ENGL 212 British Authors II (4 credits)
- ENGL 214 American Authors I (4 credits) or ENGL 215 American Authors II (4 credits)
- ENGL 220 The Classical Tradition (4 credits) or ENGL 221 The Modern Tradition (4 credits)
- ENGL 217 Multicultural Literature (4 credits) or ENGL 218 Literature by Women: Critical History (4 credits)

To complete a major in Communication or Journalism, additional courses are required. See Communication or Journalism sections in the catalog.

Earth and Space Science (9-12)

Co-Major in Earth and Space Science (9-12) and a Co-Major in Middle/Secondary Education

Note: A Co-major cannot be a stand-alone major.

Note: Students have the option of adding the General Science (5-8) licensure

Blocks 1, 2, 3 and 4 as listed at the beginning of this section

Plus Block 3 curriculum and instruction special methods course and field experience III:

- EDUC 318 Curriculum and Instruction for Science (5-12) (4 credits)
- EDUC 344 Field Experience III: Science (0 credit)

Plus four credits from the following:

- GEOL 111 Introductory Physical Geology (4 credits)
- GEOL 113 The Earth's Record of Climate (4 credits)
- GEOL 114 The Science of Natural Disasters (4 credits)
- GEOL 162 The Earth's Record of Climate (4 credits)

Plus:

- BIOL 207 Genetics, Ecology, and Evolution (4 credits)
- CHEM 111 General Chemistry I (4 credits)
- CHEM 112 General Chemistry II (4 credits)
- GEOL 211 Earth Materials (4 credits)
- GEOL 252 Earth Surface Processes and Geomorphology (4 credits)
- GEOL 260 Regional Geology and Geological Field Methods (4 credits)
- GEOL 340 Fundamentals of the Lithosphere I (Petrology) (4 credits)
- GEOL 360 Fundamentals of the Lithosphere II (Structural Geology) (4 credits)
- GEOL 420 Sedimentology and Stratigraphy (4 credits)
- GEOL 460 Advanced Field Geology

or GEOL 491 Research (credit varies, consult with EDUC dept)

- PHYS 101 Physics for Liberal Arts I (4 credits)
- PHYS 104 Astronomy (4 credits)

Plus either:

- MATH 113 Calculus I (4 credits)
- or MATH 108 Calculus with Review I (4 credits) and MATH 109 Calculus with Review II (4 credits)

Plus:

- Demonstrated competence on all required state standards

To complete a major in Geology, additional courses are required. See Geology section in the catalog.

Life Science (9-12)

Co-Major in Life Science (9-12) with Co-Major in Middle/Secondary Education

Note: A Co-major cannot be a stand-alone major.

Note: Life Science (9-12) is typically combined with the General Science (5-8) licensure for completion of the full scope of 5-12 science licensure.

Blocks 1, 2, 3 and 4 as listed at the beginning of this section

Plus Block 3 curriculum and instruction special methods course and field experience III:

- EDUC 318 Curriculum and Instruction for Science (5-12) (4 credits)
- EDUC 344 Field Experience III: Science (0 credit)

Plus:

- BIOL 101 General Biology (credit varies, see EDUC department for guidance)
- BIOL 207 Genetics, Ecology, and Evolution (4 credits)
- BIOL 208 Biological Communication and Energetics (4 credits)

- BIOL 209 Biology of Sustainability (4 credits)
- CHEM 111 General Chemistry I (4 credits)
- CHEM 112 General Chemistry II (4 credits)
- CHEM 201 Organic Chemistry I (4 credits)
- GEOL 111 Introductory Physical Geology or one of GEOL 110, 113, 114, 115 (4 credits each)
- PHYS 104 Astronomy (4 credits)

Plus:

- Sixteen additional BIOL credits in courses numbered 200 or above, chosen in consultation with an advisor

To complete a major in Biology, additional courses are required. See Biology section in the catalog.

Mathematics 5-12

Major in Mathematics (5-12) and a Co-major in Middle/Secondary Education.

Note: A Co-major cannot be a stand-alone major.

Blocks 1, 2, 3 and 4 as listed at the beginning of this section

Plus Block 3 curriculum and instruction special methods course and field experience III:

- EDUC 317 Curriculum and Instruction for Mathematics (5-12) (4 credits)
- EDUC 341 Field Experience III: Mathematics (0 credit)

Plus:

- CISC 130 Introduction to Programming and Problem Solving in the Sciences (4 credits)
- MATH 113 Calculus I (or 108-109) (4 credits)
- MATH 114 Calculus II (4 credits)
- MATH 200 Multi-Variable Calculus (4 credits)

- MATH 210 Introduction to Differential Equations and Systems (4 credits)
- MATH 240 Linear Algebra (4 credits)
- MATH 301 Abstract Algebra I (4 credits)
- MATH 317 Real Analysis (4 credits)
- MATH 325 Geometry (4 credits)
- MATH 450 Advanced Mathematics: Exploration and Exposition (4 credits)

Plus either:

- MATH 303 Statistics for the Applied Sciences (4 credits) and one additional MATH course numbered 300 or above (4 credits)

or

- MATH 313 Probability (4 credits) and STAT 314 Mathematical Statistics (4 credits)

Instrumental Music Education (K-12) (BM)

Co-major in Instrumental Music Education (K-12) and a Co-major in K-12 Music Education.

Note: A Co-major cannot be a stand-alone major.

Blocks 1, 2, 3 and 4 as listed at the beginning of this section

Plus Block 3 curriculum and instruction special methods courses and field experience III:

- EDUC 207 Early Elementary Music Methods (Pre K-2) (2 credits)
- EDUC 307 Intermediate Elementary Music Methods (Grades 3-5) (2 credits)
- EDUC 314 Secondary Music Methods (Grades 6-12) (3 credits)
- EDUC 342 Field Experience III: Music (0 credit)
- EDUC 418 Choral/Instrumental Music Methods (2 credits)

Plus the following Instrumental Concentrations:

- EDUC 218 Teaching Techniques for the Brass Family (2 credits)
- EDUC 220 Teaching Techniques for the Percussion Family (2 credits)
- EDUC 221 Teaching Techniques for the Woodwind Family (2 credits)
- EDUC 324 Teaching Techniques for the String Family (2 credits)
- EDUC 362 Vocal Pedagogy for Singers (1 credit)
- MUSC 354 Advanced Conducting and Materials: Instrumental Concentration (2 credits)

Plus:

- MUSC 001 Student Convocation Hour (0 credits) (6 semesters)
- MUSC 101 Piano Skills I (1 credit)
- MUSC 102 Piano Skills II (1 credit)
- MUSC 113 Music Theory and Aural Skills I (4 credits)
- MUSC 114 Music Theory and Aural Skills II (4 credits)
- MUSC 117 Historical Survey of Music in Western Culture (2 credits)
- MUSC 133 Music of the United States: Aural and Written Traditions (4 credits)
- MUSC 201 Piano Skills III (1 credit)
- MUSC 202 Piano Skills IV (1 credit)

Students for whom piano or organ is the primary instrument will take the following courses in lieu of MUSC 101, 102, 201, and 202:

- MUSC 192 Technical Skills for Keyboard Majors (1 credit)
- MUSC 292 Functional Skills for Keyboard Majors I (1 credit)
- MUSC 293 Functional Skills Keyboard Majors II (1 credit)

- MUSC xxx Piano Elective (1 credit) to be chosen from the following: MUSP 121, 131 (organ majors only), 135 (piano majors only), 153, MUSN 171, 172, 182, or MUSW 501

Plus:

- MUSC 213 Music Theory III (4 credits)
- MUSC 214 Music Theory IV (4 credits)
- MUSC 231 Introduction to Conducting I (1 credit)
- MUSC 233 Music of the World: Aural and Written Traditions (4 credits)
- MUSC 412 Music History and Literature of the Western European Concert Tradition, Classical to Current Era (4 credits)
- MUSC 420 Senior Research Paper (2 credits)
- MUSN 181, 185 or 186 Ensemble (6 semesters) (0 credits each semester)*
- MUSP 3xx Performance studies (6 semesters) (2 credits each semester)
- MUSR 114 Aural-Skills Proficiency (0 credits)
- MUSR 200 Piano Proficiency (0 credit)
- MUSR 214 Aural-Skills Proficiency (0 credits)
- MUSR 270 Level I Recital (0 credit)
- MUSR 350 Level II Recital (0 credit)

***Guidelines for choosing an ensemble:**

- Students must spend 6 semesters in a large instrumental ensemble.
- Instrumental majors must spend at least 6 semesters in MUSN 181, 185 or MUSN 186.

Allied Requirements:

- PHYS 105 Musical Acoustics (4 credits)

Physics (9-12)

Co-major in Physics (9-12) plus a Co-Major in Middle/Secondary Education

Note: A Co-major cannot be a stand-alone major.

Note: Students have the option of adding the General Science (5-8) licensure

Blocks 1, 2, 3 and 4 as listed at the beginning of this section

Plus Block 3 curriculum and instruction special methods course and field experience III:

- EDUC 318 Curriculum and Instruction for Science (5-12) (4 credits)
- EDUC 344 Field Experience III: Science (0 credit)

Plus:

- CHEM 111 General Chemistry I (4 credits)
- CHEM 112 General Chemistry II (4 credits)
- CISC 130 Introduction to Programming and Problem Solving in the Sciences (4 credits)
- ENGR 350 Introduction to Electronics (4 credits)
- GEOL 111 Introductory Physical Geology or one of GEOL 110, 113, 114, 115 (4 credits each)
- MATH 113 Calculus I (4 credits)
- MATH 114 Calculus II (4 credits)
- MATH 200 Multivariable Calculus (4 credits)
- MATH 210 Introduction to Differential Equations and Systems (4 credits)
- PHYS 104 Astronomy (4 credits)
- PHYS 211 Introduction to Classical Physics I (4 credits)
- PHYS 212 Introduction to Classical Physics II (4 credits)
- PHYS 215 Foundations of Modern Physics: From the Atom to the Big Bang (4 credits)
- PHYS 225 Applications of Modern Physics: From the Atom to the Diode (4 credits)
- PHYS 323 Methods of Experimental Physics (4 credits)

Plus:

- Four additional credits in PHYS courses other than 101

Plus either:

- BIOL 101 General Biology (4 credits) or the three-course sequence
- BIOL 207 Genetics, Ecology, and Evolution (4 credits)
- BIOL 208 Biological Communication and Energetics (4 credits)
- BIOL 209 Biology of Sustainability (4 credits)

Plus:

- Demonstrated competence on all required state standards

To complete a major in Physics (B.A.), additional courses are required. See Physics section in the catalog.

Social Studies (5-12)

Co-Major in Social Studies (5-12) (Economics, Geography, History, Political Science, Psychology, or Sociology) with a Co-Major in Middle/Secondary Education

Note: A Co-major cannot be a stand-alone major.

Blocks 1, 2, 3 and 4 as listed at the beginning of this section

Plus Block 3 curriculum and instruction special methods course and field experience III:

- EDUC 319 Curriculum and Instruction for Social Studies (5-12) (4 credits)
- EDUC 346 Field Experience III: Social Studies (0 credit)

Plus:

- ENVR 151 Environmental Sustainability (4 credits)
- POLS 104 Government and Politics (4 credits)

- PSYC 111 General Psychology (4 credits)
- SOCI 100 Introduction to Sociology (4 credits)
- SOCI 301 General Anthropology (4 credits)

Plus four credits from the following:

- ECON 211 Current Economic Issues (4 credits)
- ECON 251 Principles of Macroeconomics (4 credits)
- Plus four credits from the following:
- HIST 111 Origins of the Modern World to 1550 (4 credits)
- HIST 112 The Modern World Since 1550 (4 credits)
- HIST 115 The World Since 1900 (4 credits)

Plus four credits from the following:

- HIST 113 Early America in Global Perspective (4 credits)
- HIST 114 The Modern U.S. in Global Perspective (4 credits)

Plus four credits from the following:

- HIST 117 Latin America in Global Perspective (4 credits)
- HIST 118 The Middle East and North Africa in Global Perspective (4 credits)
- HIST 119 East Asian Civilizations in Global Perspective (4 credits)
- HIST 240 Foundations of Chinese Civilization (4 credits)
- HIST 241 The History of Modern China (4 credits)
- HIST 244 Modern East Asia (4 credits)
- HIST 253 Cities of the Middle East (4 credits)
- HIST 348 Japan: History through Literature (4 credits)
- HIST 349 History of the Ottoman Empire (1300 to 1922) (4 credits)

Plus four credits from the following:

- GEOG 111 Human Geography (4 credits)
- GEOG 113 World Geography (4 credits)

Plus:

- Twenty-four additional credits in courses in one of the social science disciplines (economics, geography, history, political science, psychology, or sociology). Choice of these courses is subject to the approval of the department involved.

To complete a major in one of the Social Science disciplines, contact the chair of the department.

Vocal Music Education (K-12) (BM)

Co-major in Vocal Music Education (K-12) and a Co-major in K-12 Music Education.

Note: A Co-major cannot be a stand-alone major.

Blocks 1, 2, 3 and 4 as listed at the beginning of this section

Plus Block 3 curriculum and instruction special methods courses and field experience:

- EDUC 207 Early Elementary Music Methods (Pre K-2) (2 credits)
- EDUC 307 Intermediate Elementary Music Methods (Grades 3-5) (2 credits)
- EDUC 314 Secondary Music Methods (Grades 6-12) (3 credits)
- EDUC 342 Field Experience III: Music (0 credit)
- EDUC 418 Choral/Instrumental Music Methods (2 credits)

Plus the following for Vocal Concentrations:

- EDUC 176 Diction for Singers (2 credit)
- EDUC 324 Teaching Techniques for the String Family (2 credits)
- EDUC 362 Vocal Pedagogy for Singers (2 credits)

- MUSC 355 Advanced Conducting and Materials: Vocal Concentration (2 credits)

Plus:

- MUSC 001 Student Convocation Hour (0 credits) (6 semesters)
- MUSC 101 Piano Skills I (1 credit)
- MUSC 102 Piano Skills II (1 credit)
- MUSC 113 Music Theory and Aural Skills I (4 credits)
- MUSC 114 Music Theory and Aural Skills II (4 credits)
- MUSC 117 Historical Survey of Music in Western Culture (2 credits)
- MUSC 133 Music of the United States: Aural and Written Traditions (4 credits)
- MUSC 201 Piano Skills III (1 credit)
- MUSC 202 Piano Skills IV (1 credit)

Students for whom piano or organ is the primary instrument will take the following courses in lieu of MUSC 101, 102, 201, and 202:

- MUSC 192 Technical Skills for Keyboard Majors (1 credit)
- MUSC 292 Functional Skills for Keyboard Majors I (1 credit)
- MUSC 293 Functional Skills Keyboard Majors II (1 credit)
- MUSC xxx Piano Elective (1 credit) to be chosen from the following: MUSP 121, 131 (organ majors only), 135 (piano majors only), 153, MUSN 171, 172, 182, or MUSW 501

Plus:

- MUSC 213 Music Theory and Aural Skills III (4 credits)
- MUSC 214 Music Theory and Aural Skills IV (4 credits)
- MUSC 231 Introduction to Conducting I (1 credit)

- MUSC 233 Music of the World: Aural and Written Traditions (4 credits)
- MUSC 412 Music History and Literature of the Western European Concert Tradition, Classical to Current Era (4 credits)
- MUSC 420 Senior Research Paper (2 credits)
- MUSN 142 or 160 Ensemble (6 semesters) (0 credits each semester)*
- MUSP 3xx Performance studies (6 semesters) (1 credits each semester)
- MUSR 114 Aural-Skills Proficiency (0 credits)
- MUSR 200 Piano Proficiency (0 credits)
- MUSR 214 Aural-Skills Proficiency (0 credits)
- MUSR 270 Level I Recital (0 credits)
- MUSR 350 Level II Recital (0 credits)

***Guidelines for choosing an ensemble:**

- Students must spend 6 semesters in a large choral ensemble.
- Voice majors must spend at least 4 semesters in MUSN 142 or MUSN 160.

Allied Requirements:

- PHYS 105 Musical Acoustics (4 credit hours)

World Language and Cultures Education (K-12)

Major in French (K-12), German (K-12), or Spanish (K-12) with a Co-Major in K-12 World Language and Cultures

Note: A Co-major cannot be a stand-alone major.

Note: Students wishing to be licensed to teach World Language and Cultures K-12 in the state of Minnesota must demonstrate advanced level speaking proficiency (as defined in the American Council on the Teaching of Foreign Languages [ACTFL] Proficiency Guideline) in both English and in the target language.

Blocks 1, 2, 3 and 4 as listed at the beginning of this section

Plus Block 3 curriculum and instruction special methods course and field experience III:

- EDUC 380 Curriculum and Methods for World Language and Cultures (K-12) (4 credits)
- EDUC 347 Field Experience III: World Language and Cultures (0 credit)

Plus:

World Languages candidates must arrange to pass the Oral Proficiency Interview (based on ACTFL Guidelines). For information regarding this, contact the Field and Clinical Placement Manager in the School of Education.

Plus a major in French, German, or Spanish:

French (*this program is not accepting new students after spring 2017)

28 credits numbered FREN 300 and above with a minimum of eight (8) credits in each of the following areas:

Oral and Written Language

- FREN 300 Advanced Oral & Written French I
- FREN 302 Questiones de Langage
- FREN 371 French Conversation

Culture/Civilization

- FREN 311 French Civilization I
- FREN 312 French Civilization II

Literature

- FREN 301 French Poetry
- FREN 402 The French Novel

German (*this program is not accepting new students after spring 2017)

A minimum of six (6) credits must be in Literature.

No more than 12 credits may be in the area of advanced language skills.

Students must complete the following courses:

- GERM 311 Conversation & Composition (4 credits)
- GERM 315 Influential Ideas in Non-Fiction German (4 credits)
- GERM 320 Contemporary Germany and Current Events (4 credits)
- GERM 341 Highlights of German Literature I (4 credits)
- GERM 350 Genre Studies in German Literature (4 credits)
- GERM 440 Introduction to Business German and German Business (4 credits)

Plus four (4) elective credits

28 credits total

Spanish

32 credits numbered SPAN 300 and above.

All students must take:

- SPAN 300 Advanced Spanish Grammar (4 credits)
- SPAN 301 Advanced Written Spanish & Culture (4 credits)
- SPAN 305 Spanish Oral Expression & Culture (4 credits)

Plus:

- SPAN 315 Hispanic Linguistics (4 credits)
- SPAN 331 Survey of Spanish Culture & Civilization - or - SPAN 332 Survey of Latin American Culture & Civilization (4 credits each)
- SPAN 335 Intro to Spanish Literature (4 credits)
- An elective 340 or higher or other elective as approved by the chair of Modern and Classical Languages.
- Additional credits are required, please consult the "Major in Spanish" section of the catalog for more details on following the requirements for either the 'Cultural and Literary Studies' track or the 'Linguistics and Applied Language Studies' track.

Note: Course numbers do not necessarily appear in block sequence.

Education Minors

Some students who cannot complete the entire Teacher Education licensure program in four years may decide to complete the coursework to meet the requirements of the content major and come back to complete their licensure requirements on the graduate level. Declaring a minor in Teacher Education would designate this on their transcript and also be beneficial for them as they seek employment. All courses must be a 2.75 GPA or higher. This minor is also available to any undergraduate student who completes the required courses with the approval of the Chair of Teacher Education. While the minor alone does not complete the requirements for teaching licensure, the remaining courses, field experience, and clinical practice may be completed at the graduate level through the Department of Teacher Education.

Teacher Education Minor

Students wishing to complete the Teacher Education minor must complete the following courses (20 credits):

- EDUC 210 Education's Place in Society and Field (4 credits)
- EDUC 211 Field Experience I: Exploration (0 credits)
- EDUC 330 Psychology for Teaching & Learning (4 credits)
- EDUC 332 Field Experience II: Learning & Teaching (0 credits)
- EDUC 329 Diverse Learners and Families (4 credits)
- EDUC 355 Reading for the 5-12 Teacher OR EDUC 350 Language Dev, Literacy & Literature (4 credits)
- One elective (4 credits) selected in consultation with the Chair of Teacher Education

Recommended courses include:

- SPUG 450 Survey of Exceptionality
- EDUC 327 Engineering in the P-12 Classroom

- EDUC 361 Language and Culture for Academic Development
- SOCI 110 Social Problems
- PSYC 200 Infancy and Childhood
- PSYC 202 Lifespan Development
- PSYC 203 Psychology of Adolescence
- COJO 220 Interpersonal Communication
- Completion of Assessment at Transition Points I and II

ESL Education Minor

*Please note, this minor is no longer accepting new students.

The number of people in the United States whose first language is not English is increasing rapidly. Those who are seeking teaching licensure, whether at the elementary, middle/secondary or K-12 level, may choose a minor in ESL Education to provide a base of knowledge in how to work with students who are learning English.

This minor may also be useful for those pursuing other people/service related majors, such as social work, psychology, English, communications, etc., since these fields may also require work with people whose first language may not be English.

Courses required in this minor:

- EDUC 358 Additional Language Acquisition for Diverse Learners (4 credits)
- EDUC 361 Language and Culture for Academic Development (4 credits)
- EDUC 363 Introduction to Linguistics for Teachers of Diverse Learners (4 credits)
- EDUC 364 Literacy and Oral Language Development for Diverse Learners (4 credits)
- EDUC 368 Testing and Assessment for Diverse Learners (2 credits)
- EDUC 378 Grammar Instruction for Diverse Learners (4 credits)

Special Education

Exceptionalities Minor

This minor supports the development of knowledge, skills, and dispositions for those adult learners who will be facilitating the learning and development of preschoolers/children/youth with disabilities, giftedness or other areas of diversity. This minor is an option for undergraduates who are teacher education majors, and those in related fields who want to expand their knowledge and skills with children/youth with disabilities and exceptionalities.

Courses required (12 credits):

- SPUG 414 Collaboration Skills for School Professionals (4 credits)
- SPUG 450 Survey of Exceptionality (4 credits)
- SPUG 485 Behavior Management (4 credits)

Choose two additional courses from the following (8 credits):

- SPUG 416: Fundamentals for Students with Mild to Moderate Needs (4 credits)
- SPUG 419 Social, Emotional, and Behavioral Interventions (4 credits)
- SPUG 421 Introduction to the Education of Twice Exceptional and Underserved GCT Learners (4 credits)
- SPUG 478: Fundamentals for Preschoolers (4 credits)

EDUC Course Catalog

EDUC 110 Intro to Music Education (1 credit)

An orientation to the profession of music education. Overview of historical, philosophical, sociological and psychological foundations of music education and related music professions. Exploration of the relationships of these foundations to individual and group instructional settings, vocational issues, and concerns of musicians working as performers, teachers, administrators and business owners. Field observations in a variety of instructional settings. Offered fall semesters.

EDUC 176 Diction for Singers (2 credits)

An introduction to pronunciation in multiple languages, utilizing the International Phonetic Alphabet (IPA). Special emphasis on the problems

encountered by the singer. Offered fall of even years.

EDUC 177 French Diction for Singers (1 credit)

An introduction to French pronunciation, utilizing the International Phonetic Alphabet. A guide to the use of the dictionary in the language. Special emphasis on the problems encountered by the singer. Offered fall of even years.

EDUC 207 EarlyElem Music Methods PreK-2 (2 credits)

Contemporary music pedagogy for children in pre-Kindergarten through Grade 2. Examination of goals, objectives, diverse music repertoire, spiral curriculum content and skill development, strategies, materials, and methods. Study of learning styles, developmental stages, and culturally sensitive materials. Designing lessons and classroom environments for effective music teaching and learning. Techniques for classroom management and discipline. National and state standards for music education relative to Grades pre K-2 music curricula. Emphasis on artistic teaching. Instrument lab meets one hour per week: soprano recorder and lap dulcimer. Offered spring of odd numbered years. Taken concurrently with MUSC 341.

EDUC 210 Ed's Place in Society (4 credits)

This course is a critical analysis of education as a career choice, as a tool of society, and as a crucial path to a positive future in a rapidly changing world. Education's impact is examined from personal, historic, philosophic, social, and policy perspectives; schools are studied as complex organizations within an increasingly assessment and technology-driven context and global environment. The course includes a research-based exploration of critical issues in education and a guided, reflective, in-school field experience (30 hours).

EDUC 211 Field Experience I:Exploration (0 credits)

The University of St. Thomas Teacher Education program utilizes a progression of structured, in-school field experiences to expand the vision and professionalism of program candidates. Field experiences are designed to complement university classroom learning by providing opportunities for candidates to practice the knowledge, skills and dispositions of effective educators across the grade ranges for which they will be licensed and with diverse student populations. The first field experience is a guided, reflective, in-school field experience that provides an opportunity for beginning teacher education candidates to explore schools, education, and teaching as well as their

own motivation for choosing the profession of teaching. This field experience focuses on questions that begin a general exploration of the profession: What is a good school? What is a good education? What is good teaching? What filters and assumptions do I use in making these determinations? How can I maximize this opportunity to help me develop as a professional? Co-requisite: EDUC 210 -- -- --

EDUC 218 Teach Tech for Brass Inst (2 credits)

This course will acquaint the prospective music teacher with the basic knowledge and skills of performance pedagogy of brass instruments which include proper embouchure, tone production, intonation, breathing, articulation, posture, and fingering patterns. Students will become familiar with the construction and operation of these instruments and be able to make minor repairs. The students will gain knowledge of representative beginning through grade 12 solo and ensemble repertoire from diverse periods and become acquainted with instructional materials for beginning, intermediate, and advance levels of students. Students will learn how to select instruments, mouthpieces, and other equipment appropriate for elementary and secondary instrumental pupils. Offered fall of odd years.

EDUC 220 Teach Tech for Percussion (2 credits)

This course will acquaint the prospective instrumental music teacher with the basic knowledge and skills of performance pedagogy of percussion instruments which include proper technique, tone production, intonation, articulation, posture, and patterns. Students will become familiar with the construction and operation of these instruments and be able to make minor repairs. The students will gain knowledge of representative beginning through grade 12 solo and ensemble repertoire from diverse periods and become acquainted with instructional materials for beginning, intermediate, and advance levels of students. Students will learn how to select instruments and other equipment appropriate for elementary and secondary instrumental pupils. Offered fall of even years.

EDUC 221 Teach Techniques for Woodwind (2 credits)

This course will acquaint the prospective instrumental music teacher with the basic knowledge and skills of performance pedagogy of woodwind instruments that include proper embouchure, tone production, intonation, breathing, articulation, posture, and fingering patterns. Students will become familiar with the

construction and operation of these instruments and be able to make minor repairs. The students will gain knowledge of representative beginning through grade 12 solo and ensemble repertoire from diverse periods and become acquainted with instructional materials for beginning, intermediate, and advance levels of students. Students will learn how to select instruments, mouthpieces, and other equipment appropriate for elementary and secondary instrumental pupils. Offered spring of even years.

EDUC 307 Interm Elem Music Methods(3-5) (2 credits)

Contemporary music pedagogy for children in grades 3-5. Examination of goals, objectives, diverse music repertoire, spiral curriculum content and skill development, strategies, materials, and methods. Study of learning styles, developmental stages, and culturally sensitive materials. Designing lessons and classroom environments for effective music teaching and learning. Techniques for classroom management and discipline. National and state standards for music education relative to grades 3-5 music curricula. Emphasis on artistic teaching. Instrument lab meets one hour per week: autoharp; pitched and unpitched percussion. Offered fall of odd numbered years. Prerequisite: EDUC 207

EDUC 308 Pedagogy&Lit for Music Perf I (2 credits)

This class will survey methods and materials for performance studies. Discussions will include principles of technique, learning theories, musicianship, and performance based upon a wide and diverse body of literature. Students should sign up for section numbers that correspond with primary area of performance. Section 1: Voice; Section 2: Keyboard; Section 3: Guitar; Section 4: Winds/Percussion/Brass.

EDUC 309 Pedagogy&Lit for Music Perf II (2 credits)

A continuation of Pedagogy and Literature for Music Performers I, this class will survey methods and materials for performance studies. Discussions will include principles of technique, learning theories, musicianship, and performance based upon a wide and diverse body of literature. Students should sign up for section numbers that correspond with primary area of performance. Section 1: Voice; Section 2: Keyboard; Section 3: Guitar; Section 4: Winds/Percussion/Brass. Prerequisites: EDUC 308/MUSC 308

EDUC 314 Secondary Music Methods (6-12) (3 credits)

Contemporary music pedagogy for children in grades 6-12. Examination of goals, objectives, diverse music repertoire, spiral curriculum content and skill development, strategies, materials, and methods. Study of learning styles, developmental stages, and culturally sensitive materials. Designing lessons and classroom environments for effective music teaching and learning. Techniques for classroom management and discipline. National and state standards for music education relative to grades 6-8 music curricula. Emphasis on artistic teaching. Instrument lab meets one hour per week: guitar, small ensembles, beginning arranging. Offered spring of even numbered years.

EDUC 316 C&I (5-12) Comm Arts & Lit (4 credits)

This course is designed to prepare teachers who will effectively engage learners with the curriculum of Communication Arts and Literature. Emphasis is on application of developmentally appropriate practice and differentiated instruction for a range of learners in grades 5 through 12, including curriculum content and sources; national and state standards; performance based assessment strategies; data literacy and data-driven instructional decisions; connections with community resources; lesson and unit planning; and technology integration. By Special Permission Only. Prerequisites: EDUC 330, 332; successful completion of Assessment II and admission to advanced candidacy; Concurrent registration: EDUC 336 Field Exp III: (5-12) Communications Arts & Literature.

EDUC 317 C&I: (5-12) Math (4 credits)

This course is designed to prepare teachers who will effectively engage learners with the curriculum of a specific licensure area. Emphasis is on application of developmentally appropriate practice and differentiated instruction for a range of learners in grades 5 through 12, including curriculum content and sources; performance based assessment strategies; connections with community resources; national and state standards; data literacy and data-driven instruction decisions; lesson and unit planning; and curriculum and technology integration. The course includes a clinical experience. By Special Permission Only. Prerequisites: EDUC 330, 332; successful completion of Assessment II and admission to advanced candidacy; concurrent registration: EDUC 341 Field Experience III: 5-12 Mathematics.

EDUC 318 C&I:(5-12) Science (4 credits)

This course is designed to prepare teachers who will effectively engage learners with the curriculum of a specific licensure area. Emphasis is on application of developmentally appropriate practice and

differentiated instruction for a range of learners in grades 5 through 12, including curriculum content and sources; performance based assessment strategies; connections with community resources; national and state standards; data literacy and data-driven instructional decisions; lesson and unit planning; and technology integration. By Special Permission Only. Prerequisites: EDUC 330, 332; successful completion of Assessment II and admission to advanced candidacy; concurrent registration: EDUC 344 Field Experience III: 5-12 Science.

EDUC 319 C&I: (5-12) Social Studies (4 credits)

This course is designed to prepare teachers who will effectively engage learners with the curriculum of a specific licensure area. Emphasis is on application of developmentally appropriate practice and differentiated instruction for a range of learners in grades 5 through 12, including curriculum content and sources; performance based assessment strategies; connections with community resources; national and state standards; data literacy and data driven instructional decisions; lesson and unit planning; and technology integration. By Special Permission Only. Prerequisites: EDUC 330, 332; successful completion of Assessment II and admission to advanced candidacy; concurrent registration: EDUC 346 Field Experience III: 5-12 Social Studies.

EDUC 324 Teach. Techniques for Strings (2 credits)

Teaching Techniques for the String Family: The teaching-techniques courses are designed to acquaint the prospective instrumental teacher with the fundamental principles underlying the correct playing of wind, percussion and string instruments. Basic concepts important in teaching others to play these instruments are stressed. The uses and merits of a variety of method books are discussed as they pertain to lesson and unit planning. Solo and ensemble literature also are covered. Students will learn how to select instruments, mouthpieces and other equipment appropriate for elementary and secondary instrumental pupils. Offered spring of odd years.

EDUC 327 Engineering in P-12 Clrm (4 credits)

This course will focus on an overview of current P-12 engineering education programs; exploration of pedagogy; and content; links to national and State Academic Standards; and a survey of assessment mechanisms that evaluate impact of classroom initiatives. A variety of delivery modes will be used to introduce students to methods and to educators who have successfully introduced engineering into a

wide variety of classes across several disciplines. Engineering resources for teachers will be presented and discussed. A final project is required, in which students create a unit or module focused on a hands-on engineering activity for P-12 students in their licensure area.

EDUC 329 Diverse Learners & Families (4 credits)

This course is designed to equip prospective teachers with the knowledge, instructional practices, and dispositions to successfully manage diverse classrooms, using their understanding of multiple learning modalities and all types of diversity to promote all students' personal and academic achievement. The course engages candidates with issues such as race, class, gender, exceptionalism, oppression, and discrimination while examining the crucial role of educators in influencing positive, systematic change for social justice.

EDUC 330 Psychology of Tchg & Lrng (4 credits)

This course integrates principles of learning with evidence-based strategies for effective instruction. Prospective K-12 teachers explore the scientific knowledge base that underlies good teaching and build a repertoire of practices to support individual learner success within positive classroom environments. Participants analyze and personalize standards-based instruction, differentiation strategies, performance-enhancing assessment, and technology-assisted teaching and learning. Prerequisite: EDUC 210 or permission of chair. Concurrent registration: EDUC 332 Field Experience II: Learning and Teaching.

EDUC 332 Field Exp II: Learning&Teach (0 credits)

The University of St. Thomas Teacher Education program utilizes a progression of structured, in-school field experiences to expand the vision and professionalism of program candidates. Field experiences are designed to complement university classroom learning by providing opportunities for candidates to practice the knowledge, skills and dispositions of effective educators across the grade ranges for which they will be licensed and with diverse student populations. The second formal field experience is a supervised 30-hour guided, reflective, in-school field experience that focuses on questions involving the exploration of learning and teaching: Who are the learners and how do they learn? In what ways are they diverse? What general approaches can I use to meet each learner's needs? How can I maximize this opportunity to help me develop as a professional? Prerequisite: EDUC 210 and concurrent registration with EDUC 330

EDUC 336 FldExpIII:(5-12)Comm Arts & li (0 credits)

The University of St. Thomas Teacher Education program utilizes a progression of structured, in-school field experiences to expand the vision and professionalism of program candidates. Field experiences are designed to complement university classroom learning by providing opportunities for candidates to practice the knowledge, skills and dispositions of effective educators across the grade ranges for which they will be licensed and with diverse student populations. The third field experience is a supervised, reflective, in-school opportunity that focuses on questions involving the role of curriculum and instruction: What determines my curriculum choices? Why am I teaching what I'm teaching? What strategies can I use to differentiate instruction for diverse learners? How do I assess student learning? How can I maximize this opportunity to help me develop as a Professional? By Special Permission Only. Prerequisites: EDUC 330, 332 and concurrent registration with EDUC 316

EDUC 337 FldExpIII:(K-6)Elementary (0 credits)

The University of St. Thomas Teacher Education program utilizes a progression of structured, in-school field experiences to expand the vision and professionalism of program candidates. Field experiences are designed to complement university classroom learning by providing opportunities for candidates to practice the knowledge, skills and dispositions of effective educators across the grade ranges for which they will be licensed and with diverse student populations. The third field experience is a supervised, reflective, in-school opportunity that focuses on questions involving the role of curriculum and instruction: What determines my curriculum choices? Why am I teaching what I'm teaching? What strategies can I use to differentiate instruction for diverse learners? How do I assess student learning? How can I maximize this opportunity to help me develop as a professional? By Special Permission Only. Prerequisite: EDUC 330, 332 and concurrent registration with EDUC 370

EDUC 339 Fld Exp III: (5-12) Health (0 credits)

The University of St. Thomas Teacher program utilizes a progression of structured, in-school field experiences to expand the vision and professionalism of program candidates. Field experiences are designed to complement university classroom learning by providing opportunities for candidates to practice the knowledge, skills and dispositions of effective educators across the grade ranges for which they will be licensed and with diverse student populations. The third field

experience is a supervised, reflective, in-school opportunity that focuses on questions involving the role of curriculum and instruction: What determines my curriculum choices? Why am I teaching what I'm teaching? What strategies can I use to differentiate instruction for diverse learners? How do I assess student learning? How can I maximize this opportunity to help me develop as a professional? Prerequisite: EDUC 330, 332 and concurrent registration with HLTH 351

EDUC 341 Fld Exp III: (5-12) Math (0 credits)

The University of St. Thomas Teacher Education program utilizes a progression of structured, in-school field experiences to expand the vision and professionalism of program candidates. Field experiences are designed to complement university classroom learning by providing opportunities for candidates to practice the knowledge, skills and disposition of effective educators across the grade ranges for which they will be licensed and with diverse student populations. The third field experience is a supervised, reflective, in-school opportunity that focuses on questions involving the role of curriculum and instruction: What determines my curriculum choices? Why am I teaching what I'm teaching? What strategies can I use to differentiate instruction for diverse learners? How do I assess student learning? How can I maximize this opportunity to help me develop as a professional? By Special Permission Only. Prerequisites: EDUC 330, 332 and concurrent registration with EDUC 317

EDUC 342 Fld Exp III: (K-12) Music (0 credits)

The University of St. Thomas Teacher Education program utilizes a progression of structured, in-school field experiences to expand the vision and professionalism of program candidates. Field experiences are designed to complement university classroom learning by providing opportunities for candidates to practice the knowledge, skills and dispositions of effective educators across the grade ranges for which they will be licensed and with diverse student populations. The third field experience is a supervised, reflective, in-school opportunity that focuses on questions involving the role of curriculum and instruction: What determines my curriculum choices? Why am I teaching what I'm teaching? What strategies can I use to differentiate instruction for diverse learners? How do I assess student learning? How can I maximize this opportunity to help me develop as a professional? Prerequisite: EDUC 330, 332

EDUC 343 FldExpIII:(K-12) Physical Ed (0 credits)

The University of St. Thomas Teacher Education program utilizes a progression of structured, in-

school field experiences to expand the vision and professionalism of program candidates. Field experiences are designed to complement university classroom learning by providing opportunities for candidates to practice the knowledge, skills and dispositions of effective educators across the grade ranges for which they will be licensed and with diverse student populations. The third field experience is a supervised, reflective, in-school opportunity that focuses on questions involving the role of curriculum and instruction: What determines my curriculum choices? Why am I teaching what I'm teaching? What strategies can I use to differentiate instruction for diverse learners? How do I assess student learning? How can I maximize this opportunity to help develop as a professional? Prerequisite: EDUC 330, 332 and concurrent registration with PHED 404 or HLTH 351

EDUC 344 Fld Exp III: (5-12) Science (0 credits)

The University of St. Thomas Teacher Education program utilizes a progression of structured, in-school field experiences to expand the vision and professionalism of program candidates. Field experiences are designed to complement university classroom learning by providing opportunities for candidates to practice the knowledge, skills and dispositions of effective educators across the grade ranges for which they will be licensed and with diverse student populations. The third experience is a supervised, reflective, in-school opportunity that focuses on questions involving the role of curriculum and instruction: What determines my curriculum choices? Why am I teaching what I'm teaching? What strategies can I use to differentiate instruction for diverse learners? How do I assess student learning? How can I maximize this opportunity to help me develop as a professional? By Special Permission Only. Prerequisites: EDUC 330, 332 and concurrent registration with EDUC 318

EDUC 345 Adolescent Literature (2 credits)

Survey of contemporary literature for adolescent; exploration of ways in which this literature meets the reading interests and needs of adolescents; emphasis on developing familiarity with literature read by adolescents; methods and programs to stimulate reading interests and practices. Prerequisite: EDUC 210

EDUC 346 FldExpIII:(5-12)Social Studies (0 credits)

The University of St. Thomas Teacher Education program utilizes a progression of structured, in-school field experiences to expand the vision and professionalism of program candidates. Field experiences are designed to complement university

classroom learning by providing opportunities for candidates to practice the knowledge, skills and dispositions of effective educators across the grade ranges for which they will be licensed and with diverse student populations. The third field experience is a supervised, reflective, in-school opportunity that focuses on questions involving the role of curriculum and instruction: What determines my curriculum choices? Why am I teaching what I'm teaching? What strategies can I use to differentiate instruction for diverse learners? How do I assess student learning? How can I maximize this opportunity to help me develop as a professional? By Special permission Only. Prerequisites: EDUC 330, 332 and concurrent registration with EDUC 319

EDUC 347 FldExpIII:(K-12)World Lang (0 credits)

The University of St. Thomas Teacher Education program utilizes a progression of structured, in-school field experiences to expand the vision and professionalism of program candidates. Field experiences are designed to complement university classroom learning by providing opportunities for candidates to practice knowledge, skills and dispositions of effective educators across the grade ranges for which they will be licensed and with diverse student populations. The third field experience is a supervised, reflective, in-school opportunity that focuses on questions involving the role of curriculum and instruction: What determines my curriculum choices? Why am I teaching what I'm teaching? What strategies can I use to differentiate instruction for diverse learners? How do I assess student learning? How can I maximize this opportunity to help me develop as a professional? By Special Permission Only. Prerequisites: EDUC 330, 332 and concurrent registration with EDUC 380

EDUC 350 Lang Dev, Literacy & Lit I (4 credits)

This course is Part I of a two-course literacy sequence designed to introduce the pre-service teacher to the theory and practice of elementary curriculum and instruction in the areas of reading, language arts, and children's literature. Campus and elementary school experiences emphasize best practice in literacy instruction for meeting the diverse needs of all students. The course presents developmentally appropriate practice for kindergarten, primary, and intermediate grades, the current knowledge base of research, and recommendations for professional development. As the introductory course in literacy, it focuses on language development, assessment and interpretation of relevant data regarding literacy processes, and serves as the knowledge base for understanding curricular development in and

applications for literacy in the elementary classroom. Participants will research critical issues in the field of literacy development. Prerequisite: 210

EDUC 351 Planning and Assessment (2 credits)

This course explores a scientific knowledge base that underlies good teaching practices. Prospective P-12 teachers will learn principles for planning instruction and assessing student learning and then integrate these principles into strategies for effective instruction. Prospective teachers will learn to apply the principles of planning for instruction and assessing student learning through reading, discussion, creating and school observations. Prerequisites: EDUC 330

EDUC 355 Reading for 5-12 Teacher (4 credits)

This course is designed to equip prospective teachers with knowledge, skills and attitudes for assisting grades 5-12 students to effectively gain knowledge from content-area written media. Campus and school-site experiences emphasize best practice in literacy instruction for meeting the diverse needs of all students. Emphasis is on supporting students' academic achievement through research-based, differentiated strategies for teaching content through reading materials such as textbooks, written directions, newspapers, graphs/charts/maps, and manuals. Prerequisite: 210

EDUC 358 Addt'l Lang Acq for Div Lrners (4 credits)

This course is an overview of additional language acquisition principles, theories, issues and implications for teaching diverse learners in K-12 settings. Special attention will be paid to differences between first, and second or additional language acquisition. Part of this course involves collecting data from language learning situations and critically examining it against theories and our personal assumptions.

EDUC 361 Lang & Culture for Acad Devel (4 credits)

This course examines the roles culture and society play in the acquisition of an additional language. Aspects of sociolinguistics and anthropology will be addressed as will the impact of social class and gender on student experiences with schooling. A primary focus will be on field observations and interactions with linguistically and culturally diverse learners in K-12 classrooms. The course will look specifically at some of the large immigrant and refugee populations in Minnesota, including newly arrived linguistic and cultural groups.

EDUC 362 Vocal Pedagogy for Singers (1 to 2 credits)

Study of the physical structure of the vocal mechanism. Development of teaching techniques to promote life-long healthy singing, including appropriate vocal exercises and choral and solo repertoire; Special attention to unchanged child voice, adolescent changing voice, and adult singer. Offered fall semester of odd years.

EDUC 363 Intro-Ling for Div Lners Tchrs (4 credits)

This course examines an array of tools that inform language teaching. The course will include an overview of phonetics, IPA, phonology, morphology, syntax, semantics, historical- comparative linguistics and language universals. This course explores how teachers can use the above tools to structure instruction such that diverse learners will develop academic language proficiency in the areas of listening, speaking, reading and writing.

EDUC 364 Lit/Oral Lang Dev-Div Lrners (4 credits)

This course examines current theories, instructional methods and materials, and issues in teaching reading, writing and oral language development to diverse learners. The course will focus on the foundations for successful literacy instruction for linguistically and culturally diverse learners, including the importance of academic oral language practice and development. Relevant research will be investigated, and relationships between research and best practice will be discussed and applied.

EDUC 366 Phil & Org of Middle Schools (2 credits)

A comparison of the conceptual structure and methodology of various organizational units in American education, with special focus on the unique characteristics of the middle school and the middle school child. Required for Middle Level Endorsement.

EDUC 367 Interdis Plan for Middle Schls (2 credits)

A basic inquiry into instructional skills, techniques and methods of developing actual classroom experiences in literature, math, science, social studies, art, music, physical education, and language for all middle school children. Special emphasis will be placed on developing interdisciplinary units for middle level learners. Required for Middle Level Endorsement. Prerequisite: EDUC 366

EDUC 368 Testing & Eval for Div Lrners (2 credits)

This course looks at issues involved in the testing and assessment of diverse learners in a variety of educational settings. Instruments and procedures for assessing the language proficiency, as well as content knowledge and skills will be examined and discussed. Uses of test results, assessing the four language domains and issues of advocacy will be included.

EDUC 370 Lang Dev, Literacy & Lit II (4 credits)

This course is Part II of a two-course literacy sequence designed to introduce the pre-service teacher to the theory and practice of elementary curriculum and instruction in the areas of reading, language arts, and children's literature. Campus and elementary school experiences emphasize best practice in literacy instruction for meeting the diverse needs of all students. The course presents research-based best practices in teaching for kindergarten, primary, and intermediate grades. This second course in the literacy sequence extends the foundations in language, assessment and interpretation of relevant data regarding literacy processes, and explorations into children's literature to classroom applications in composing processes (writer's workshop), assessment and evaluation as it informs teaching, planning and reflection, and interdisciplinary instruction. Participants will research critical issues in the field of literacy development. By Special Permission Only. Prerequisites: EDUC 330, 332 and 350; successful completion of Assessment II and admission to advanced candidacy; concurrent registration with EDUC 337, 371, 372, 373; or permission of Chair

EDUC 371 Teaching Math & Technology (4 credits)

This course is designed to prepare teachers who will effectively engage learners with mathematics and technology. Emphasis is on application of developmentally appropriate practice and differentiated instruction for a range of learners in grades K through 6, including curriculum content and sources; national and state standards; performance-based assessment strategies; data literacy and data-driven instructional decisions; connections with community resources; lesson and unit planning; and technology integration. The course includes field-based experiences. By Special Permission Only. Prerequisites: EDUC 330, 332 and MATH 100, 121; successful completion of Assessment II and admission to advanced candidacy; concurrent registration with EDUC 337, 370, 372, 373; or permission of chair

EDUC 372 Teaching Sci/Healthy Living (4 credits)

This course is designed to prepare teachers who will

effectively engage learners with science and help them have the skills for lifelong healthy, active living. Emphasis is on application of developmentally appropriate practice and differentiated instruction for a range of learners grades K through 6, including curriculum content and sources; national and state standards; performance-based assessment strategies; data literacy and data-driven instructional decisions; connections with community resources; lesson and unit planning; and technology integration. The course includes field-based experiences. By Special Permission Only. Prerequisites: EDUC 330, 332; successful completion of Assessment II and admission to advanced candidacy; concurrent registration with EDUC 337, 370, 371, 373; and permission of Chair

EDUC 373 Teaching Soc Study/Fine Art (4 credits)

This course is designed to prepare teachers who will effectively engage learners with Social Studies and the Fine Arts. Emphasis is on application of developmentally appropriate practice and differentiated instruction for a range of learners in grades K through 6, including curriculum content and sources; national and state standards; performance-based assessment strategies ; data literacy and data-driven instructional decisions; connections with community resources; lesson and unit planning; and technology integration. The course includes field-based experiences. By Special Permission Only. Prerequisites: EDUC 330, 332 successful completion of Assessment II and admissions to advanced candidacy; concurrent registration with EDUC 337, 370, 371, and 372, or permission of Chair.

EDUC 378 Grammar Instr for Div Lnrs (4 credits)

This course systematically examines the grammar of English specifically as it relates to the teaching of English to non-native speakers and bilingual learners. The class will examine English structures in depth, recognize basic linguistic features of English including morphology, syntax and semantics. The relationship of English grammar to other languages will be explored, as will the history and development of English.

EDUC 380 C&I: (K-12) World Languages (4 credits)

This course is designed to prepare teachers who will effectively engage learners with the curriculum of World Languages and Cultures. Emphasis is on application of developmentally appropriate practice and differentiated instruction for a range of learners in grades K through 12, including curriculum content and sources; national and state standards;

performance-based assessment strategies; data literacy and data-driven instructional decisions; connections to community resources; lesson and unit planning; and technology in education. By Special Permission Only. Prerequisites: EDUC 330, 332;successful completion of Assessment II and admission to advanced candidacy: concurrent registration with EDUC 347 Field Exp III: (5-12) World Languages and Cultures

EDUC 387 Field Lab I (1 credit)

EDUC 387 and 388 is a sequenced Field Lab designed to structure and support the concepts and theories learned in concurrent Year 3 education courses. The paired placement model is intended to support teacher candidates' professional collaboration and reflective practice during their experiences in the elementary classroom. Teacher candidates will observe and implement instruction in elementary classrooms, with a focus on understanding the strengths and needs of a diverse student population and a commitment to equity and excellence for all learners. Prerequisites: Admission to Professional Studies. Concurrent registration EDUC 387 (fall) with EDUC 351, 431; EDUC 388 (spring) with EDUC 350, 352, 372, 373 and Elementary Education Majors only.

EDUC 388 Field Lab II (1 credit)

EDUC 387 and 388 is a sequenced Field Lab designed to structure and support the concepts and theories learned in concurrent Year 3 education courses. The paired placement model is intended to support teacher candidates' professional collaboration and reflective practice during their experiences in the elementary classroom. Teacher candidates will observe and implement instruction in elementary classrooms, with a focus on understanding the strengths and needs of a diverse student population and a commitment to equity and excellence for all learners. Prerequisites: Admission to Professional Studies. Concurrent registration EDUC 387 (fall) with EDUC 351, 431; EDUC 388 (spring) with EDUC 350, 352, 372, 373 and Elementary Education Majors only.

EDUC 393 Individual Study (2 or 4 credits)

EDUC 408 Inclusive Practices (4 credits)

This course is designed to equip prospective teachers with the knowledge, instructional practices, and dispositions to successfully manage diverse classrooms, using their understanding of multiple learning modalities and all types of diversity to promote all students' personal and academic achievement. The course engages candidates with inclusive practices for learner variations in the areas

of: special education (SPED) and English as a second language (ESL), while examining the crucial role of educators in influencing positive, systemic change for social justice. Prerequisites: Successful completion of year 3 education course sequence and Elementary Education majors.

EDUC 409 Residency in Teaching I (2 credits)

Residency in Teaching I is the first semester of a year-long residency placement in the elementary school. Teacher candidates will concurrently register for Year 4 education courses: EDUC 370 - Language Development, Literacy & Literature II, EDUC 371 - Teaching Elementary Mathematics, and EDUC 4xx - Inclusive Practices for Learning Variations. The early residency experience provides the opportunity for candidates to participate in the opening of the new academic year and to directly apply the knowledge and skills gained in the concurrent coursework. Extended periods of time in the field combined with reflective practice seminars build a cohesive link between on-campus coursework and the realities of the classroom. Residency in Teaching I is a part-time, full-semester commitment under the supervision of university and school-based professionals. Prerequisites: unconditional admission to the teacher education program and to the teaching residency; satisfactory completion of all education courses in Years 1, 2, and 3; plus satisfactory completion of all licensure-related content courses. Prerequisites: unconditional admission to the teacher education program and to the teaching residency; satisfactory completion of all education courses in Years 1, 2, and 3; plus satisfactory completion of all licensure-related content courses.

EDUC 410 Environments for Learning (2 credits)

This course, grounded in research-based interventions, is designed to assist in developing knowledge and skills to plan, implement and assess classroom environments, engagement, and interactions. The course will provide an overview of multi-tiered systems of support and focus on strategies to create positive and engaging classroom environments for all students. Students will examine the basic components of classroom culture and relationships, ways to teach classroom expectations and routines, and plan for responses to appropriate and challenging behavior.

EDUC 411 Residency in Teaching II (10 credits)

As the culminating experience of the teacher licensure program, Residency in Teaching II fulfills the official student teaching requirement and provides the opportunity for candidates to apply their knowledge and skills of teaching and learning

in a classroom setting. This is the second semester of a year-long residency placement in the elementary school. Accompanying seminars assist candidates to reflect upon the experience and to increase their repertoire of strategies for dealing with topical, relevant issues. Residency in Teaching II is a full-time, full-semester commitment under the supervision of university and school-based professionals. Prerequisites: unconditional admission to the teacher education program and to the teaching residency; satisfactory completion of all education courses in Years 1, 2, 3, and Residency in Teaching I; plus satisfactory completion of all licensure-related content courses. Prerequisites: unconditional admission to the teacher education program and to the teaching residency; satisfactory completion of all education courses in Years 1, 2, and 3; plus satisfactory completion of all licensure-related content courses.

EDUC 418 Choral/Instrument Mus Methods (2 credits)

Contemporary music pedagogy for children in grades 9-12. Examination of goals, objectives, diverse music repertoire, spiral curriculum content and skill development, strategies, materials, and methods. Study of learning styles, developmental stages, and culturally sensitive materials. Designing lessons and classroom environments for effective music teaching and learning. Techniques for classroom management and discipline. National and state standards for music education relative to grades 9-12 music curricula. Emphasis on artistic teaching. Instrument lab meets one hour per week: advanced electronic applications, advanced arranging, non-traditional ensembles. Offered fall of even years.

EDUC 431 Learning Design with Tech (4 credits)

This course examines learning theories, philosophies and their implications on the use of technology, as well as the history and development of learning technologies. Additionally, students will examine current trends and future challenges in education technology. Students will learn a variety of learning technologies and advocate sound integration of technology into curriculum. Issues on the design, development, and implementation of technology will be discussed. Students will integrate learning technologies into their curriculum planning in the specific content areas that address student needs and meet with the technology or content standards. As a capstone project, students will develop a portfolio to reflect upon the knowledge and skills acquired through their major.

Prerequisites: EDUC 460 or 463, which can be taken concurrently, and 80 completed credits.

EDUC 432 Learn Design w Tech Internat'l (4 credits)

This course leverages an interdisciplinary approach that employs technology in the design of educational activities in an international context. The participants will develop competency in working with diverse and English Language learners through technology-enriched learning activities. The course topics include learning theories, culturally responsive teaching, effective learning design framework, and strategies to engage K-12 learners. Issues on the design, development, implementation, and assessment of technology integration in an international context will be discussed. Program participants will integrate learning technologies into their curriculum planning in the specific content areas that address student needs and meet with the technology or content standards. Through course readings, lectures, activities, and site visits, students will develop in-depth knowledge and firsthand international teaching experiences through interaction with students, teachers, and school administrators in international settings. This course will immerse students in the school environments to develop their own views on the opportunities and challenges of the educational systems with the aim to enrich their own teaching activities and learning environments in the United States. As a capstone project, students will develop a portfolio to reflect upon the knowledge and skills acquired through their major. Prerequisites: 80 completed credits

EDUC 460 ClinPrac: StuTching & Sem (10 credits)

As the culminating experience of the teacher licensure program, clinical practice (student teaching) provides the opportunity for candidates to apply their knowledge and skills of teaching and learning in a classroom setting. Accompanying seminars assist candidates to reflect upon the experience and to increase their repertoire of strategies for dealing with topical, relevant issues. Clinical practice, along with the accompanying seminars and the final components of EDUC 456, is a full-time, full-semester commitment under the supervision of university and school-based professionals. Prerequisites: Senior status; unconditional admission to the teacher education program; satisfactory completion of all education courses in Blocks 1, 2, and 3; satisfactory completion of all licensure-related content courses; plus admission to clinical practice.

EDUC 463 Stu Teach&Sem: Dual License (12 credits)

This clinical practice section is intended for candidates seeking licensure in multiple fields or grade ranges requiring additional credits and time in the classroom. As the culminating experience of the teacher licensure program, clinical practice provides the opportunity for students to apply their knowledge and skills of teaching and learning in a classroom setting. Accompanying seminars assist students to reflect upon the experience and to increase their repertoire of strategies for dealing with topical, relevant issues. Clinical practice is a full-time, full-semester commitment under the supervision of university and school-based professionals. Prerequisites: Satisfactory completion of all education courses in Blocks 1, 2, and 3, plus unconditional admission to the teacher education program, plus admission to clinical practice, senior status.

EDUC 488 Topics (2 credits)

EDUC 490 Topics (4 credits)

EDUC 495 Individual Study (1 to 4 credits)

STEM Course Catalog

STEM 181 Noncredit Science Seminar (0 credits)

The seminar consists of five one-hour meetings per semester and is offered for STEM for Elementary Education students enrolled in the laboratory science courses. Two semesters of the seminar are required.

STEM 182 Noncredit Science Seminar (0 credits)

Same as STEM 181. This number is used for the second semester of the seminar.

STEM 359 Integrated Studies/Sci-Math (4 credits)

The capstone course in the STEM for Elementary Education interdisciplinary major. A number of currently important science and mathematics-related topics will be studied in depth, and will emphasize the integration of the natural sciences and mathematics. Consideration will be given to the relevance of the topics to modern society and their potential use in the elementary classroom. Prerequisites: BIOL 101, CHEM 100, CISC 120, GEOL 111 (or 110 or 113 or 114 or 115), MATH 121 and 122, PHYS 101 (in certain cases, permission of the STEM for Elementary Education Director may allow a substitution).

SPUG Course Catalog

SPUG 402 Comm & Soc Interventions (4 credits)

The purpose of this course is to learn to assess, evaluate, identify needs, develop goals and objectives, design intervention plans, monitor

effectiveness and adjust programming for individuals with communication and social skill needs. This course provides an overview of typical social and communication development, as compared and contrasted to the delayed and disordered social and communication development of individuals who experience challenges, and the impact of communication and social differences on learning and behavior.

SPUG 403 Methods Autism Spec Dis (4 credits)

The purpose of this course is to develop an understanding of ways that autism spectrum disorder may effect an individual's social communication skills, behaviors, thinking and perceiving, sensory processing, motor skills, vocational skills, academic skills, organizational skills, and other functional skills. This course provides the skills necessary to develop, implement, and evaluate the effectiveness of an Individual Education Plan (IEP) for an individual with ASD utilizing evidence-based practices and methodologies for teaching students with ASD.

SPUG 414 Collab, Co-teach & Technology (4 credits)

The purpose of this course is to develop professional practices including developing an ethic of collaboration and the knowledge and skills needed to effectively collaborate with faculty, administrators, students, para-educators, families, and community members; applying collaboration practices when co-teaching, consulting, developing interagency agreements, and supervising paraprofessionals; and utilizing current educational technology in the classroom to impact student learning. This course provides these professional practices in the context of program planning and implementation for students receiving special education services.

SPUG 416 Fund: Stu w/Mild-Mod Needs (4 credits)

The purpose of this course is to provide an overview to the educational disabilities of autism spectrum disorder (ASD), developmental disabilities (DD) including developmental cognitive disabilities (DCD), emotional or behavioral disorders (EBD), specific learning disabilities (LD) and other health disorders (OHD). This course covers history, definitions, eligibility criteria, characteristics, etiology, and professional organizations and resources. This course provides fundamental information about individualized education program (IEP) development, use of assistive technology (AT), and contemporary issues in the field.

SPUG 417 Elem Acad Interv & Literacy (4 credits)

The purpose of this course is to provide a comprehensive overview of major models and instructional approaches related to (a) validated teaching practices and evidence-based instruction (b) teaching reading and writing to students with mild disabilities in inclusive elementary classrooms (c) teaching mathematics to students with mild disabilities in inclusive elementary classrooms. This course provides students the opportunity to critically examine and reflect on ways in which teachers can develop systematic instructional programs to support a diverse population of learners in an era of inclusion and standards utilizing research-based interventions.

SPUG 418 Sec Acad Interv and Transition (4 credits)

The purpose of this course is to address the knowledge and understanding of the academic, social and functional needs of students at the secondary level identified as having mild to moderate disabilities. This course provides current evidence-based practices for modifying and adapting content-area curricula with an emphasis on writing, math, and reading at the secondary level along with transition planning, assessment and the development of individualized education programs (IEP) for secondary-level students.

SPUG 419 Methods: Soc Emot Behav Interv (4 credits)

The purpose of this course is to examine the social, emotional, and behavioral development in students with mild to moderate disabilities and corresponding range of interventions utilizing a 3-tiered prevention model for supporting social, emotional, and behavioral competence. This course provides knowledge and skill in designing, implementing and evaluating social, emotional, and positive behavioral interventions for universal, secondary, and individual positive behavioral support.

SPUG 420 Student Teach & Seminar SPED (8 credits)

The purpose of this course is to facilitate development of effective teaching skills for professionals in special education with an emphasis on using evaluation and assessment information to plan developmentally appropriate individualized programs in the least restrictive environment (LRE) for children with special needs. As the culminating experience of the teacher licensure program for those in the University of St. Thomas (UST) Special Education Licensure Program, clinical practice provides the opportunity for students to apply their

knowledge and skills of teaching and learning with students with disabilities. Clinical practice includes 100 hours of field experiences and 12 weeks of student teaching. The clinical practice occurs in an educational setting that provides an opportunity to work with students with disabilities according to state license criteria. Accompanying seminars support examination of applied use of evidence-based practices. Prerequisites: Special Education Major and Teacher of Education Minor completed.

SPUG 421 Twice Excep&Underserved GCT (4 credits)

This course focuses on recognizing, understanding, and accommodating the needs of students with gifts or talents who also present with specified disabilities, such as ASD, EBD, ADD/ADHD, and LD, economically disadvantaged learners, culturally diverse, and ELL learners. The course will focus on: (1) the most recent developments in identification and assessment; and (2) research-based program, curricular, and instructional services that accommodate the needs of these four general categories of special needs and underserved gifted learners.

SPUG 440 Methods:EC Spec Education (4 credits)

The purpose of this course is to facilitate development of effective teaching skills for professionals in Early Childhood Special Education (ECSE), birth-6 with an emphasis on using evaluation and assessment information to plan developmentally appropriate individualized programs in the least restrictive environment (LRE) for children with a variety of disabling conditions. This course provides an emphasis on activity and play-based intervention and special methods for use with children with motor, sensory, health, communication, social-emotional and/or cognitive disabilities.

SPUG 444 Fund: Infants/Toddlers (4 credits)

The purpose of this course is to provide a foundation for working with infants and toddlers with disabilities and their families in natural environments in early intervention programs (birth-3). This course provides an emphasis on early childhood atypical and typical development, family-centered care, activity-based intervention in natural environments, curriculum for birth-3 programs, planning and conducting family-centered home visits, community services, and transitions to ECSE (ages 3-6) programs.

SPUG 445 Educational Assessment (4 credits)

The purpose of this course is to examine the technical adequacy and educational viability of

assessment instruments in determining screening, evaluation, eligibility, student progress monitoring and data-based instructional planning and individualized education program (IEP) planning practices for students with educational disabilities. This course provides practice with a variety of measures, including standardized instruments in test administration, scoring and interpretation, and informal and observational assessment data collection and reporting.

SPUG 450 Fundamentals Special Ed (4 credits)

The purpose of this course is to provide an overview of special education and specific categories of exceptionality and examine the theories, legal mandates, definitions, and terminology related to special education. This course provides characteristics of individuals with exceptionalities including but not limited to: gifted and talented, autism spectrum disorder, learning disabilities, emotional and behavioral disorders, developmental disabilities, sensory disabilities, early childhood special education, other health disorders, and speech and language disorders.

SPUG 451 Positng & Hdlg & AAC Strat (4 credits)

The purpose of this course is to provide a detailed discussion of normal gross motor, fine motor, oral motor and sensory development, followed by examination of the implications of the development of abnormal movement, sensory dysfunction, and augmentative and alternative communication (AAC). This course provides current positioning and handling theories and techniques and feeding interventions along with an overview of sensory defensiveness and optimal arousal states critical to successful learner performance. Practicum experience with classmate partners and children with physical or sensory impairment includes transfer and lifting techniques and equipment usage. . This course includes an examination of the principles and procedures involved in AAC assessment as well as practical guidance on designing and implementing intervention strategies that meet AAC needs and improve the lives of individuals who have severe communication disorders.

SPUG 454 Methods: Dev Disabilities (4 credits)

The purpose of this course is to examine philosophies, perspectives, methods and materials for supporting the learning of students with developmental disabilities who have extensive or pervasive needs for support. This course provides learning characteristics, curricular approaches and models, systematic instructional strategies, adaptations, friendships and other natural support

networks, self-determination, use of technology, planning for transition and potential services for adults.

SPUG 478 Fundamentals: Preschoolers (4 credits)

The purpose of this course is to provide a foundation for working with preschoolers and their families in early childhood and early childhood special education programs with an emphasis on typical and atypical early-childhood development, developmentally appropriate practice, and developing curriculum that is functional, appropriate, adaptable and fun. This course provides an opportunity to create curriculum units that enhance child development and are adapted for children with a variety of disabilities.

SPUG 485 ABA: Behavior Interv & Lrn Env (4 credits)

The purpose of this course, grounded in applied behavior analysis and research based interventions, is to explore positive behavior interventions and supports for promoting acceptable behavior in educational settings where individuals learn. This course provides skills to set up optimal learning environments to teach and support acceptable behaviors.

ENGINEERING (ENGR) - SCHOOL OF ENGINEERING

School of Engineering

O'Shaughnessy Science Hall (OSS) 100, (651) 962-5750

<https://engineering.stthomas.edu>

Faculty:

Weinkauff (dean), Abraham, Acton, Bach, Baxter, Besser, Forliti, George, Hennessey, Jalkio, Kabalan, Koerner, Lederle, Min, Mowry, Nasab, Nelson-Cheeseman, Nepal, Orser, Salamy, Secord, Shepard, Tahmasebi Nasab, Thomas, Welt, Wentz, You.

Faculty from other departments and adjunct faculty from industry teach specialized courses.

Engineering Degrees and Tracks offered:

The School of Engineering at the University of St. Thomas offers a range of tracks in engineering:

- B.S. in Civil Engineering (BSCE)

- B.S. in Computer Engineering (BSCPE)
- B.S. in Electrical Engineering (BSEE)
- B.S. in Mechanical Engineering (BSME)
- German and Engineering Dual Degree Program: International Engineering Program (IEP)
- Dual BS/BA degree programs with Business or Physics
- Fast Track Master of Science in Mechanical (MSME) and Electrical Engineering (MSEE)
- Pre-engineering/Liberal Arts Engineering Program
- Minor in Biomedical Engineering
- Minor in Electrical Engineering
- Minor in Engineering Education
- Minor in General Engineering
- Minor in Mechanical Engineering
- Minor in Materials Science and Engineering
- Minor in Peace Engineering

What is Engineering?

The value of an engineering education is a lifetime of opportunity. Engineering is the bridge between the ever-expanding technological frontier and today's societal needs. Engineers use design, science, mathematics, creativity, and business analysis to create solutions to improve almost every facet of human life. The production of food, energy, clean water, medicine, cars, transportation systems, building materials, robotic machines, computers, communications equipment, electronic devices, paper, plastics, and even clothing fibers is all driven by engineers. Engineering is central to the creation of new technologies such as medical devices, renewable energy, efficient engines, advanced materials, micro-machines, biotechnology, and nanotechnology. Engineers are also leaders in broader fields such as business, medicine, patent law and government.

About Engineering at the University of St. Thomas:

Our mission is to provide an applied, values-based learning experience that produces well rounded, innovative engineers and technology leaders who

have the technical skills, passion, and courage to make a difference. Our civil, computer, mechanical, and electrical engineering programs are accredited by the Engineering Accreditation Commission of ABET, Inc.(www.abet.org)

Program outcomes and objectives are designed to provide the graduate with a rigorous engineering experience balanced with the perspective of a liberal arts foundation. The educational objectives of each engineering program describe what we expect our graduates to accomplish in their work after graduation, as follows:

1. **Create with Engineering Skills:** Use engineering skills and principles appropriate to the major to create systems, products, and services that meet needs of people and improve the quality of their lives, and use resources wisely.
2. **Grow in a Learning Profession:** Increase personal knowledge and skill through graduate or professional study, appropriate certifications, and work assignments.
3. **Contribute through Citizenship:** Contribute time, knowledge, and skills to the profession, community, and world.
4. **Lead through One's Work:** Serve as a team member or team leader, demonstrating ethical behavior, social sensitivity, and professional responsibility.

All said, the students stand at the center of our work. Our faculty are dedicated teachers and practitioners and work to foster a vibrant educational environment. We strongly believe that an Engineering education is about rolling up your sleeves, getting your hands dirty on projects, and wrapping your mind around ideas which have the potential to change our world. Graduates will demonstrate competence in a variety of skills that enhance their ability to solve problems in diverse ways to meet the needs of the global community. Graduates will also develop teamwork and effective communication skills while gaining a comprehensive understanding of the design process and engineering systems.

The School of Engineering curricula and programs are designed to foster an engaging engineering experience for our students. The year-long Senior Design Clinic pairs teams of students with members of industry in creating a prototype solution to a real technical problem in the field. Our industry partners in the Twin Cities area sponsor numerous co-op and

summer internships for our students. Beyond the theory developed in the lectures, the Civil, Electrical, Mechanical and Computer Engineering curricula are designed to continually develop the hands-on skills of our students. From the freshman to senior level laboratories, students continue to gain a working knowledge of the modern engineering tools necessary to solve advanced technical problems.

Degree in Civil Engineering (BSCE)

The Bachelor of Science in Civil Engineering (BSCE) includes comprehensive coursework in the civil engineering discipline. Curriculum includes surveying, engineering graphics, statics, mechanics of materials, dynamics, fluid mechanics, materials, structural analysis, steel design, concrete design, soil mechanics, foundation design, transportation, construction and project management, engineering economics, environmental engineering, hydrology, hydraulics and engineering design. Civil Engineers design, build and maintain infrastructure, including transportation systems, structural systems, and water systems, and in doing so contribute to the common good. Since each civil engineering project is unique, this program focuses on problem solving and blends theory and research with practical engineering fundamentals.

The BSCE program is accredited by the Engineering Accreditation Commission (EAC) of ABET. Program outcomes and objectives as well as sample degree plans may be found at www.stthomas.edu/academics/undergraduate/civil-engineering-major. Students earning a BSCE degree will complete the University of St. Thomas Core Curriculum requirements and Civil Engineering major requirements and allied requirements listed below.

Civil Engineering Major Requirements

- ENGR 100 Introduction to Engineering Design (2 credits)
- ENGR 160 Surveying (2 credits)
- ENGR 162 Introduction to Engineering Graphics (1 credit)
- ENGR 220 Statics (4 credits)

- ENGR 221 Mechanics of Materials (4 credits)
- ENGR 222 General Dynamics (2 credits)
- ENGR 362 Construction and Engineering Economic Analysis (4 credits)
- ENGR 363 Construction Materials (4 credits)
- ENGR 364 Structural Analysis (4 credits)
- ENGR 365 Design of Steel and Concrete Structures (4 credits)
- ENGR 368 Fluid Mechanics for Civil Engineering (4 credits)
- ENGR 463 Soil Mechanics and Foundations (4 credits)
- ENGR 466 Transportation Engineering (4 credits)
- ENGR 467 Water Resources (4 credits)
- ENGR 468 Environmental Engineering (4 credits)
- ENGR 480 Engineering Design Clinic I (4 credits)
- ENGR 481 Engineering Design Clinic II (4 credits)
- ENGR Elective (2 credits)

Civil Engineering Allied Requirements

- CHEM 109 General Chemistry for Engineers (4 credits)
- GEOL 163 Applied Geology (4 credits)
- MATH 113 Calculus I (4 credits)
- MATH 114 Calculus II (4 credits)
- MATH 210 Introduction to Differential Equations and Systems (4 credits)
- PHYS 211 Classical Physics I (4 credits)
- PHYS 212 Classical Physics II (4 credits)
- STAT 220 Statistics 1 (4 credits)

Degree in Computer Engineering (BSCPE)

Computer Engineering is an interdisciplinary field that integrates the principles and techniques of the electrical engineering and computer science disciplines. Computer engineers study the close interaction between the hardware and software in a computer system and explore ways to integrate computing systems in general. A computer engineer is a sought-after job profile today requiring holistic hardware and software understanding and hands-on skills in embedded processing.

The BSCPE program is accredited by the Engineering Accreditation Commission (EAC) of ABET. Program outcomes and objectives as well as sample degree plans may be found at: www.stthomas.edu/academics/undergraduate/computer-engineering-major-and-minor

In addition to satisfying the University of St. Thomas Core Curriculum requirements, students earning a BSCPE degree must also meet the Computer Engineering Major requirements and the Computer Engineering allied requirements listed below.

Computer Engineering Major Requirements

- ENGR 100 Introduction to Engineering Design (2 credits)
- ENGR 175 Introduction to Electrical & Computer Engineering (2 credits)
- ENGR 230 Digital Design (4 credits)
- ENGR 240 Circuit Analysis (4 credits)
- ENGR 330 Microprocessor Architectures (4 credits)
OR CISC 340 Computer Architecture (4 credits)
- ENGR 331 Designing with Microprocessors (4 credits)
- ENGR 345 Electronics I (4 credits)
- ENGR 431 Design of Embedded Systems (4 credits)
- ENGR 432 Current Trends in Computing Systems (4 credits)
- ENGR 480 Engineering Design Clinic I (4 credits)

- ENGR 481 Engineering Design Clinic II (4 credits)

Computer Engineering Allied Requirements

- CISC 130 Introduction to Programming and Problem Solving in Sciences (4 credits)
- CISC 230 Object-Oriented Design and Programming (4 credits)
- CISC 231 Data Structures using Object-Oriented Design (4 credits)
- MATH 113 Calculus I (4 credits)
- MATH 114 Calculus II (4 credits)
- MATH 128 Introduction to Discrete Math (4 credits)
- MATH 210 Introduction to Differential Equations and Systems (4 credits)
- PHYS 211 Introduction to Classical Physics I (4 credits)
- PHYS 212 Introduction to Classical Physics II (4 credits)

Electives

Science/Math electives:

A total of 8 credit from the following list:

- MATH 200 or higher
- PHYS 200 or higher
- CHEM 109 General Chem for ENGR (4 credits)
- CHEM 111 General Chemistry I (4 credits)
- CHEM 112 General Chemistry II (4 credits)
- CHEM 115 Accelerated General Chemistry (4 credits)
- STAT 220 Introductory Statistics (4 credits)
- STAT 320 Applied Regression Analysis (4 credits)
- Other Math or Science electives approved by the chair

Technical electives:

A total of two courses selected from the following list. You are encouraged to choose two courses from the same field (software or hardware) to increase your depth of knowledge.

- CISC 310 Operating Systems (4 credits)
- CISC 350 Information Security (4 credits)
- CISC 370 Computer Networking (4 credits)
- CISC 380 Algorithms (4 credits)
- CISC 410 Advanced Information Security (4 credits)
- CISC 440 Artificial Intelligence and Robotics (4 credits)
- CISC 450 Database Design I (4 credits)
- CISC 451 Database Design II (4 credits)
- ENGR 311 Medical Device Manufacturing (4 credits)
- ENGR 340 Signals and Systems (4 credits)
- ENGR 346 Electronics II (4 credits)
- ENGR 410 Control Systems (4 credits)
- ETLS 630 Sensors for the Internet of Things (IoT) and Autonomy (3 credits)
- ETLS 675 Digital Signal Processing (3 credits)
- ETLS 676 Real Time DSP (3 credits)
- ETLS 678 Wearable Systems, Data and IoT (3credits)
- SEIS 610 Software Engineering (3 credits)
- Other ENGR, CISC, SEIS, or ETLS course approved by the chair

Degree in Electrical Engineering (BSEE)

The Bachelor of Science in Electrical Engineering (BSEE) curriculum includes courses in circuits and electronics, signal processing and control system design, digital electronics and microprocessors, and electromagnetic fields and waves with a focus on embedded system design. The Electrical Engineering program is academically rigorous, complemented with a full liberal arts experience of the University of St. Thomas Core Curriculum.

In addition to satisfying the University of St. Thomas Core Curriculum requirements, students earning a BSEE degree must also meet the Electrical Engineering Major requirements and the Electrical Engineering allied requirements listed below. The BSEE program is accredited by the Engineering Accreditation Commission (EAC) of ABET. Program outcomes and objectives as well as sample degree plans may be found at: www.stthomas.edu/academics/undergraduate/electrical-engineering-major

Electrical Engineering Major Requirements

- ENGR 100 Introduction to Engineering Design (2 credits)
- ENGR 175 Introduction to Electrical & Computer Engineering (2 credits)
- ENGR 230 Digital Design (4 credits)
- ENGR 240 Circuit Analysis (4 credits)
- ENGR 331 Designing with Microprocessors (4 credits)
- ENGR 340 Signals and Systems (4 credits)
- ENGR 342 Electromagnetic Fields and Waves (4 credits)
- ENGR 345 Electronics I (4 credits)
- ENGR 346 Electronics II (4 credits)
- ENGR 410 Control Systems and Automation (4 credits)
- ENGR 480 Engineering Design Clinic I (4 credits)
- ENGR 481 Engineering Design Clinic II (4 credits)

Plus

Three technical elective courses as approved by the program (see tracks below)

Electrical Engineering Allied Requirements

- CISC 130 Introduction to Programming and Problem Solving in the Sciences (4 credits)
- or
- CISC 131 Introduction to Programming and Problem Solving (4 credits)

Note: CISC 130 is recommended for this major

- MATH 113 Calculus I (4 credits)
- MATH 114 Calculus II (4 credits)
- MATH 200 Multi-Variable Calculus (4 credits)
- MATH 210 Introduction to Differential Equations and Systems (4 credits)
- PHYS 211 Introduction to Classical Physics I (4 credits)
- PHYS 212 Introduction to Classical Physics II (4 credits)
- PHYS 225 Applications of Modern Physics (4 credits)
- PHYS 341 Electricity and Magnetism (4 credits)

Students must choose two courses from a track. The third course can come from any track or a technical course pre-approved by the chair.

Each track will be satisfied by completing two courses from those listed below.

Power Track

- ETL5 744 Power Systems and Smart Grids [required in track] (3 credits)
- ETL5 746 Power Electronics (3 credits)
- ETL5 747 Electrical Machines and Vehicles (3 credits)
- ETL5 748 Renewable Energy and the Future (3 credits)
- ETL5 750 Smart Distribution Systems (3 credits)

Signal Processing & Communications Track

- ETL5 620 Analog Communications (3 credits)
- ETL5 621 Digital Communications (3 credits)
- ETL5 675 Digital Signal Processing (3 credits)
- ETL5 676 Real Time DSP (3 credits)

- ETLS 810 Advanced Control Systems (3 credits)

Embedded Systems Track

- ENGR 330 Microprocessor Architectures (4 credits)
- ENGR 431 Embedded Systems (4 credits)
- ENGR 432 Current Trends in Computing Systems (4 credits)

Physics Track

See also Dual Degree BSEE and Physics BA

- PHYS 215 Modern Physics (4 credits)
- PHYS 347 Optics (4 credits)
- OR four credits of physics electives as approved by the chair

One Additional Elective from any track or technical elective:

- ETLS 620 Analog Communications (3 credits)
- ETLS 621 Digital Communications (3 credits)
- ETLS 675 Digital Signal Processing (3 credits)
- ETLS 676 Real Time DSP (3 credits)
- ETLS 744 Power Systems and Smart Grids [required in track] (3 credits)
- ETLS 746 Power Electronics (3 credits)
- ETLS 747 Electrical Machines and Vehicles (3 credits)
- ETLS 748 Renewable Energy and the Future (3 credits)
- ETLS 750 Smart Distribution Systems (3 credits)
- ETLS 810 Advanced Control Systems (3 credits)
- ENGR 330 Microprocessor Architectures (4 credits)
- ENGR 311 Medical Devices Manufacturing (4 credits)

- ENGR 431 Embedded Systems (4 credits)
- ENGR 432 Current Trends in Computing Systems (4 credits)
- PHYS 215 Modern Physics (4 credits)
- PHYS 347 Optics (4 credits)

Degree in Mechanical Engineering (BSME)

The Bachelor of Science in Mechanical Engineering (BSME) is an applied-engineering program, blending theory and research with practical engineering fundamentals. The program is academically rigorous, complemented with a full Liberal Arts experience of the University of St. Thomas Core Curriculum. The mechanical engineering curriculum provides a foundation in theoretical and applied mechanics, materials, electrical-electronic fundamentals, computer aided design, automation systems, thermodynamics, heat transfer, fluid flow, manufacturing processes and practical design. The BSME program is accredited by the Engineering Accreditation Commission (EAC) of ABET. Program outcomes and objectives as well as sample degree plans may be found at: www.stthomas.edu/academics/undergraduate/mecanical-engineering-major.

In addition to satisfying the University of St. Thomas Core Curriculum requirements, students earning a BSME degree must also meet the Mechanical Engineering Major requirements and the Mechanical Engineering allied requirements listed below.

Mechanical Engineering Major Requirements

- ENGR 100 Introduction to Engineering Design (2 credits)
- ENGR 170 Mechanical Engineering Graphic (2 credits)
- ENGR 220 Statics (4 credits)
- ENGR 221 Mechanics of Materials (4 credits)
- ENGR 255 Fabrication Lab (0 credits)
- ENGR 320 Machine Design and Synthesis (4 credits)
- ENGR 322 Dynamics (4 credits)

- ENGR 350 Introduction to Electronics (4 credits)
- ENGR 361 Engineering Materials (4 credits)
- ENGR 371 Manufacturing Processes and Statistical Control (4 credits)
- ENGR 381 Thermodynamics (4 credits)
- ENGR 383 Fluid Mechanics (4 credits)
- ENGR 384 Heat Transfer (4 credits)
- ENGR 410 Control Systems and Automation (4 credits)
- ENGR 480 Engineering Design Clinic I (4 credits)
- ENGR 481 Engineering Design Clinic II (4 credits)

Plus

- four additional ENGR credits above the 100 level
- or
- one course from the following:
 - ENTR 330 Environmental Sustainability
 - ETL5 507 Intro to Systems Engineering
 - ETL5 555 Advanced Product Design
 - ETL5 591 Advanced Thermal Systems
 - ETL5 640 Lean Six Sigma
 - ETL5 699 Topics
 - ETL5 723 Biomaterials in Design of Med Devices
 - ETL5 744 Power Systems and Smart Grids
 - ETL5 770 Automated Control of Mfg Processes
 - ETL5 774 Introduction to Mechatronics
 - ETL5 775 Polymers in Design

- ETL5 777 Finite Element Analysis
- ETL5 789 Simulation and Visualization of Dynamic Systems
- ETL5 810 Advanced Controls

Mechanical Engineering Allied Requirements

- CHEM 109 General Chemistry for Engineers (4 credits)
- (or CHEM 111 however, CHEM 109 is preferred for this major)
- CISC 130 Introduction to Programming and Problem Solving in the Sciences (4 credits)
- or CISC 131 Introduction to Programming and Problem Solving (4 credits)

Note: CISC 130 is preferred for this major

- MATH 113 Calculus I (4 credits)
- MATH 114 Calculus II (4 credits)
- MATH 200 Multi-Variable Calculus (4 credits)
- MATH 210 Introduction to Differential Equations and Systems (4 credits)
- PHYS 211 Introduction to Classical Physics I (4 credits)
- PHYS 212 Introduction to Classical Physics II (4 credits)

German and Engineering Dual Degree Program: International Engineering Program (IEP)

The dual degree program in engineering and German is designed for students pursuing an international career. It provides engineers with language skills, international experience, and intellectual competence. Students in this dual program will have skills to prepare them for a wide variety of opportunities in industry.

Upon completing, students receive a B.A. in German and a Bachelor of Science in Mechanical, Electrical, Computer, or Civil Engineering.

Students must complete the appropriate Engineering and German Major Requirements and the respective Engineering and German allied

requirements. This dual degree requires approximately five years to complete.

Plans of study for dual degree programs are available online, through the German program director, or in the School of Engineering main Office.

For more information see:

<https://www.stthomas.edu/academics/undergraduate/german-engineering-dual-degree/index.html>

Minor in Biomedical Engineering

The Biomedical Engineering Minor is designed for students with majors in mechanical,

computer, and electrical engineering. This minor serves those who plan to go on to graduate school in the sciences and engineering, and those entering business and industry. It offers the opportunity to explore the field of biomedical engineering and provides an understanding of the physiological aspects and applications of this practice. Choice can be made to complete the minor with an Electrical Engineering/Computer Engineering or a Mechanical Engineering emphasis.

Students from the above-listed majors who have (or will have) completed courses prescribed for this minor as part of their major requirements shall consult with the Biomedical Engineering Minor program director for guidance on course selection to satisfy the requirements of 16 credits.

Required: 3 courses (8 credits)

- ENGR 310 Biomedical Engineering (2 credits)

- Pre-reqs minimum grade of C- in either ENGR 240 or ENGR 350 or ENGR 221

- ENGR 311 Medical Device Manufacturing (2 credits)

- No pre-req, but preference for 2nd or 3rd-year student

- BIOL 105 Human Biology class (4 credit)
or EXSC 214 Physiology (4 credits)

- No pre-req for either course

Required: Choose 4 credits of these courses:

Mechanical Engineering emphasis (4 credits):

- ENGR 314 Biomaterials in Engineering with Lab (4 credits)

- Pre-req. Minimum grade of C- in ENGR 221

Electrical Engineering/Computer Engineering emphasis (4 credits):

- ENGR 312 Bioelectricity and instrumentation (2 credits)

- Pre-reqs minimum grade of C- in either ENGR 240 or ENGR 350

- ENGR 313 Medical Imaging (2 credits)

- Pre-reqs minimum grade of C- in (ENGR 240 or ENGR 350) and MATH 210

And, 4 additional credits from the courses listed below:

- BIOL 354 Neurobiology (4 credits)
- BIOL 349 Comparative Anatomy and Physiology (4 credits)
- BIOL 364 Immunology
- ETLS 507 Intro to Systems Engineering + 1 credit independent study or 1 credit paper
- ETLS 675 Digital Signal Processing + 1 credit independent study or 1 credit paper
- ETLS 746 Power Electronics + 1 credit independent study or 1 credit paper
- EXSC 213 Anatomy (4 credit)
- EXSC 326 Kinesiology (4 credits)
- EXSC 426 Biomechanics
- NSCI 340 Computational neuroscience (4 credits)
- PHYS 347 Optics (4 credits)
- Or students may take all of ENGR 312, ENGR 313, and 314 and forgo the elective.

Note: students are encouraged to take PHIL 254 Biomedical Ethics as part of the "Theology and Philosophy" core requirement. The prerequisite is

PHIL 110, and this fulfills the 2nd PHIL or THEO requirement.

Minor in Electrical Engineering

The electrical engineering minor is designed for students with majors in the sciences, mathematics, mechanical engineering, quantitative methods, and business. This minor serve both those who plan to go on to graduate school in engineering and those entering business and industry. The engineering minor offers the opportunity to explore the field of engineering and provides an understanding of the technology of products and processes. It also strengthens pre-med and pre-law candidates who intend to pursue specialized areas such as biomechanics or patent law.

Students must complete sixteen credits from the following:

- ENGR 230 Digital Design (4 credits)
- ENGR 240 Circuit Analysis (4 credits) *
OR ENGR 350 Introduction to Electronics (4 credits)
- ENGR 330 Microprocessor Architecture (4 credits)
- ENGR 331 Designing with Microprocessor (4 credits)
- ENGR 340 Signals and Systems (4 credits)
- ENGR 342 Electromagnetic Fields and Waves (4 credits)
- ENGR 345 Electronics I (4 credits)
- ENGR 346 Electronics II (4 credits)
- ENGR 410 Control Systems and Automation (4 credits)
- ENGR 431 Design of Embedded Systems (4 credits)
- ENGR 432 Current Trends in Computing (4 credits)

*Note- credit will not be given for both ENGR 240 and ENGR 350

Minor in Engineering Education

The Engineering Education minor is designed for students who are majoring in Education. The minor is intended to give pre-service teachers a solid

background in basic engineering concepts that can be applied to a P-12 classroom. Special effort is made throughout the program to tie engineering concepts to the Minnesota academic standards in science.

Students must complete the following courses:

- ENGR 130 Fundamentals of Engineering for Educators I (4 credit)
- ENGR 171 Engineering Graphics and Design (4 credits)
- EDUC 327 Engineering in the P-12 Classroom (4 credits)

Plus, eight elective credits from the following list:

- ENGR 123 Energy and the Environment (4 credits)
- ENGR 220 Statics (4 credits)
- ENGR 230 Digital Design (4 credits)
- ENGR 350 Introduction to Electronics (4 credits)
- ENGR 361 Engineering Materials (4 credits)
- ENGR 371 Manufacturing Processes and Statistical Control (4 credits)
- ENGR 381 Thermodynamics (4 credits)

*Any other ENGR course may be substituted for elective credit with the permission of the minor advisor.

Plus, four credits from the following list may be used towards the eight elective credits:

- PHYS 104 Astronomy (4 credits)
- PHYS 105 Musical Acoustics (4 credits)
- PHYS 109 General Physics I (4 credits)
- PHYS 110 General Physics II (4 credits)
- PHYS 211 Classical Physics I (4 credits)
- PHYS 212 Classical Physics II (4 credits)

Minor in General Engineering

The general engineering minor provides a broad overview of topics in both electrical and mechanical engineering. It offers the opportunity to explore the field of engineering and provides an understanding of the technology of products and processes. It also strengthens pre-med and pre-law candidates who intend to pursue specialized areas such as biomechanics or patent law. This minor is not available for students majoring in electrical or mechanical engineering.

Students must complete courses from the following list:

- ENGR 150 Introduction to Engineering I (1 credit)
- ENGR 171 Engineering Graphics and Design (4 credits)
- ENGR 230 Digital Design (4 credits)

Plus, one of the following courses:

- ENGR 220 Statics (4 credits)
- ENGR 240 Circuit Analysis (4 credits)
- ENGR 330 Microprocessor Architectures (4 credits)
- ENGR 381 Thermodynamics (4 credits)

Plus

- four additional credits of engineering (ENGR) classes

Minor in Mechanical Engineering

The mechanical engineering minor is designed for students with majors in the sciences, mathematics, electrical engineering, quantitative methods, and business. This minor serve those who plan to go on to graduate school in engineering and those entering business and industry. The engineering minor offers the opportunity to explore the field of engineering and provides an understanding of the technology of products and processes. It also strengthens pre-med and pre-law candidates who intend to pursue specialized areas such as biomechanics or patent law.

Students must complete Sixteen credits from the following:

- ENGR 100 Introduction to Engineering Design (2 credits)
- ENGR 170 Mechanical Engineering Graphics (2 credits)
- ENGR 220 Statics (4 credits)
- ENGR 221 Mechanics of Materials (4 credits)
- ENGR 320 Machine Design and Synthesis (4 credits)
- ENGR 322 Dynamics (4 credits)
- ENGR 361 Engineering Materials (4 credits)
- ENGR 371 Manufacturing Processes and Statistical Control (4 credits)
- ENGR 381 Thermodynamics (4 credits)
- ENGR 383 Fluid Mechanics (4 credits)
- ENGR 384 Heat Transfer (4 credits)
- ENGR 410 Control Systems and Automation (4 credits)
- Other courses with approval of Mechanical Engineering Chair

Materials Science and Engineering

A minor in Materials Science and Engineering is also available. [Click here for more information](#).

Minor in Peace Engineering

The peace engineering minor teaches students to work collaboratively with and empower those experiencing injustice to develop innovative and sustainable solutions to serve people and advance the common good. Peace engineers might pursue careers in managing energy and water resources, aid of technology in development or in areas of conflict or disaster, advocating for public safety in engineering decisions, or designing tools to fight poverty and hunger.

See Justice & Peace Studies

Dual Degree Electrical Engineering and Physics

The dual degree program in electrical engineering and physics is designed for students interested in combining lab skills and theory with engineering

principles and practice. Students in this dual program will have skills to prepare them for a wide variety of opportunities in industry or advanced graduate education.

Upon completing, students receive a B.A. in Physics and a Bachelor of Science in Electrical Engineering.

Students must complete the appropriate Engineering and Physics Major Requirements and the respective Engineering and Physics allied requirements.

See <https://www.stthomas.edu/catalog/current/physics/>

Dual Degree in Engineering and General Business Management

The dual degree program in engineering and general business management is designed for students with an interest in both engineering and business. The program combines the applied engineering concepts of engineering with knowledge of the financial, marketing and management disciplines of the business program. Students in this dual program will have skills to prepare them for a wide variety of opportunities in industry or advanced graduate education.

Upon completing, students receive a B.A. in Business Administration and a Bachelor of Science in Mechanical, Electrical, Computer, or Civil Engineering.

Students must complete the appropriate Engineering and Business Major Requirements and the respective Engineering and Business allied requirements. This dual degree requires approximately five years to complete.

See <https://www.stthomas.edu/catalog/current/business/>

Fast Track Master of Science in Mechanical (MSME) and Electrical Engineering (MSEE)

A fast track option to obtain a Master of Science in Mechanical (MSME) or Electrical (MSEE) Engineering is available for students earning a Bachelor of Science in Mechanical (BSME), Electrical (BSEE), or Computer (BSCPE) Engineering.

Site: <https://engineering.stthomas.edu/ug-experience/degrees-programs/fast-track-masters/index.html>

Pre-Engineering/Liberal Arts Engineering program

See Pre-Professional Programs

ENGR Course Catalog

ENGR 100 Intro to Engineering Design (2 credits)

This course introduces students to the engineering disciplines and the design process through a semester-long design challenge. Students will gain improved self-awareness, empathy, and critical thinking skills; this will help them work as a team in a collaborative and inclusive environment to identify a need, interview clients, plan tasks and propose engineering solutions with consideration for the common good.

ENGR 123 Energy and the Environment (4 credits)

The course examines the core concepts of energy and power technologies. A hands-on laboratory will examine how refrigerators, swamp coolers, generators, turbines, car engines and solar panels work. The class covers how electricity from fossil fuels is generated and transported, and the status of the technology behind harnessing geothermal resources, solar power, fuel cells, wind power, and biomass energy. Students will be introduced to the 1st and 2nd laws of thermodynamics, trade-off charts and the design process. The cultural, social, and economic impacts of energy production are discussed as well as their effects on the environment. (This course is limited to non-majors or students with Freshman or Sophomore standing.)

ENGR 130 Fundamentals of ENGR for EDUC (4 credits)

This is a one-semester survey of engineering topics. Topics will span machine design, manufacturing, thermodynamics, electronics, computer programming, and chemical engineering. The course will have weekly lab sessions which will allow students to apply what they are learning from lectures in a hands-on setting. Emphasis will be placed on how the material is used by practitioners. Numerous examples will be given of how this material can be presented in a way that meets Minnesota education standards. Each topic unit will include a component dedicated to the historic and current relevance of the concepts and skills presented. Whenever appropriate, and feasible, guest lectures and field trips will be arranged. The

goal of this course is to provide teachers with a short, hands-on introduction to a variety of engineering.

ENGR 150 Introduction to Engineering (1 credit)

This course introduces students to engineering fields, practicing engineers and hands-on engineering work. As they become acquainted with engineering occupations and experience their potential for creativity and fun, students will understand the value and applications of the required curriculum and be motivated and stimulated to pursue further engineering studies.

ENGR 160 Surveying (2 credits)

Introduction to differential leveling, coordinates systems, horizontal and vertical control networks, closure adjustments, area computations and earthwork volume computations.

ENGR 162 Intro to Engineering Graphics (1 credit)

This course covers graphical communication, computer-aided design for civil engineering applications, principles of projection and project design process for civil engineering applications.

ENGR 170 Mechanical Engineering Graphic (2 credits)

Through a combination of lectures, hands-on computer time, and design projects, students will learn to read, and create, engineering drawings and use computer-aided-design (CAD) terminology and technology. Topics covered will include the engineering design process, rapid prototyping, principles of projection, and introductory methods of representation and constructive geometry.

ENGR 171 Engineering Graphics & Design (4 credits)

Through a combination of lectures, hands-on computer lab time, and design projects, students will learn to read, and create engineering drawings and use computer-aided design (CAD) terminology and technology. Topics covered will include the engineering design process, rapid prototyping, principles of projection and introductory methods of representation and constructive geometry.

ENGR 172 CE Graphics & Methods (4 credits)

An introduction to civil engineering including familiarization with the various internal disciplines, reading and creating engineering drawings, and using computational methods to solve engineering problems. Through a combination of lectures (both instructor lead and guest appearances), hands-on computer lab time, and design projects, students will cover the project design process, principles of

projection and graphical representation, and computational tools such as Microsoft Excel and Mathworks Matlab and how they can be used to assist problem-solving.

ENGR 175 Intro to Electrical & Comp Eng (2 credits)

A hands-on introduction to a variety of basic concepts in Electrical and Computer Engineering. The course includes lessons, labs, and projects that explore analog and digital electronics in both theory and practice. Students will develop proficiency in the basic tools and skills required for electrical and computer engineering projects and coursework, and gain insight into them as a potential major, minor, and/or career.

ENGR 220 Statics (4 credits)

Principles of statics including such topics as rigid bodies, equilibrium, equivalent systems of forces, 2D structures, distributed forces, centroids and centers of gravity, moments of inertia, friction, forces in beams & cables, and the principle of virtual work. Emphasis on applications with integrated labs/hands-on projects. Prerequisites: A minimum grade of C- in PHYS 211 and a processed Engineering (Electrical, Computer, Civil, Mechanical) or Physics major or minor declaration.

ENGR 221 Mechanics of Materials (4 credits)

Principles of deformable body mechanics including stress, strain, basic loading situations, transformations of stress and strain, beam theory, and energy methods. Emphasis on applications with integrated labs/hands-on projects. Prerequisite: A minimum grade of C- in ENGR 220

ENGR 222 General Dynamics (2 credits)

Principles of dynamics including such topics as kinematics of particles, Newton's Second Law, energy and momentum methods, plane motion of rigid bodies, forces and acceleration. Modern computing tools are used for analysis. (Prerequisite: C- or better in ENGR 220; C- or better or concurrent enrollment in MATH 210).

ENGR 230 Digital Design (4 credits)

Introduction to the design of digital logic. Topics include Boolean logic, design and optimization of combinational and sequential logic, the use of programmable logic devices, logic hazards, electronic implementation of logic gates. Students will be expected to specify, design, simulate, construct, and test digital circuits and document all phases of the process.

ENGR 240 Circuit Analysis (4 credits)

Introduction to linear circuit analysis and basic

electronic instrumentation. Students will learn linear models of passive components and sources as well as how real components depart from those models. Circuit analysis techniques including nodal and mesh analysis, equivalence theorems and computer simulation will be covered. Laplace transform techniques will be used to examine sinusoidal steady state and transient circuit behavior. Prerequisites: Concurrent registration with or prior completion of PHYS 212 and a processed Engineering (Electrical, Computer, Civil, Mechanical) or Physics major or minor declaration. NOTE: Students who receive credit for ENGR 350 may not receive credit for ENGR 240.

ENGR 243 Individual Study (1 to 4 credits)

ENGR 255 Fabrication Skills Lab (0 credits)

A hands-on lab providing instruction in fabrication skills used throughout the mechanical engineering curriculum. Training on safety and usage of manual mills, manual lathes, and a wide variety of woodshop equipment.

ENGR 269 Research (2 or 4 credits)

ENGR 270 LabVIEW for Engineers (2 credits)

Through a combination of lecture, group discussion, hands on exercises, student presentations and a student project, students will learn to use LabVIEW for data acquisition, data analysis, instrument control and application development. This course that explores LabVIEW® as a programming tool. The student will learn the basics of programming including creating programs (VI's and sub-VI's), basic programming structures such as looping and branching, understand the basics of different data types and be able to perform data acquisition and data analysis (including file I/O). This course will prepare students to gather and analyze data for engineering applications.

ENGR 271 Roman Structures Engr. Society (2 to 4 credits)

Modern Rome is a living tribute to the contributions made by the engineers of Ancient Rome and the Holy Roman Empire. Their legacies of art, architecture, public health innovations, design and construction techniques advanced the Roman rural society to an urban culture of well-defined principles and planning. The course will be conducted in Rome, Naples and Florence where many of these examples still exist. On-site visits will be made in the above areas where discussions and observations can take place. Visits to two Italian universities for lectures will again be included; La Sapienza in Rome and Federico II in Naples. Academic research will

be presented by their instructors with discussion and comments from our students. We will evaluate examples in today's society and use ancient and modern Roman and Italy as our backdrop for these discussions.

ENGR 296 Topics (2 credits)

ENGR 297 Topics (2 or 4 credits)

ENGR 298 Topics (4 credits)

ENGR 305 Internship (0 credits)

This zero credit course is for co-curricular engineering practical training for undergraduate students in the School of Engineering.

ENGR 310 Intro to Biomed Engr (2 credits)

Students will learn the ways regulation impacts the design process of devices for human use. Topics covered include categories of devices and software, a discussion of regulatory implications for device design, the role of risk in the development of products, device verification and validation, submission for approval, and reimbursement. The course will follow development of a product from initial concept through risk assessments, requirement development, requirement verification, risk management report, and submission with a discussion of the impacts of clinical study design on submission method. As we walk through these aspects of product design, students will develop their product and document its performance as a medical device.

ENGR 311 Medical Device Manufacturing (2 credits)

Medical Device Manufacturing and Validation: This course will provide students with a broad knowledge of the Medical Device Manufacturing Industry and many of the processes and activities associated with it. Topics covered include categories of devices, the design process, FDA Regulations, quality control, design verification, clinical studies, transfer to production, manufacturing process validation, clean rooms, device sterilization, and related processes. The preferred student is an engineering major at the upper-division level (Junior or Senior year); however, this is not a pre-requisite.

ENGR 312 Bioelectricity & Instrument (2 credits)

Bioelectricity studies how electrical signals propagate in solution and interact with excitable cells. This course will first investigate how ions in solution diffuse and move in the presence of an electric field to establish a resting cell membrane potential. The Hodgkin-Huxley electrical model of the membrane will be used to explain how action

potential pulses are created and propagate in neurons. The cable equation and related length and time constants will allow students to answer questions related to the propagation velocity of neural signals. Students will link course concepts to active hands-on activities using conventional bioelectronics instrumentation. Instrumentation concepts include electrodes for measuring voltage in solution; low-noise amplification and analog-to-digital conversion; the electrocardiograph (ECG) and cardiac pacemaker; and the electroencephalograph (EEG). Prerequisites: C- in ENGR 240 or ENGR 350

ENGR 313 Medical Imaging (2 credits)

The goal of this course is to introduce important medical imaging modalities and discuss various image acquisition and processing techniques used in the medical field. Topics include underlying physics and mathematics for X-ray, ultra-sound imaging, computed tomography (CT), magnetic resonance imaging (MRI) and nuclear medicine imaging such as positron emission tomography (PET) are introduced. Students will also have opportunities to gain hands on experience processing medical images. Prerequisites: C- in ENGR 240 or ENGR 350

ENGR 314 Biomaterials in Engineering (4 credits)

This is an introductory course in the use of materials in the body, with some background in the science of the materials that are used as appropriate to the applications being discussed. This course will develop the necessary background to understand the properties of biomaterials, their applications and selection process for design and development of medical devices. The course will cover a variety of biomaterials, with an emphasis on structure-property relationships that enable their applications as medical devices. Biomaterial and body Interactions, biomaterial degradation, and their manufacturing and testing will also be discussed. This course will use a combination of lectures, case-studies, guest lectures, student presentations, and tours. Prerequisite: C- or better in ENGR 221

ENGR 320 Machine Design & Synthesis (4 credits)

Focus is on advanced mechanics topics, failure theories (static and dynamic), and on an understanding of basic machine components. This course will develop the student's creative skills in conceptualizing machines to meet performance criteria by means of a design project. Machine designs will require the understanding and use of machine components such as springs, screws, bearings, basic 4-bar linkages, cams, and gears.

Finally, a number of mini labs/workshops on topics that support the design project such as dynamic analysis software, machine component design, and design for manufacture are given. Prerequisite: A minimum grade of C- in (ENGR 170 or ENGR 171), ENGR 220 and ENGR 221, and satisfactory completion of ENGR 255 (or concurrent registration)

ENGR 322 Dynamics (4 credits)

Principles of dynamics including such topics as kinematics of particles, Newton's Second Law, energy and momentum methods, plane motion of rigid bodies, and forces and acceleration. Applied mathematics is used to solve resulting ordinary differential equations numerically with MATLAB. Emphasis on applications with integrated labs/projects. Prerequisites: Minimum of C- in CISC 130, ENGR 220, MATH 200, and MATH 210

ENGR 330 Microprocessor Architectures (4 credits)

Introduction to computer architecture and implementation of architectural features in terms of digital logic. Hardware components and relationships between hardware and software are covered. Tradeoffs between architectures and design approaches are be discussed. Prerequisite: A minimum grade of C- in both ENGR 230 and CISC 130

ENGR 331 Designing with Microprocessors (4 credits)

Topics include communication and bus protocols, A/D and D/A conversion, interrupts and common microcontroller peripherals. Prerequisite: A minimum grade of C- in both ENGR 230 and CISC 130, and concurrent registration in either ENGR 350 or ENGR 240, or permission from instructor.

ENGR 340 Signals and Systems (4 credits)

To develop an understanding of the analysis of continuous and discrete time systems using Fourier series, Fourier transform, and Z transforms, and an understanding of frequency domain characteristics, state space concepts, effects of sampling and modulation. Prerequisites: A minimum grade of C- in ENGR 240 and MATH 210

ENGR 342 Electromagnetic Fields/Wave (4 credits)

A continuation of PHYS 341. An introduction to the practical consequences of Maxwell's equations including propagation, reflection and absorption of electromagnetic waves. Applications include antennas, waveguides, transmission lines, and shielding from electromagnetic interference. Prerequisite: A minimum grade of C- in PHYS 341

ENGR 345 Electronics I (4 credits)

Analysis of electronic devices and circuits. Topics include linear and non-linear models of electronic devices, feedback and circuit design techniques. Applications include amplifiers, demodulation, oscillators, logic implementation. Prerequisites: A minimum grade of C- in ENGR 240 or 350

ENGR 346 Electronics II (4 credits)

Continuation of ENGR 345. Several special topics will be covered including an introduction to switch mode power supplies and an introduction to electrical noise and noise sources. Prerequisite: A minimum grade of C- in ENGR 345

ENGR 350 Introduction to Electronics (4 credits)

This course provides scientists and engineers with a background in electrical circuits, electronics and electric machines. Topics include DC, AC and transient circuit analysis, AC 3-phase and power, frequency response and filters, operational amplifiers and active filter, and electric machines; magnetism, magnetic materials, magnetic circuits, DC and AC motors and generators. The course consists of lectures, demonstrations, discussions and an associated hands-on laboratory. Prerequisite: A minimum grade of C- in PHYS 112 or 212

ENGR 361 Engineering Materials (4 credits)

An introduction to materials and their properties. This course introduces students to the fundamentals of materials theory, properties and applications. Topics include properties and applications of metals, polymers, ceramics and composite materials. The course emphasizes characteristics of materials in manufacturing operations and service, including open-ended design issues. Offered in fall semester. Prerequisites: A minimum grade of C- in CHEM 109 (preferred), or CHEM 111 or CHEM 115

ENGR 362 Construc./Engr. Econ Analysis (4 credits)

Introduction to construction processes including construction planning, equipment, delivery methods, contract documents, procurement, construction methods, scheduling, critical path method, project management, estimating and safety. Construction of buildings, and transportation infrastructure including bridges, roads, rail and highways. Principles of engineering economy including cash flow analysis, cost, analysis and uncertainty. Prerequisites: MATH 113. ECON 251 recommended.

ENGR 363 Construction Materials (4 credits)

Introduction to construction materials commonly used in civil engineering projects, including

aggregates, asphalt, concrete, fiber reinforced polymers, masonry, metals, and wood. For each material, topics will include material properties, specifications, laboratory procedures, and test equipment, with an emphasis on ASTM standards. Introduction to asphalt and concrete mix design. Prerequisites: C- or better in ENGR 221, STAT 220, and CHEM 109

ENGR 364 Structural Analysis (4 credits)

Identification of loads and load paths through a structure. Analysis of internal loading, stress and deflection in trusses, beams and frames. Topics include shear and moment diagrams, influence lines, and determination of deflection through energy methods. Prerequisite: ENGR 221 and MATH 210 with C- or better.

ENGR 365 Des. Steel and Concrete Struc. (4 credits)

Introduction to the design of steel structures; behavior of tension, compression, bending and combined force members and their connections; theoretical, experimental, and practical bases for proportioning members and their connections. Study of the strength, behavior, and design of reinforced concrete members subjected to axial forces, shear forces and moment forces. Prerequisite: ENGR 364 with C- or better.

ENGR 368 Fluid Mechanics for CE (4 credits)

Introduction to the fundamentals of fluid mechanics in the context of civil engineering applications. Topics covered include hydrostatics and pressure variations in non-moving fluids, forces on submerged surfaces, conservation laws of flowing fluids (mass, momentum, and energy), potential flow and viscous flow, boundary layer theory, internal flow, external flow, open channel flow, drag and experimental uncertainty analysis. Hands-on engagement of lecture topics, practical hands-on skills, experimental design and measurement uncertainty analysis is integrated into course laboratory. Prerequisite: MATH 210 with C- or better.

ENGR 371 Manufacturing Prcs & Stat Cont (4 credits)

This course covers such basic principles as metal forming, metal cutting, plastic molding, and continuous processes. Students will learn statistical evaluation tools such as the meaning of population distributions, means, medians, regression analysis, and standard deviations. Statistical process control and acceptance testing in the context of modern manufacturing processes will be covered.

Prerequisite: A minimum grade of C- in MATH 114 and ENGR 221 (or concurrent registration)

ENGR 381 Thermodynamics (4 credits)

A study of thermal and mechanical energy and their applications to technology. First law of thermodynamics (energy conservation); second law of thermodynamics (restrictions on energy transformations). Major topics include the analysis of closed and open (steady state and transient) systems, power cycles, thermophysical properties of substances humidity, dew point and other characteristics of non-reacting mixtures.

Prerequisites: A minimum grade of C- in CHEM 115 or 109

ENGR 382 Heat Transfer (4 credits)

Introduction to the fundamentals of heat transfer in the context of engineering applications. The major topics to be covered include conduction, convection, and radiation. Students will solve steady and unsteady conduction heat transfer problems in both one-dimensional and multi-dimensional coordinate systems. Internal and external convection will be covered as well as heat exchangers and natural convection. Prerequisite: Grades of C- or higher in ENGR 381 and MATH 210

ENGR 383 Fluid Mechanics (4 credits)

Introduction to the fundamentals of fluid mechanics in the context of engineering applications. Topics covered include fluid properties, hydrostatics and pressure variations in non-moving fluids, buoyancy, conservation laws of flowing fluids (mass, momentum, and energy), dimensional analysis, boundary layers, internal flow, external flow, drag and lift. Experimental uncertainty analysis is integrated into the course lecture and lab. Also, the evaluation of turbomachinery and use of pump/blower curves is addressed. Prerequisite: Grade of C- or higher in ENGR 381 and MATH 200.

ENGR 384 Heat Transfer (4 credits)

Introduction to the fundamentals of heat transfer in the context of engineering applications. The major topics to be covered include conduction, convection, and radiation. Students will solve steady and unsteady conduction heat transfer problems in both one-dimensional and multi-dimensional coordinate systems. Internal and external convection will be covered as well as heat exchangers and natural convection. Prerequisite: Grades of C- or higher in ENGR 381, ENGR 383 and MATH 210.

ENGR 389 Research (2 or 4 credits)

ENGR 393 Individual Study (1 or 4 credits)

ENGR 410 Control Sys & Automation (4 credits)

An introduction to the scope of control systems in manufacturing and their implementation. The course focuses on analog control loop theory, the use of transforms to describe and solve analog control systems. Emphasis is placed on the development and implementation of proportional, integral derivative (PID) control algorithms. Simulation is emphasized as an important tool for plant design, layout and optimizing systems. Prerequisites: A minimum grade of C- in ENGR 240 or 350, MATH 210, CISC 130

ENGR 420 Advanced Computer Aided Mfg (4 credits)

Provides a basic understanding of computer-aided design and manufacturing (CAD/CAM) systems in modern manufacturing operations. Topics covered include solid modeling, computer simulation, and implementation of CAD/CAM systems. Prerequisites: A minimum grade of C- in ENGR 171, ENGR 371 and junior standing

ENGR 431 Design of Embedded Systems (4 credits)

Advanced interfacing and programming of microprocessor systems. Applications include machine control, digital signal processing, and real time communications. Students will design microprocessor based systems as part of this course. Prerequisite: A minimum grade of C- in ENGR 331

ENGR 432 Current Trends in Comp Syst (0 or 4 credits)

An overview of the latest trends in the Embedded Computing Systems area. Course topic changes from year to year. The course deals with both the technical as well as societal aspects of the trend. Prerequisites: ENGR 331 with a grade of C- or better OR permission of instructor.

ENGR 460 Engineering Econ & Managem (4 credits)

Fundamentals of Engineering Economics and associated analysis; basic analysis tools including cost of money, break even points, impact on financial accounting, life cycle cost, and risk management. Analysis of common Engineering Management issues such as product cost, capital equipment purchase, determining operating expenses, and managing R&D expenses. Case study review of a major Engineering project or proposal. Prerequisite: Junior Standing

ENGR 461 Intro to Timber Design (2 credits)

Introduction to the design of timber structures; behavior of tension, compression, bending and

combined force members and their connections; theoretical, experimental, and practical bases for proportioning members and their connections. cursory discussion of special topics including braced wall design and mass timber construction.

ENGR 462 Intro to Prestressed Concrete (2 credits)

Introduction to design of prestressed concrete structures, including prestressing theory, design for flexure and shear, and prestress losses. Prerequisite: C- or better in ENGR 365.

ENGR 463 Soil Mechanics & Foundations (4 credits)

Principles of soil mechanics and geotechnical engineering. Physical and mechanical properties of soils including, shear strength of soil, slope stability, soil stabilization, compaction, consolidation and stress analysis. Role of water in soils including permeability, drainage, and Atterberg limits. Theories related to and design of retaining structures. Design of retaining walls, footings, mat foundations and pile foundations. Engineering design will adhere to professional practice, current codes/standards, considerations for economics and safety. Prerequisites: ENGR 221 and GEOL 163 with C- or better

ENGR 465 App GIS in Water Resources (2 credits)

This course provides an introduction to the application of Geographic Information Systems (GISs) in water resources engineering and management, digital mapping and map design considerations of water resources data, spatial coordinate systems and projections, types of data used in GISs, hydrologic calculations using map algebra on raster grids, stream and watershed delineation using digital elevation models, soil and land use analysis, flood plain mapping, water resources time series analysis, and introduction to the model builder functions to automate spatial analysis. Prerequisite: prior completion of, or concurrent enrollment in ENGR 467.

ENGR 466 Transportation Engineering (4 credits)

Introduction to design of transportation systems. Principles of geometric roadway design, traffic modeling and forecasting, traffic signal operation and timing. Land use, social issues, and planning for multi-modal transportation systems. Alternative transportation modes including bike, pedestrian, and mass transit. Basics of pavement design. Prerequisite: STAT 220, ENGR 160 and ENGR 221 with a C- or better

ENGR 467 Water Resources (4 credits)

Introduction to water resources engineering including analysis and design of hydraulic systems and hydrological assessment. Hydrological cycle, analysis and urban hydrology. Design elements of pipe and channel flow including groundwater flow, distribution systems, pumping systems, reservoirs and storm sewer collection systems. Prerequisites: ENGR 368 with C- or better.

ENGR 468 Environmental Engineering (4 credits)

Introduction to environmental engineering including assessment of the sources, measuring techniques, and treatment methods for pollution caused by human influence. Design of water and wastewater systems, air pollution mitigation and prevention, pollutant transportation. Prerequisite: CHEM 109 and (ENGR 368 or ENGR 383) with C- or better.

ENGR 476 Experiential Learning (1 to 4 credits)

ENGR 480 Engineer Design Clinic I (4 credits)

Serves as the first capstone course. Student design teams, under the direction of a faculty coordinator, will develop engineering solutions to practical, open-ended design projects conceived to demonstrate the value of prior basic science and engineering courses. Ethical, social, economic and safety issues in engineering practice will be considered as well. Prerequisites: A minimum grade of C- in either (ENGR 320, 350, 371, and 381) or (ENGR 331, 346, and 410) or (CISC 231, ENGR 345, and concurrent-registration in-or prior completion of-ENGR 431) or (ENGR 362, 364, and 368)

ENGR 481 Engineer Design Clinic II (4 credits)

A continuation of ENGR 480 involving the application of engineering principles to the solution of real problems in an actual industrial setting. Student design teams will work under the direction of faculty advisers and industry liaisons. Opportunity will be provided for objective formulation, analysis, synthesis and evaluation of alternative solutions. Prerequisite: ENGR 480

ENGR 488 Topics (2 credits)

ENGR 489 Topics (4 credits)

ENGR 490 Topics (4 credits)

ENGR 491 Research (1 or 4 credits)

ENGR 495 Individual Study (1 to 4 credits)

ENGR 497 Individual Study (4 credits)

ENGLISH (ENGL)

College of Arts and Sciences, Department of English

John Roach Center for the Liberal Arts (JRC) 333,
(651) 962-5600

Herrera (chair), An, Batt, Bouwman, Callaway,
Chowdhury, Craft-Fairchild, Easley, James, Larson,
Lawrence, Li, MacKenzie, Miller, Muse, Pane,
Pawlowski, Sanchez, Santiago, Scheiber, Scheurer,
Warren, Wilkinson, Zebuhr

[English Department Web Site](#)

The mission of the University of St. Thomas English Department is to foster empathy and imagination, critical insight, power of expression, and appreciation for the variety of human experience. We strive to create a community of readers and writers who value both tradition and innovation, and who understand literary art as a medium of moral reflection as well as aesthetic pleasure.

The Department of English offers four emphases.

1. The Major in English provides students with broad exposure to literature in historical contexts, within and across national traditions and theoretical frameworks, and in relation to other intellectual and artistic disciplines, along with writing for scholarly and professional purposes in both traditional and digital forms.
2. The Major in English with a Creative Writing Emphasis gives students a foundation of study in literary history and genre along with a sequence of writing courses focused on poetry, fiction, and creative nonfiction for both traditional and digital forms.
3. The Major in English with a Professional Writing Emphasis gives students a foundation of study in rhetorical concepts and the ethics, methods, and genres of professional writing. They gain instruction and practice in writing in a wide range of genres and media, and for purposes and audiences within organizational settings such as nonprofits, for-profits, government, and grassroots organizations.
4. The Major in English with a Secondary Education Emphasis (5-12) prepares students for teaching middle and secondary school through coursework in literature, linguistics, writing, and writing pedagogy. This particular major also requires additional coursework from the Department of Teacher Education and the Department of

Communication and Journalism. Successful completion of these requirements will lead to eligibility for a 5-12 Communication Arts and Literature license in the state of Minnesota.

The study of English helps students develop a broad range of practices that are valuable for a variety of career paths and life aspirations. Students graduating with a major in English will be able to write thoughtfully about literature and life, in forms that range from personal responses, to close readings of primary texts, analysis and interpretations engaging theory and criticism, and creative and professional projects in a variety of genres and both traditional and digital forms. They will understand and practice writing as a process that involves substantial revision and be able to reflect thoughtfully upon the writing process that works best for them. They will be able to read sophisticated literary works with imagination and intelligence and will be able to respond critically and creatively to their empathic, ethical, and aesthetic dimensions.

The Major in English, the Major in English with Creative Writing Emphasis, the Major in English with Professional Writing Emphasis, and the Major in English with a Teacher Education emphasis (5-12) consist of 44-credits each, including fulfillment of the core curriculum in literature and writing courses. The department offers courses for non-majors to fulfill the Literature and Writing component of the core curriculum and the Human Diversity requirement.

English majors and minors are encouraged to study abroad. Specific courses taken abroad may substitute for St. Thomas requirements. See the chair of the department, a study abroad advisor in the Office of Study Abroad, or Academic Information & Programs in the front section of this catalog for program options.

English Honor Society

Sigma Tau Delta, the national English honor society, formed a chapter at St. Thomas in 1988. The honor society brings together students and faculty with a love of literature, language and writing; it sponsors a variety of scholarships, holds regional and national conventions, and provides a forum for both creative and critical writing. Students who have a grade point average of at least 3.0 in English courses, rank at least in the highest 35 percent of their class in general scholarship, and have completed at least three semesters of college are eligible to apply for membership.

Combined BA/MA

The combined Bachelor of Art's and Master of Art's degree follows the same requirements as the regular programs. Click here for more information.

Major in English

- ENGL 121: Critical Thinking: Literature and Writing

Plus one of:

- ENGL 201, 202, 203, or 204 Texts in Conversation

Note: Students with qualifying ACT test scores may in enroll in one of ENGL 201 through 204 plus one of the following 4-credit literature courses in English: 211, 212, 214, 215, 217, 218, 220, 221, 222, 255, 297, 324, 325, 334, 337, 341, 360, 361, 362, 364, 365, 366, 367, 370, 371, 372, 373, 390, and 395

- ENGL 280: Introduction to English Studies
- ENGL 481 or ENGL 482: Capstone Seminar

In addition to the above courses, students must also select courses that fulfill the following Approaches and Methods and Area Literature requirements. Some courses may count for both an Approaches and Methods and an Area Literature requirement.

Approaches and Methods Requirements:

Four credits of Historical Perspectives

- ENGL 211 British Authors I (4 credits)
- ENGL 212 British Authors II (4 credits)
- ENGL 214 American Authors I (4 credits)
- ENGL 215 American Authors II (4 credits)
- ENGL 217 Multicultural Literature (4 credits)
- ENGL 218 Women in Literature: Critical History (4 credits)
- ENGL 220 The Classical Tradition (4 credits)
- ENGL 221 The Modern Tradition (4 credits)
- ENGL 222 Catholic Literary Tradition (4 credits)

Four credits of Contexts and Convergences

- ENGL 325 Special Studies in Genre, Region, or Theme [some sections and topics only] (4 credits)
- ENGL 334 Literature from a Christian Perspective (4 credits)
- ENGL 337 The Literature of Human Diversity (4 credits)
- ENGL 341 Literature by Women: Critical Questions (4 credits)
- ENGL 360 Chaucer and the Medieval Period (4 credits)
- ENGL 361 Shakespeare and the Early Modern Period (4 credits)
- ENGL 362 Milton and Seventeenth-Century British Literature (4 credits)
- ENGL 364 Eighteenth-Century British Literature (4 credits)
- ENGL 365 Romantic Literature (4 credits)
- ENGL 366 Victorian Literature (4 credits)
- ENGL 367 Twentieth-Century British Literature (4 credits)
- ENGL 370 Colonial and Early American Literature (4 credits)
- ENGL 371 Nineteenth-Century American Literature (4 credits)
- ENGL 372 Modern American Literature (4 credits)
- ENGL 373 Contemporary American Literature (4 credits)
- ENGL 390 Major Literary Figures in Context [some section and topics only] (4 credits)
- ENGL 395 Issues in Literature, Language, and Culture [some sections and topics only] (4 credits)

Four credits in Genre Study

- ENGL 255 Introduction to Imaginative Writing (4 credits)
- ENGL 321 Writing Poetry (4 credits)
- ENGL 322 Writing Fiction (4 credits)

- ENGL 323 Writing Creative Nonfiction (4 credits)
- ENGL 324 Genre Studies (4 credits)
- ENGL 325 Special Studies in Genre, Region, or Theme [some sections or topics only] (4 credits)
- ENGL 326 Topics in Creative Writing (4 credits)
- ENGL 327 Major Literary Genres (4 credits)
- ENGL 390 Major Literary Figures in Context [some sections and topics only] (4 credits)
- ENGL 395 Issues in Literature, Language, and Culture [some sections and topics only] (4 credits)

Four credits in Theory and Practice

- ENGL 300 Theory and Practice of Writing (4 credits)
- ENGL 304 Analytical and Persuasive Writing (4 credits)
- ENGL 305 Linguistics (4 credits)
- ENGL 311 Theory and Practice of Literary Criticism (4 credits)
- ENGL 315 Topics in Professional Writing (4 credits)

Area literature requirements:

Four credits in Early American Literature

- ENGL 214 American Authors I (4 credits)
- ENGL 370 Colonial and Early American Literature (4 credits)
- ENGL 371 Nineteenth-Century American Literature (4 credits)
- ENGL 390 Major Literary Figures in Context [some sections and topics only] (4 credits)
- ENGL 395 Issues in Literature, Language, and Culture [some sections and topics only] (4 credits)

Four credits in Early British Literature

- ENGL 211 British Authors I (4 credits)

- ENGL 360 Chaucer and the Medieval Period (4 credits)
- ENGL 361 Shakespeare and the Early Modern Period (4 credits)
- ENGL 362 Milton and Seventeenth-Century British Literature (4 credits)
- ENGL 364 Eighteenth-Century British Literature (4 credits)
- ENGL 365 Romantic Literature (4 credits)
- ENGL 390 Major Literary Figures in Context [some section and topics only] (4 credits)
- ENGL 395 Issues in Literature, Language, and Culture [some sections and topics only] (4 credits)

Four credits in Diversity Literature

- ENGL 217 Multicultural Literature (4 credits)
- ENGL 218 Literature by Women: Critical History (4 credits)
- ENGL 337 The Literature of Human Diversity (4 credits)
- ENGL 341 Literature by Women: Critical Questions (4 credits)
- ENGL 390 Major Literary Figures in Context [some sections and topics only] (4 credits)
- ENGL 395 Issues in Literature, Language, and Culture [some sections and topics only] (4 credits)

All English majors should complete 44 credits in English and maintain a GPA of 2.0 in English. Students should take 16 credits in literature, chosen from among the following: 211, 212, 214, 215, 217, 218, 220, 221, 222, 255, 297, 324, 325, 334, 341, 360, 361, 362, 364, 365, 366, 367, 370, 371, 372, 373, 390, 395. A minimum of 16 credits in English at or above ENGL 211 must be taken at St. Thomas.

Major in English with Creative Writing Emphasis

- ENGL 121

Plus one of:

- ENGL 201, 202, 203, or 204

Note: Students with qualifying ACT test scores may in enroll in one of ENGL 201 through 204 plus one of the following 4-credit literature courses in English:

- 211, 212, 214, 215, 217, 218, 220, 221, 222, 255, 297, 324, 325, 334, 337, 341, 360, 361, 362, 364, 365, 366, 367, 370, 371, 372, 373, 390, and 395

In addition to the above core curriculum courses, students must also select courses that fulfill the following area distribution and course-level requirements:

Distribution Requirements

- ENGL 280 Introduction to English Studies (4 credits)

Sixteen credits from the following writing courses:

- ENGL 255 Introduction to Imaginative Writing: Writing Poetry, Fiction, and Creative Nonfiction (4 credits)
- ENGL 321 Writing Poetry (4 credits)
- ENGL 322 Writing Fiction (4 credits)
- ENGL 323 Writing Creative Nonfiction (4 credits)
- ENGL 326 Topics in Creative Writing (4 credits)
- ENGL 405 Advanced Poetry, Fiction, or Creative Nonfiction Writing (4 credits)
- ENGL 421 Literary Magazine Practicum, Part I (2 credits)
- ENGL 422 Literary Magazine Practicum, Part II (2 credits)

Note: The creative writing sequence normally includes:

first - ENGL 255

then - ENGL 321 and/or ENGL 322 and/or 323 and/or ENGL 326

then - ENGL 405

Plus:

Twelve credits in literature to include:

Four credits from Historical Perspectives

- ENGL 211 British Authors I (4 credits)
- ENGL 212 British Authors II (4 credits)
- ENGL 214 American Authors I (4 credits)
- ENGL 215 American Authors II (4 credits)
- ENGL 217 Multicultural Literature (4 credits)
- ENGL 218 Literature by Women: Critical History (4 credits)
- ENGL 220 The Classical Tradition (4 credits)
- ENGL 221 The Modern Tradition (4 credits)
- ENGL 222 Catholic Literary Tradition (4 credits)

Four credits from the following Genre Studies Courses

- ENGL 324 Genre Studies (4 credits)
- ENGL 325 Special Studies in Genre, Region, or Theme (4 credits) [some sections and topics only]
- ENGL 327 Major Literary Genres (4 credits)
- ENGL 390 Major Literary Figures in Context (4 credits) [some sections and topics only]
- ENGL 395 Issues in Literature, Language, and Culture (4 credits) [some sections and topics only]

Four additional English credits in literature numbered 211 or above (includes ENGL 211, 212, 214, 215, 217, 218, 220, 221, 222, 255, 297, 324, 325, 334, 337, 341, 360, 361, 362, 364, 365, 366, 367, 370, 371, 372, 373, 390, and 395).

Four credits in another English course numbered 211 or above

Course-Level Requirements

- At least 12 credits numbered ENGL 211-299 (note: 4 of these credits must be from ENGL 280)
- At least 16 credits numbered ENGL 300-399
- At least 4 credits numbered ENGL 400-499

All English with creative writing emphasis majors should complete 44 credits in English and maintain a GPA of 2.0 in English. A minimum of 16 credits in

English at or above ENGL 211 must be taken at St. Thomas.

Major in English with Professional Writing Emphasis

- ENGL 121

Plus one of:

- ENGL 201, 202, 203, or 204

Note: Students with qualifying ACT test scores may in enroll in one of ENGL 201 through 204 plus one of the following 4-credit literature courses in English:

- 211, 212, 214, 215, 217, 218, 220, 221, 222, 297, 324, 325, 334, 337, 341, 360, 361, 362, 364, 365, 366, 367, 370, 371, 372, 373, 390, and 395, or ENGL 255 Introduction to Imaginative Writing

In addition to the above core curriculum courses, students must also select courses that fulfill the following area distribution and course-level requirements:

Distribution Requirements

- ENGL 280 Introduction to English Studies (4 credits)
- ENGL 256 Introduction to Professional Writing (4 credits)
- ENGL 482 Capstone Seminar: Pre-Professional Emphasis (4 credits)

Eight credits from the following Professional Writing courses

- ENGL 304 Analytical and Persuasive Writing (4 credits)
- ENGL 314 Professional Editing (4 credits)
- ENGL 315 Topics in Professional Writing (4 credits) (May be taken more than once, on different subjects, for credit.)

Four credits in Diversity Literature

- ENGL 217 Multicultural Literature (4 credits)
- ENGL 218 Literature by Women: Critical History (4 credits)
- ENGL 337 The Literature of Human Diversity (4 credits)

- ENGL 341 Literature by Women: Critical Questions (4 credits)
- ENGL 390 Major Literary Figures in Context (4 credits)
- ENGL 395 Issues in Literature and Culture (4 credits)

Four credits in Creative Writing

- ENGL 255 Introduction to Imaginative Writing: Writing Poetry, Fiction, and Creative Nonfiction (4 credits)
- ENGL 321 Writing Poetry (4 credits)
- ENGL 322 Writing Fiction (4 credits)
- ENGL 323 Writing Creative Nonfiction (4 credits)
- ENGL 326 Topics in Creative Writing (4 credits)

Four credits in another English literature course numbered 211 or above

Four elective credits from any of the following, or an appropriate substitute approved by the department chair:

- ENGL 211 or above (4 credits)
- COJO 212 Rhetorical Criticism (4 credits)
- COJO 232 Visual Communication (4 credits)
- COJO 320 Organizational Communication (4 credits)
- COJO 370 Intercultural Communication (4 credits)
- ENTR 340 Social Entrepreneurship (4 credits)
- JPST 250 Introduction to Justice and Peace Studies (4 credits)
- MKTG 300 Principles of Marketing (4 credits)
- SOCI 350 Social Inequality (4 credits)
- SOWK 430 Fundraising

Course-Level Requirements

- At least 12 credits numbered ENGL 211-299 (note: 8 of these credits must be from ENGL 280 and ENGL 256)
- At least 16 credits numbered ENGL 300-399
- At least 4 credits numbered ENGL 400-499

All English with Professional Writing emphasis majors should complete 44 credits in English and maintain a GPA of 2.0 in English. A minimum of 16 credits in English at or above ENGL 211 must be taken at St. Thomas.

Combined Bachelor of Arts and Master of Arts in English

The English Department offers a combined Bachelor of Arts/Master of Arts degree program for exceptional current and incoming English majors. Students in the program complete graduate-level coursework during the spring semester of their senior year and complete their B.A. and M.A. in just five years. This program is available for both the Literature and Creative Writing tracks in the English major. For more information, visit the English department's website.

Major in English with a Teacher Education Emphasis (5-12)

- ENGL 121
or ENGL 190
- ENGL 211 British Authors I (4 credits)
or ENGL 212 British Authors II (4 credits)
- ENGL 214 American Authors I (4 credits)
or ENGL 215 American Authors II (4 credits)
- ENGL 217 Multicultural Literature (4 credits)
or ENGL 218 Literature by Women: Critical History (4 credits)
- ENGL 220 The Classical Tradition (4 credits)
or ENGL 221 The Modern Tradition (4 credits)
- ENGL 280 Introduction to English Studies (4 credits)
- ENGL 300 Theory and Practice of Writing (4 credits)

- ENGL 305 Linguistics: English Language (4 credits)
- ENGL 327 Major Literary Genres (4 credits)
- ENGL 361 Shakespeare and the Early Modern Period (4 credits)

Four additional credits:

- EITHER in English at the 300 or 400 level, or COMM 326 Communication and Pop Culture or COMM 328 Communication of Race, Class, and Gender

Students seeking licensure in Communication Arts and Literature (5-12) must also complete the following courses in Communication Studies: COMM 212, COMM 326, COMM 366, and the EDUC courses listed under Teacher Education for Communication Arts and Literature (5-12)*. See Education.

Minor in English

The minor in English consists of twenty-four credits:

- ENGL 121 or 190
- Sixteen credits numbered ENGL 211-490

A minimum of eight credits in English at or above ENGL 211 must be taken at the University of St. Thomas.

ENGL Course Catalog

ENGL 110 Intensive Writing (4 credits)

The course provides students with intensive practice in writing, enabling them to adapt to the demands of differing rhetorical contexts. Emphasis on understanding writing processes and learning to respond thoughtfully to writing at various stages. Critical reading will be practiced as an integral part of the writing process. Prerequisite: participation in the Academic Development Program

ENGL 121 Critical Thinking: Lit/Writing (4 credits)

Students will read and write about literary texts critically and closely. The course emphasizes recursive reading and writing processes that encourage students to discover, explain, question and clarify ideas. To this end, students will study a variety of genres as well as terms and concepts helpful to close analysis of those genres. They will practice various forms of writing for specific audiences and purposes. Students will reflect on and develop critical awareness of their own

strengths and weaknesses as readers and writers. The writing load for this course is a minimum of 12 pages of formal revised writing.

ENGL 190 Adv Crit Thinking: Lit&Writing (4 credits)

English 190 is a core course in literature and writing for specially qualified students who show greater aptitude and preparation than typical first-year students or those whose pre-matriculation credits cover some, but not all, of the content of ENGL 121. The learning goals are the same as those for ENGL 121; however, writing, critical thinking, and textual analysis are taught at a higher level and with increased complexity in this course.

ENGL 201 Perspectives on Genre & Craft (4 credits)

This course examines the conventions of, and development within, a literary genre during a specific period or across literary history. It may also explore the particular choices made by writers working in several genres and the effects of those choices on us as readers. The course will examine both the conventions and innovations practiced by writers working within one or more genres or periods, and may include study of the authors' reflections on their own work and the work of their fellow writers. The writing load for this course is a minimum of 15 pages of formal revised writing.

ENGL 202 Interdisciplinary Perspectives (4 credits)

This course examines a body of literary texts in the framework of a discipline other than literary or English studies per se--e.g., the physical or social sciences, religion/theology, history, the other arts. The writing load for this course is a minimum of 15 pages of formal revised writing.

ENGL 203 Thematic/Intertextual Perspect (0 or 4 credits)

With its focus on thematic and intertextual perspectives, the readings in this course might be ordered any number of ways: according to theme, an idea that develops across genres or literary periods, or by their incorporation of specific oral or textual precedents (e.g. mythology, the Bible, classical writings, legends, or folklore). The writing load for this course is a minimum of 15 pages of formal revised writing.

ENGL 204 Perspect on Language/Cult/Lit (4 credits)

This course examines artifacts of language and literature in their function as social and cultural phenomena. The course will explore angles of

analysis appropriate to the study of one or more of the following: everyday language, public rhetoric, or the various forms of mass and popular culture (film, music, blogging/texting). The course may also examine essential but critically contested concepts such as literacy, culture, or literature. The writing load for this course is a minimum of 15 pages of formal revised writing.

ENGL 211 British Authors I (4 credits)

How have heroic ideals changed from Beowulf to the 18th century? How did marriage evolve from an arrangement between tribes and families to love between two people? Such questions will be explored in a chronological framework through extensive readings in the British literary tradition in the period from approximately 900-1780. Threaded throughout the literature are themes such as war and conflict, the history of love, humor and satire, social reform, religious reform and the rights of the individual. This course fulfills the Historical Perspectives requirement in the English major. Prerequisites: ENGL 121 or 190.

ENGL 212 British Authors II (4 credits)

How has the category of "English literature" expanded as a result of global changes over the nineteenth and twentieth centuries? How have authors responded to fundamental upheavals in the individual, religion, the British Empire, the role of women, and the value of poetry and art? Such questions will be explored in a chronological framework through extensive readings in the British literary tradition from approximately 1789 to the present. Threaded throughout the literature are themes such as revolution and reform, authorship, war, nationality and race, and the relationships between literature and other arts. This course fulfills the Historical Perspectives requirement in the English major. Prerequisites: ENGL 121 or 190.

ENGL 214 American Authors I (4 credits)

Where does the popular perception of America as the "New World" come from? How could slavery flourish in a land idealizing freedom? Why were immigrants so feared and reviled? Why did expansionism push out some and make millionaires of others? Such questions will be explored in a chronological framework through extensive readings from the beginnings of the American literary tradition to the turn of the twentieth century. Threaded throughout the literature are themes such as religious identity, political reform, race, slavery, war, gender, and industrialization. This course fulfills the Historical Perspectives requirement in the English major. Prerequisites: ENGL 121 or 190.

ENGL 215 American Authors II (4 credits)

How did the modern warfare of World War I change those who fought and those who stayed at home? Why did so many of the best American artists flee to Paris? How did the traditionalism and stability of the 1950s lead to the radicalism and rebellion of the 60s? How has technology, from the typewriter to the internet, reshaped literature? Such questions will be explored in a chronological framework through extensive readings in American literature from the beginning of the twentieth century to the present. Threaded throughout the literature are themes such as progress and innovation, war, the "lost generation," the New Woman, race, and conformity and individuality. This course fulfills the Historical Perspectives requirement in the English major. Prerequisites: ENGL 121 or 190.

ENGL 217 Multicultural Literature (4 credits)

What does it mean to be labeled an African American dramatist? A Latino/a poet? A transgender novelist? An Asian American essayist? A Native American environmental writer? How do the varied experiences and backgrounds of authors writing from diverse subject positions inform, mark, and/or transform their writing? How do the works of these writers fit into, conflict with, actively resist, or even redefine the American Literary canon as it has been traditionally understood? These questions and more will be explored in a chronological framework through extensive reading of literature from: a) American communities of color; b) postcolonial peoples; c) immigrant and/or diasporic peoples; or d) LGBTQ communities. This course will focus on the literary and cultural texts of one or more of these groups with an emphasis on the cultural, political, and historical contexts that surround them. This course fulfills the Historical Perspectives requirement in the English major. Prerequisites: ENGL 121 or 190.

ENGL 218 Lit by Women: Critical Hist (4 credits)

From Sappho to Austen to Woolf to Morrison – women have been rendering the world into exquisite words for centuries. But how has the writing of women served as a critique of patriarchy? What impact has women's writing had on important cultural and political movements such as abolition, suffrage, and environmentalism? In what ways has the writing of women been more radical than polite, more aggressive than demure, more confrontational than deferential? How have women consistently defied the limiting expectations of them through the creation of some of the most experimental, risky, and defiant works of literature in existence? These questions and more will be explored in this course,

which focuses on the history of literature by women. While it will concentrate mainly on British and American women writers, the course will also address the work of non-western writers. Ultimately, this course will examine gender and its role in both the composition and reading of literary texts. This course fulfills the Historical Perspectives requirement in the English major. Prerequisites: ENGL 121 or 190.

ENGL 220 The Classical Tradition (4 credits)

What might it mean to speak of "the classical tradition?" What does that include and exclude? And how does it matter to us today? From the ancient Greek gods in their serenity to the howls of the damned in Dante's vision of the afterlife, whether mythological or theological, the works to be studied engage us in the most fundamental questions about what it means to be human. Such questions will be explored in a chronological framework through extensive readings of representative texts of Western literature in translation from ancient Greece to the Renaissance, including some interactions of the European traditions with ancient or medieval Asian, Mesopotamian, or Middle Eastern literatures. Authors may include Homer, Aeschylus, Sappho, Virgil, Dante, Rumi, Marie de France, and Christine de Pizan. This course fulfills the Historical Perspectives requirement in the English major. Prerequisites: ENGL 121 or 190.

ENGL 221 The Modern Tradition (4 credits)

What might it mean to speak of "the modern tradition?" What does that include and exclude? And how does it matter to us today? How does the modern tradition help us understand about concepts such as authorship, originality, literacy, and literary excellence? Such questions will be explored in a chronological framework through extensive readings of representative texts of Western literature in translation from the seventeenth century through the present, including some interactions of the European traditions with modern African, Latin American, or Asian literatures. Authors may include Racine, Goethe, Flaubert, Dostoevsky, Rilke, Solzhenitsyn, Duras, Lispector, and Achebe. This course fulfills the Historical Perspectives requirement in the English major. Prerequisites: ENGL 121 or 190.

ENGL 222 Catholic Literary Tradition (4 credits)

What makes a text a work of Catholic literature? How do Catholic writers struggle with the existential questions of meaning, purpose, or suffering in a unique fashion? How do the themes they engage—such as forgiveness, redemption, or the power of

grace in the world—place them within the Catholic tradition? Is there a sacramental imagination or incarnational theology at the root of a work of Catholic literature? Such questions will be explored in a chronological framework through extensive readings of representative texts of Catholic literature in both English and translation from the medieval era through the present. This course fulfills the Historical Perspectives requirement in the English major. Prerequisites: ENGL 121 or 190.

ENGL 243 Individual Study (2 or 4 credits)

ENGL 251 Writing in the Academy (4 credits)

This course focuses on principles of effective academic writing. Attention will be paid to strategies for development, patterns of organization, and rhetorical concerns such as voice, audience, purpose and style. Students will consider conventions of academic discourse, both as they are shared and as they vary across disciplines. Prerequisites: ENGL 121 or 190.

ENGL 255 Intro to Creative Writing (4 credits)

This course introduces students to the craft of creative writing, focusing on three broad genres: poetry, fiction, and creative nonfiction. Students learn how various forms (e.g., free verse, the sonnet, narrative) have developed and evolved historically and within various contexts (cultural, political, social)—and by extension, what it means to write in these forms today. They receive instruction in setting, character, voice, point of view, literal and figurative imagery, rhythm and sound patterns, and literary structures; and practice writing in all three genres. Assignments include close readings of literary texts that model craft techniques, weekly writing exercises that encourage exploration and development of craft, and workshop discussions to develop students' analytic and critical skills. For English majors, it fulfills the Genre Study requirement. Prerequisite: ENGL 121 or 190.

ENGL 256 Intro to Professional Writing (4 credits)

This course introduces students to principles and skills necessary for writing in professional settings. It includes study of rhetoric, ethics, and information design in workplace writing; examination of the roles of professional writers; close readings of texts and documents that model professional techniques; and practice composing in a variety of professional genres. The course will include instruction in ethical communication, rhetorical context, document design, communication technologies, precision, concision, and tone. This course fulfills the Theory and Practice requirement in the English major. Prerequisites: ENGL 121 or 190.

ENGL 269 Research (2 or 4 credits)

ENGL 280 Intro to English Studies (4 credits)

This gateway course into the English major and the minor is an introduction to (a) literary tools, techniques, and terminology for reading and writing in English studies; (b) the history of English Studies as a discipline and the intellectual concepts and critical debates that have shaped the field; and (c) the practices of English Studies, from close reading and analysis of literary and critical texts to interpretation and scholarly research. Prerequisites: ENGL 121 or 190.

ENGL 294 Writing Video Games (4 credits)

As video games have become increasingly complex, there's a stronger need than ever for video game writers and narrative designers. But what is a narrative designer? In this course, students will study how professionals write video games and then attempt to do so themselves. Using a variety of simple-to-learn programs, students will collaborate in small development teams in addition to writing their own meaningful video games. Examples such as GONE HOME or UNDERTALE will be analyzed in class. Prerequisites: ENGL 121 or 190

ENGL 295 Topics (2 credits)

ENGL 297 Topics (4 credits)

ENGL 298 Topics (4 credits)

ENGL 300 Theory& Practice of Writing (4 credits)

This course introduces students to current writing, rhetorical, and pedagogical theory, and helps them develop a vocabulary for talking about writing and strengthen their abilities to write and to assist others in developing their academic literacy. Students will practice writing in a variety of forms such as academic writing, professional writing, experimental writing, and writing with particular attention to social justice. Required for secondary licensure in communication arts and literature students. This course fulfills the Theory and Practice requirement in the English major. Prerequisites: ENGL 121 or 190.

ENGL 304 Analytical/Persuasive Writing (4 credits)

This course examines rhetorical strategies used in published writing, focusing in particular on the roles of analysis and persuasion in the writing process. Students will strengthen their own writing through various projects and possible partnerships with community organizations with an eye toward the writing they will be doing upon graduation. This course fulfills the Theory and Practice requirement in the English major. Prerequisites: ENGL 121 or 190.

ENGL 305 Linguistics: English Lang (4 credits)

This course is an introduction to the systematic study of the English language, with an emphasis on connections between academic linguistics and relevant social and educational questions. Students will study the English sound system through phonetics and phonology, how words are formed through morphology, how words combine to create clauses and meaning through syntax and semantics. After learning the linguistic tools to describe the English language, students will examine the contexts of language production in real life through the study of U.S. dialects, historical and ongoing changes in English, and various social interactions in language. This course fulfills the Theory and Practice requirement in the English major. Prerequisites: ENGL 121 or 190.

ENGL 311 Theory & Prac of Lit Criticism (4 credits)

This course engages students in the study, reading, and writing of literary criticism. Emphasis may be placed on historical periods of criticism, schools of thought, modes of writing, or the application of theories, such as Marxist, feminist, postcolonial, psychoanalytic, or eco-critical to literary works. This course fulfills the Theory and Practice requirement in the English major. Prerequisites: ENGL 121 or 190.

ENGL 314 Professional Editing (4 credits)

This course focuses on current theories, practices, and conventions of professional editing in the field of English studies. This includes discussion of broad questions relating to authorship, textuality, and the role of the editor, as well as hands-on practice introducing, annotating, and copyediting literary texts. Students will learn techniques for ensuring consistent, accurate copy, including the use of style sheets and guides. They will also learn how to track and manage editorial projects. The course will include guest lecturers from the community as well as practice managing real-world editing assignments. This course fulfills the Theory and Practice requirement in the English major. Prerequisites: ENGL 121 or 190.

ENGL 315 Topics in Pro. Writing (4 credits)

This course provides intensive study and practice in a particular area of professional writing. All sections concentrate on learning professional terminology and conventions and on writing for specific audiences and purposes. The focus of genre and study will vary for each section offered; credit may be earned more than once under this number for different emphases. This course fulfills the Theory and Practice requirement in the English major. Prerequisite: ENGL 121 or 190.

ENGL 321 Writing Poetry (4 credits)

This intermediate course explores traditional and innovative patterns of poetry writing. Emphasis on experimentation with a variety of techniques and development of individual voice. This course will include critique sessions, readings to broaden possibilities of form and subject, and individual instruction. Open to students with some previous experience in writing poetry. This course fulfills the Genre Study requirement in the English major. Prerequisite: ENGL 255 or permission of instructor.

ENGL 322 Writing Fiction (4 credits)

This intermediate course explores traditional and innovative patterns of fiction writing. Emphasis on experimentation with a variety of techniques and development of individual voice. This course will include critique sessions, readings to broaden possibilities of form and subject, and individual instruction. This course fulfills the Genre Study requirement in the English major. Prerequisite: ENGL 255 or permission of instructor.

ENGL 323 Writing Creative Nonfiction (4 credits)

This intermediate course explores traditional and innovative patterns of creative nonfiction writing. Emphasis on experimentation with a variety of techniques and development of individual voice. This course will include critique sessions, readings to broaden possibilities of form and subject, and individual instruction. This course fulfills the Genre Study requirement in the English major. Prerequisites: ENGL 255 or permission of instructor.

ENGL 324 Genre Studies (4 credits)

This course will study literature in terms of form, with explicit attention given to the concept and practice of genre—whether one or more, traditional or emerging, from various canonical or non-canonical traditions, print or emerging digital literacies, etc. Credit may be earned more than once under this number for different emphases. This course fulfills the Genre Study requirement in the English major. Prerequisites: ENGL 121 or 190.

ENGL 325 Spec Study:Genre,Reg,Theme (4 credits)

This course will offer an intensive focus on a body of literature defined by its association with a special genre, locale, or theme. Such specialized topics as the epic poem, contemporary autobiography, Minnesota literature, or Genesis in literature might be studied. Students will also consider relevant critical approaches and issues. Credit may be earned more than once under this number for different emphases. Some sections of this course

fulfill the Genre Study requirement in the English major. Prerequisites: ENGL 121 or 190.

ENGL 326 Topics in Creative Writing (4 credits)

This intermediate course explores traditional and innovative topics and forms of imaginative writing. Emphasis on experimentation with a variety of techniques and development of literary voices. The focus of genre and writing for each section offered will vary. Some examples of possible topics include Postmodern Poetry Forms, Writing Magical Realism, Contemporary Autobiography, and Submersion Journalism. This course will include peer review, readings to broaden possibilities of form and subject, and individual instruction. This course fulfills the Genre Study requirement in the English major. Prerequisites: ENGL 255 or permission of the instructor.

ENGL 327 Major Literary Genres (4 credits)

Study of major literary genres (poetry, drama, fiction, essays). Consideration of the varying definitions, boundaries, and formal properties of these genres, as well as the historical and cultural contexts in which they developed and in which they continue to function. Readings may include some examples of emergent, experimental, or mixed literary genres as well. Prerequisites: ENGL 121 or ENGL 190.

ENGL 334 Lit from Christian Perspective (4 credits)

This course provides an in-depth exploration of how literature engages Christian thought, experience, and practice and how a reader engages works of imaginative literature from an intellectually serious Christian perspective. The course will also provide an introduction to theories in the interdisciplinary field of religion and literature. Religious themes studied will come from a variety of literary forms, including those of myth, history, parable, short story, essay, children's literature, poem, and novel. The literature chosen may reflect a variety of cultural backgrounds so that, among other things, we may consider how meaning may be affected by changes in worldview. Specific topics vary; accordingly, credit may be earned more than once for this course number. This course fulfills the Contexts and Convergences requirement in the English major. Prerequisites: ENGL 121 or 190.

ENGL 337 The Lit. of Human Diversity (4 credits)

This course provides an in-depth exploration of literatures that focus intensively on topics related to race, ethnicity, nation, class, gender, and/or sexual orientation. It examines questions related to how these literatures fit in "the canon" and how they speak to or inform each other, which critical

approaches are relevant for studying these literatures, how issues of power and privilege are connected to our understanding of these literatures, and what provocations and concerns emerge from the study of these literatures. Specific topics vary; accordingly, credit may be earned more than once for this course number. This course fulfills the Contexts and Convergences requirement in the English major. Prerequisites: ENGL 121 or 190.

ENGL 341 Lit by Women: Crit Questions (4 credits)

This course will offer an in-depth exploration of a select body of women's writing, organized by period, genre, or theme. As a Women's Studies course, it will examine diverse situations of women, nationally or globally, and discuss strategies of social change. Examples might include women, sport, and the body in literature; women writers and celebrity in the Victorian era; female independence and female friendship; or women writing about exile. Specific topics vary; accordingly, credit may be earned more than once for this course number. This course fulfills the Contexts and Convergences requirement in the English major. Prerequisites: ENGL 121 or 190.

ENGL 360 Chaucer & Medieval Period (4 credits)

This course provides an in-depth exploration of a select group of texts or authors of the British Middle Ages, a time of international literary culture, transformation of the English language, courtly love, and the Crusades. Alongside the work of Chaucer, the selected texts or authors will be studied in terms of a particular historical, cultural, or other context, or in terms of a convergence with authors or texts from other literary traditions or intellectual disciplines. Examples might include the role of the knight, religious controversy and the Inquisition, love and marriage, cross-Channel influences such as Marie de France and Dante, medieval women writers, and literatures of revolt. This course fulfills the Contexts and Convergences requirement in the English major. Prerequisites: ENGL 121 or 190.

ENGL 361 Shakespeare & Early Modern (4 credits)

This course provides an in-depth exploration of a select group of texts or authors from British literature of the Renaissance or early modern era, a time of religious schism, early British imperialism, the rebirth of the classical world, and the birth of the professional theatre in England. Alongside the work of Shakespeare, the selected texts or authors will be studied in terms of a particular historical, cultural, or other context, or in terms of a convergence with authors or texts from other literary traditions or

intellectual disciplines. Examples might include Shakespeare and the rise of the Renaissance theatre; Elizabethan writers and the Islamic world; Shakespeare and the idea of the human in the drama, sonnet, and personal essay; your brain on Shakespeare: cognitive literary studies. This course fulfills the Contexts and Convergences requirement in the English major. Prerequisites: ENGL 121 or 190.

ENGL 362 Milton & 17th Cent Brit Lit (4 credits)

This course provides an in-depth exploration of a select group of texts or authors from British literature of the seventeenth century, a time of English civil war and the upheaval of national identity, political satire, metaphysical poetry, and scientific inquiry. Alongside the work of John Milton, the selected texts or authors will be studied in terms of a particular historical, cultural, or other context, or in terms of a convergence with authors or texts from other literary traditions or intellectual disciplines. Examples might include Revolution to Restoration in British Literature, women and the stage in seventeenth-century Britain, Paradise Lost and its cultural history. This course fulfills the Contexts and Convergences requirement in the English major. Prerequisites: ENGL 121 or 190.

ENGL 364 18th Century British Lit (4 credits)

This course provides an in-depth exploration of a select group of texts or authors from British literature of the eighteenth century, a time of exploration that launched industrialization, capitalism, the slave trade, imperialism, and the police force and prisons, as well as the vibrant new genres of the novel, biography, and the first comprehensive dictionary. Selected texts or authors (such as Behn, Defoe, Fielding, Pope, Haywood, and Austen) will be studied in terms of a particular historical, cultural, or other context, or in terms of a convergence with authors or texts from other literary traditions or intellectual disciplines. Examples might include bawdy dramas vs. elegant novels of manners, “secret histories” of disguise and mistaken identity, criminal biographies and moral philosophy, and how to choose a marriage partner. This course fulfills the Contexts and Convergences requirement in the English major. Prerequisites: ENGL 121 or 190.

ENGL 365 Romantic Literature (4 credits)

This course provides an in-depth exploration of a select group of texts or authors from British literature of the Romantic period, 1789-1837, a time of scientific and industrial revolutions, national independence and reform movements, passions and interiority, suffering genius-artists, the first

science fiction, Regency “romances,” and Byronic heroes. Selected texts or authors (such as Wollstonecraft, Blake, Wordsworth, Scott, Byron, Austen, the Shelleys, and the Brontë sisters) will be studied in terms of a particular historical, cultural, or other context, or in terms of a convergence with authors or texts from other literary traditions or intellectual disciplines. Examples might include Transatlantic Romanticism; what is a poet?; Romantic science and the birth of science fiction; the Byron-Shelley Circle and writing communities. This course fulfills the Contexts and Convergences requirement in the English major. Prerequisites: ENGL 121 or 190.

ENGL 366 Victorian Literature (4 credits)

This course provides an in-depth exploration of a select group of texts or authors from British literature and culture of the Victorian age, 1837-1901, a time of expansion of the British Empire, religious doubt, Darwinism, the periodical press, and the New Woman. Selected texts or authors (such as Dickens, Christina Rossetti, Wilde, and George Eliot) will be studied in terms of a particular historical, cultural, or other context, or in terms of a convergence with authors or texts from other literary traditions or intellectual disciplines. Examples might include Victorian novels and the popular press, Victorian detectives, the Aesthetic Movement in literature and art. This course fulfills the Contexts and Convergences requirement in the English major. Prerequisite: ENGL 121 or 190.

ENGL 367 20th Century British Lit (4 credits)

This course provides an in-depth exploration of a select group of texts or authors from British literature of the twentieth and early twenty-first century, an era of world wars, new technologies, changing literacies, women’s suffrage, modernism and the avant-garde, globalization and post-colonizing, and postmodernism. Selected texts or authors (such as Yeats, Woolf, Derek Walcott, J. M. Coetzee, and Zadie Smith) will be studied in terms of a particular historical, cultural, or other context, or in terms of a convergence with authors or texts from other literary traditions or intellectual disciplines. Examples might include postcolonial British literature and film, modernism across the arts, writing war across the twentieth century, literature in the age of mechanical reproduction, the twentieth-century manifesto. This course fulfills the Contexts and Convergences requirement in the English major. Prerequisites: ENGL 121 or 190.

ENGL 370 Colonial/Early Amer Lit (4 credits)

This course provides an in-depth exploration of a select group of texts or authors from American

Literature from the period of European discovery and colonization through the first decades following American independence. Selected texts or authors (such as Native American oral tales, John Winthrop, Anne Bradstreet, Mary Rowlandson, and Jonathan Edwards) will be studied in terms of a particular historical, cultural, or other context, or in terms of a convergence with authors or texts from other literary traditions or intellectual disciplines. Examples might include native voices in early American literature; poetry, journals, and the religious experience in colonial New England; representations of and responses to the slave trade in Colonial America; captivity narratives as literature and ideology; the myth of the wilderness. This course fulfills the Contexts and Convergences requirement in the English major. Prerequisites: ENGL 121 or 190.

ENGL 371 19th Century American Lit (4 credits)

This course provides an in-depth exploration of a select group of texts or authors from 19th-Century American Literature, a time of national expansion, civil war and restoration. Selected texts and authors (such as Emerson, Hawthorne, Zitkala-Ša, Melville, Douglass, Dickinson, James) will be studied in terms of a particular historical, cultural, or other context, or in terms of a convergence with authors or texts from other literary traditions or intellectual disciplines. Examples might include American literature in the age of Darwin, literary representations of the Civil War, transatlantic Romanticism; the national and the regional in late 19th-century American women's writing; the concept of freedom in American literature. This course fulfills the Contexts and Convergences requirement in the English major. Prerequisites: ENGL 121 or 190.

ENGL 372 Modern American Literature (4 credits)

This course provides an in-depth exploration of a select group of texts or authors from American Literature of the first half of the twentieth century. Selected texts or authors (such as Fitzgerald, Hemingway, Ellison, Wharton, Faulkner, Cather, Elizabeth Bishop and Zora Neale Hurston) will be studied in terms of a particular historical, cultural, or other context, or in terms of a convergence with authors or texts from other literary traditions or intellectual disciplines. Examples might include literary representations of and responses to the world wars, literature and the rise of cinema, literature and the agrarian movement, the proletarian tradition in literature, atom-smashing and literary modernism, American literature and American psychoanalysis. This course fulfills the Contexts and Convergences requirement in the English major. Prerequisites: ENGL 121 or 190.

ENGL 373 Contemporary American Lit (4 credits)

This course provides an in-depth exploration of a select group of texts or authors from American Literature from the late twentieth century to the present. Selected texts or authors (such as Baldwin, Morrison, Erdrich, and David Foster Wallace to the most contemporary) will be studied in terms of a particular historical, cultural, or other context, or in terms of a convergence with authors or texts from other literary traditions or intellectual disciplines. Examples might include literature and civil rights, American literature and new media, immigration narratives, American regionalisms, changing American identities. This course fulfills the Contexts and Convergences requirement in the English major. Prerequisites: ENGL 121 or 190.

ENGL 389 Research (2 or 4 credits)

ENGL 390 Major Lit Figures in Context (4 credits)

This course provides an in-depth exploration of a significant body of work by a major writer, for example, Jane Austen, Charles Dickens, James Baldwin, Toni Morrison, or Virginia Woolf. The author's work will be studied in terms of a particular historical, cultural, or other context, or in terms of a convergence with authors or texts from other literary traditions or intellectual disciplines. Specific topics vary; accordingly, credit may be earned more than once for this course number. This course fulfills the Contexts and Convergences requirement in the English major. Prerequisite: ENGL 121 or 190.

ENGL 393 Individual Study (2 or 4 credits)

ENGL 395 Issues in Lit. Lang. & Culture (4 credits)

Any written text emerges out of a significant context; that is, the historical and cultural moment that gives rise to the text. This course offers an intensive focus on texts, both popular and traditional, and their significant "extra literary" context: for example, religious movements; political and social hierarchical structures; cultural, political and national identities; moral and political implications of language use. The course emphasizes, appropriate critical approaches, dependent on course topic, such as critical race theory, Marxism, post-colonial theory, third-wave feminism, etc. Course content varies; some sections will fulfill the Human Diversity requirement. Credit may be earned more than once under this number for different emphases. Some sections of this course fulfill the Contexts and Convergences requirement in the English major; other sections fulfill the Theory and Practice requirement in the English major. Prerequisites: ENGL 121 or 190.

ENGL 405 Advanced Creative Writing (4 credits)

This advanced course will focus on the student's development of a substantial body of work in a chosen genre: poetry, fiction, or creative nonfiction. Students will review their previous writing, do further exploration of a chosen genre, and produce significant new work in that genre. Reading will include theoretical and creative texts. This course fulfills the Genre Study requirement in the English major. Prerequisite: ENGL 321 or 322 or 323 or permission of instructor based on examination of a portfolio, and 80 completed credits.

ENGL 421 Literary Magazine Practicum I (2 credits)

Activities during the fall semester of the sequence include readings from *The Little Magazine: A History and Bibliography* and *The Little Magazine in America: A Modern Documentary History*; examining the design and content of fifteen professional literary magazines; learning InDesign CS3 desktop publishing program; creating preliminary Summit Avenue Review page designs; working collaboratively with other literary magazine editors to develop selection procedures and principles; and writing a comparison essay on two professional literary magazines. Prerequisite: Previous or concurrent enrollment in ENGL 321 or 322 or 323 or instructor permission.

ENGL 422 Literary Magazine Practicum II (2 credits)

The spring semester component of the sequence includes readings from *The Art of Literary Editing*; active involvement with other editors in the selection process; learning and applying principles of literary copyediting; using desktop publishing to produce the new edition of Summit Avenue Review, from the creation of style sheets and master pages to final proofreading; writing a reflection essay on the editing process as you experienced it; examining the design and content of five professional literary magazine web sites; learning the Dreamweaver web design program; and managing the Summit Avenue Review web site. Prerequisites: ENGL 421

ENGL 450 Advanced Literary Studies (4 credits)

This advanced course will focus on a closely defined group of literary and critical texts. Students will be asked to synthesize as they read and write, using extensive critical analysis to integrate their experience of literary texts with relevant critical insights and ongoing scholarship. Students will also be expected to take part in and lead discussion, and to write a substantial critical essay. Prerequisites: 5 courses beyond the ENGL core 121 and 201-204, including ENGL 280. Open to limited

undergraduate student enrollment by permission of instructor and the graduate program director.

ENGL 476 Experiential Learning (1 to 4 credits)**ENGL 481 Capstone Seminar: Lit Stu Emph (4 credits)**

As a capstone seminar, ENGL 481 is designed to synthesize the intellectual experiences of the English major within the whole of the undergraduate curriculum, and to serve as a transition between undergraduate liberal arts education and the next steps in students' lives in graduate school or other career paths in the humanities. Students in this course will synthesize their disciplinary skills by exploring a particular literary problem or issue in depth; they will focus on, and write about, their own postgraduate vocational plans and aspirations within the field of English or related postgraduate endeavors. Prerequisite: Completion of five English courses at or beyond ENGL 211, including ENGL 280; or, for non-majors, permission of the instructor and department chair.

ENGL 482 Capstone Sem: Pre-Prof Emph (4 credits)

As a capstone seminar, English 482 is designed to synthesize the intellectual and the professional elements of the English major—to bridge the gap between academia and the public sphere and help students use the knowledge and skills acquired within the English major to enter the conversation of the next stage of their lives. Through discussion, reading, writing, and individualized research, the seminar engages students in a focused exploration of their career aspirations. Each student will conduct research and write a substantial essay, apply their findings for different rhetorical situations, and produce reflective writing on their intellectual development and vocational goals. Prerequisites: Completion of five English courses at or beyond ENGL 211, including ENGL 280; or, for non-majors, permission of the instructor and department chair.

ENGL 490 Topics (4 credits)**ENGL 495 Individual Study (2 or 4 credits)****THTR Course Catalog****THTR 111 Introduction to Theater (4 credits)**

Foundation in theater and drama for the non-major beginning student; orientation to the dramatic tradition through consideration of plays and playwrights from the Greeks to the present; history of theatrical customs, traditions and conventions as they affect modern stage design, acting, directing, costumes, make-up and criticism. Experience in

seeing and analyzing SCU/UST and Twin City play productions and in producing a play.

THTR 214 Beginning Acting (4 credits)

Provides a foundation for acting through examination of the research process essential to achieving physical and psychological characterization. Emphasis is on theory and the practical application of performance.

THTR 218 Acting for the Camera (4 credits)

Acting for the camera is a laboratory course. The course illustrates the differences between stage acting and acting for the camera. Emphasis upon theory and the practical application of working with monologues, commercials, soap operas and scenes for the camera. Students will gain knowledge and experience of operating the cameras and working within a TV studio.

THTR 221 Hist of Theater I: World (4 credits)

The history and analysis of theater forms, Western and non-Western, from ancient rituals to the 18th century with attention to the relationships between the plays and the audience, performers, and production methods of various periods.

THTR 222 Hist of Theater II:Mod/Contemp (4 credits)

Examination of 18th, 19th and 20th century world theater with special attention to both the contemporary and historic perspectives. Deals with major movements and styles of modern theater.

THTR 223 Hist of Theater III-American (4 credits)

Development of theater in the United States from its 17th century roots to the present, with special attention to contemporary American drama. Emphasis on the connections between theater and culture.

THTR 243 Individual Study (2 or 4 credits)

THTR 269 Research (2 or 4 credits)

THTR 285 Scenery Design (4 credits)

THTR 297 Topics (4 credits)

THTR 298 Topics (4 credits)

THTR 389 Research (2 or 4 credits)

THTR 393 Individual Study (2 or 4 credits)

THTR 412 Drama:Theory & Criticism (4 credits)

Study in abstract and applied dramatic theory. Selected playwrights and bodies of criticism that surround their work are examined closely in relation

to various theoretical systems. Aristotle through post-modern.

THTR 489 Topics (4 credits)

THTR 490 Topics (4 credits)

THTR 495 Individual Study (2 or 4 credits)

THTR 497 Individual Study (4 credits)

THTR 498 Individual Study (4 credits)

ENVIRONMENTAL SCIENCE (ESCI)

College of Arts and Sciences, Interdisciplinary Program

Owens Science Hall (OWS) 352, (651) 962-5166

Gaston "Chip" Small (BIOL), program director

Department Web Site:

<https://cas.stthomas.edu/departments/areas-of-study/earth-environment-society/index.html>

Environmental science is an interdisciplinary science program focused on solving environmental problems that lie at the interface between biology, chemistry, and geology. Students participate in one of three concentrations (biology, chemistry, or geology) leading to the Bachelor of Science degree, each of which contains substantial coursework from each of these disciplines. This program provides excellent preparation for students wishing to pursue graduate degrees in conservation biology, environmental science, earth system science, or other environmentally-focused programs of study in the sciences. It also provides solid preparation for students planning other types of environmental careers, such as environmental consulting, law, policy, or research.

Students entering this program should contact the program director or a committee member. Each student will be assigned an adviser appropriate to the concentration that they choose for their course of study.

Major in Environmental Science (B.S.)

All students must complete these core requirements for the Environmental Science majors. Students will also choose only one track from Biology, Chemistry or Geosciences. A track within environmental

sciences cannot be combined with another track for a double major in environmental sciences

Environmental Science core requirements:

- ESCI 310 Environmental Problem Solving (4 credits)
- ESCI 430 Senior Research Seminar (4 credits)
- BIOL 209 Biology of Sustainability (4 credits)
- GEOL 115 Environmental Geology
OR *ESCI 132 Intro to Environmental Science (4 credits each)
- GEOL 252 Geomorphology
OR GEOL 310 Environmental Geochemistry (4 credits each)
- CHEM 111 and 112 General Chemistry I and II (8 credits total)
or CHEM 115 Accelerated General Chemistry (4 credits)
- PHYS 211 Classical Physics I (4 credits) OR *PHYS 109 General Physics I (an acceptable PHYS choice for Biology and Geosciences track majors only) (4 credits)
- MATH 113 Calculus I (4 credits)
or MATH 108 and 109 Calculus with Review I and II (8 credits total)

Students must also complete the courses from their chosen track as listed below.

Biology Track

All Biology track students must complete the following four (4) courses:

- BIOL 207 Genetics, Evolution, and Ecology (4 credits)
- BIOL 208 Biological Communications & Energetics (4 credits)
- ENGR 123 Energy and the Environment (4 credits)
- STAT 220 Statistics I (4 credits)

Plus 12 credits from the following (at least 4 credits must be 400-level)

- BIOL 211 Introduction to Field Research (4 credits)
- BIOL 328 Environmental Toxicology and Health (4 credits)
- BIOL 333 Ecology (4 credits)
- BIOL 335 Conservation Biology (4 credits)
- BIOL 361 Medical Geology (4 credits)
- BIOL 435 Aquatic Biology (4 credits)
- BIOL 480 Urban Ecosystem Ecology (4 credits)
- BIOL 486 Seminar (4 credits)
- BIOL 491 Individual Research (2 or 4 credits)

Plus 8 elective credits from the following, including at least 4 credits of courses with ECON/ENVR/GEOG/HIST/PHIL/POLS/PSYCH prefix. Additionally, if ESCI 132 is taken as Environmental Science core requirement, 4 credits of GEOL is required as an elective. (all courses are 4 credits each)

- CHEM 201 Organic Chemistry I (4 credits)
- ECON 370 Environmental and Natural Resource Economics (4 credits)
- ENVR 212 Society and Sustainability (4 credits)
- ENVR 222 MN Ecosystem Management (4 credits)
- ENVR 351 Environmental Policy (4 credits)
or POLS 309 Environmental Policy
- GEOG 331 Conservation Geography (4 credits)
- GEOG 321 Geographic Info Systems (4 credits)
- GEOL 211 Earth Materials (4 credits)
- GEOL 220 Oceanography (4 credits)
- GEOL 252 Geomorphology (4 credits)

- GEOL 260 Regional Geology and Geological Field Methods (4 credits)
- GEOL 310 Environmental Geochemistry (4 credits)
- GEOL 410 Hydrogeology (4 credits)
- GEOL 491 Individual Research (4 credits)
- HIST 228 Environmental History (4 credits)
- MATH 114 Calculus II
- PHIL 258 Environmental Ethics (4 credits)
- PHYS 212 Classical Physics II (4 credits)
or PHYS 110 General Physics II (4 credits)
- PSYC 334 Psychology of Sustainability (4 credits)
- STAT 310 Biostatistics (4 credits)

To help students meet specific academic goals, other classes may be taken for this requirement with prior approval from the ESCI director.

Chemistry Track

All Chemistry track students must complete the following five (5) courses:

- CHEM 201 Organic Chemistry I (4 credits)
- CHEM 202 Organic Chemistry II (4 credits)
- CHEM 300 Quantitative Analysis (4 credits)
- MATH 114 Calculus II (4 credits)
- PHYS 212 Classical Physics II (4 credits)

Plus one of the following courses:

- CHEM 320 Instrumental Analysis (4 credits)
- CHEM 331 Chemical Thermodynamics and Reaction Dynamics (4 credits)
- CHEM 332 Quantum Chemistry and Molecular Spectroscopy (4 credits)
- CHEM 440 Biochemistry I (4 credits)
- CHEM 491 Research (4-credit option only)

Plus 12 elective credits from the following, including at least 4 credits of courses with ECON/ENVR/GEOG/HIST/PHIL/POLS/PSYCH prefix. Additionally, if ESCI 132 is taken as

Environmental Science core requirement, 4 credits of GEOL is required as an elective. (all courses are 4 credits each)

- BIOL 207 Genetics, Evolution and Ecology (4 credits)
- BIOL 208 Biological Communication & Energetics (4 credits)
- BIOL 211 Introduction to Field Research (4 credits)
- ECON 370 Environmental and Natural Resource Economics (4 credits)
- ENGR 123 Energy and the Environment (4 credits)
- ENVR 212 Society and Sustainability (4 credits)
- ENVR 222 MN Ecosystem Management (4 credits)
- ENVR 351 Environmental Policy (4 credits)
or POLS 309 Environmental Policy (4 credits)
- GEOG 321 Geographic Info Systems (4 credits)
- GEOG 331 Conservation Geography (4 credits)
- GEOL 211 Earth Materials (4 credits)
- GEOL 220 Oceanography (4 credits)
- GEOL 252 Geomorphology (4 credits)
- GEOL 260 Regional Geology and Geological Field Methods (4 credits)
- GEOL 310 Environmental Geochemistry (4 credits)
- GEOL 410 Hydrogeology (4 credits)
- GEOL 491 Individual Research (2 or 4 credits)
- HIST 228 Environmental History (4 credits)
- PHIL 258 Environmental Ethics (4 credits)
- PSYC 334 Psychology of Sustainability (4 credits)
- STAT 310 Biostatistics (4 credits)

To help students meet specific academic goals, other classes may be taken for this requirement with prior approval from the ESCI director.

Geosciences Track

All students in the Geosciences track must complete the following four (4) courses:

- BIOL 207 Genetics, Evolution and Ecology (4 credits)
- BIOL 333 Ecology or BIOL 335 Conservation Biology (4 credits)
- ENGR 123 Energy and the Environment (4 credits)
- STAT 220 Statistics I (4 credits)

Plus 12 credits from the following (all courses are 4-credits):

- GEOL 162 Earth's Record of Climate (4 credits)
- GEOL 211 Earth Materials (4 credits)
- GEOL 220 Oceanography (4 credits)
- GEOL 252 Earth Surface Processes and Geomorphology (4 credits)
- GEOL 260 Regional Geology and Field Methods (4 credits)
- GEOL 461/BIOL 361 Medical Geology (4 credits)
- GEOL 410 Hydrogeology (4 credits)
- GEOL 462 Advanced Earth's Record of Climate (4 credits)
- GEOL 491 Research (4 credits)

Plus 8 elective credits from the following, including at least 4 credits of courses with ECON/ENVR/GEOG/HIST/PHIL/POLS/PSYCH prefix. (all courses are 4 credits each)

- BIOL 208 Biological Communication & Energetics (4 credits)
- BIOL 211 Introduction to Field Research (4 credits)
- CHEM 201 Organic Chemistry I (4 credits)
- ECON 370 Environmental and Natural Resource Economics (4 credits)

- ENVR 212 Society and Sustainability (4 credits)
- ENVR 222 MN Ecosystem Management (4 credits)
- ENVR 351 Environmental Policy (4 credits) or POLS 309 Environmental Policy
- GEOG 321 Geographic Info Systems (4 credits)
- GEOG 331 Conservation Geography (4 credits)
- HIST 228 Environmental History (4 credits)
- MATH 114 Calculus II (4 credits)
- PHIL 258 Environmental Ethics (4 credits)
- PHYS 212 Classical Physics II (4 credits)
- PHYS 110 General Physics II (4 credits)
- PSYC 334 Psychology of Sustainability (4 credits)
- STAT 310 Biostatistics (4 credits)

Minor in Environmental Science

Complete 12 credits from the list, including courses from at least two categories. No more than one 100-level course may be taken from a single category.

Biology

- BIOL 102 Conservation Biology (4 credits)
- BIOL 207 Genetics, Ecology, and Evolution (4 credits)
- BIOL 209 Biology of Sustainability (4 credits)
- BIOL 328 Environmental Toxicology and Health (4 credits)

Chemistry

- CHEM 101 Environmental Chemistry (4 credits)
- CHEM 109 General Chem for ENGR (4 credits)
- CHEM 111 General Chemistry I (4 credits)
- CHEM 115 Accelerated General Chemistry (4 credits)

Geology/Environmental Science

- ESCI 132 Intro to Environmental Science (4 credits)
- GEOL 111 Intro to Physical Geology (4 credits)
- GEOL 115 Environmental Geology (4 credits)
- GEOL 162 The Earth's Record of Climate (4 credits)
- GEOL 163 Applied Geology (4 credits)
- GEOL 220 Oceanography (4 credits)
- GEOL 260 Regional Geol & Field Methods (4 credits)

Upper-level Environmental Science course. All students will complete this course. (4 credits)

- ESCI 310 Environmental Problem Solving (4 credits)
- Capstone Course. Select one course from this list. (4 credits)
- ESCI 430 Senior Research Seminar (4 credits)
- ESCI 491 Independent Research (4 credits)
- ENGR 468 Environmental Engineering (4 credits)

ESCI Course Catalog

ESCI 132 Intro to Environmental Science (4 credits)

Environmental science is an interdisciplinary science program focused on solving environmental problems that lie at the interface between biology, chemistry, and geology. Using case studies, community partners and/or real research projects, students will learn skills used by environmental scientists to address local and regional environmental issues. We will explore the natural processes involved in the problems as well as consider scientific contributions to solutions. Students interested in Sustainability, Conservation, Advancing the Common Good and/or pairing science with business, engineering, law or other fields are encouraged to take this class.

ESCI 243 Individual Study (2 or 4 credits)

ESCI 269 Research (2 or 4 credits)

ESCI 310 Environmental Problem Solving (4 credits)

This course explores methods of solving environmental problems. These problems are by nature, interdisciplinary and are rarely addressed in a substantive fashion in traditional science textbooks. In this course, students and faculty work together to develop a working model of a critical earth system or biogeochemical cycle (i.e. the carbon or nitrogen cycle), and learn how to make calculations of human-induced changes to that system. Students from all concentrations of the environmental science major will work together on this interdisciplinary research project using modeling and systems analysis software to more fully understand specific environments and the quantitative methods of assessing challenges to those environments. This course should be taken by all ESCI students during their junior year. Four laboratory hours per week. Prerequisite: BIOL 209 or permission of instructor.

ESCI 389 Research (2 or 4 credits)

ESCI 393 Individual Study (2 or 4 credits)

ESCI 430 Senior Research Seminar (4 credits)

This course is designed to fulfill the senior capstone experience in Environmental Science. It brings together students from all the environmental science concentrations (biology, chemistry, and geology) to complete interdisciplinary research projects where students can integrate the knowledge gained in their distinct, yet complementary disciplinary tracks. The course will be a mix of research and seminar format designed to give students significant opportunities to practice the methods of scholarship and modes of communication used by environmental scientists. This course should be completed in the final Spring semester prior to graduation. Four laboratory hours per week. Prerequisite: ESCI 310 or permission of instructor.

ESCI 476 Experiential Learning (0 to 4 credits)

ESCI 491 Research (2 or 4 credits)

ESCI 495 Individual Study (2 or 4 credits)

Exercise Science (EXSC)

College of Health, Department of Health & Exercise Science

Anderson Athletic Recreation Center (AARC) 206,
(651) 962-5982

Mellick (Chair), Arogbokun, Bruininks, Hedman-
Robertson, Korak, Mead, Mellick, Roy, Sage, Scibora

Department Web Site:

<https://health.stthomas.edu/health-exercise-science/index.html>

A major in exercise science prepares students for entrance into a doctor of physical therapy program or other related medical field. A student graduating with a major in exercise science will be trained on highly sophisticated assessment equipment and gain real-world experience outside the classroom.

Exercise Science Major

Major Courses:

- NUTR 245 Introduction to Nutrition (4 credits)
- EXSC 130 Foundations of Exercise Science (2 credits)
- EXSC 211 Introduction to Research Methods (2 credits)
- EXSC 213 Human Anatomy and Lab (4 credits)
- EXSC 214 Physiology (4 credits)
- EXSC 214L Physiology Lab (0 credits)
- EXSC 326 Kinesiology (4 credits)
- EXSC 332 Exercise Physiology (4 credits)
- EXSC 332L Exercise Physiology Lab (0 credits)
- EXSC 413 Exercise Testing & Prescription (4 credits), OR
- EXSC 414 Essentials of Strength & Condition (4 credits)
- EXSC 426 Biomechanics (4 credits)
- EXSC 426L Biomechanics Lab (0 credits)
- EXSC 449 Exercise Science Research Methods (2 credits)
- EXSC 450 Ex Sci/Hlth Prom Internship (100 hours) (2 credits)

Elective Courses (select 8 credits):

- HLTH 250 Personal Health & Wellness (4 credits)
- EXSC 313 Motor Development (4 credits)
- EXSC 314 Aging & Exercise (4 credits)
- EXSC 413 Exercise Testing & Prescription (4 credits)
- EXSC 414 Essentials of Strength & Condition (4 credits)
- EXSC 432 Advanced Exercise Physiology (4 credits)
- PHYS 110 General Physics II (4 credits)
- CHEM 112 General Chemistry II (4 credits)

Allied Courses:

- BIOL 207 Genetics, Ecology, and Evolution (4 credits)
- BIOL 208 Biological Communication and Energetics (4 credits)
- CHEM 111 General Chemistry I (4 credits)
- PHYS 109 General Physics I (4 credits)
- STAT 220 Statistics (4 credits)
- PSYC 111 General Psychology (4 credits)
- PSYC 301 Psychopathology (4 credits)

Select one of the following:

- MATH 108/109 Calculus with Review I & Review II (4 credits each)
- MATH 113 Calculus (4 credits)

Exercise Science Minor

This minor is for students looking to enhance their career objectives and goals who may be considering work in the allied health, wellness or fitness world. A minor increases a student's knowledge base, enhances qualifications, provides for a greater competitive edge in the job market and builds individual credibility.

This minor is a good complement to a number of other disciplines such as business, marketing, communications and psychology. Students interested in pursuing careers in fields such as sports broadcasting, sports marketing, and

advertising and promotions may also be interested in this minor.

Core Courses:

- EXSC 213 - Human Anatomy and Lab (4 credits)
- EXSC 214 - Human Physiology and Lab (4 credits)
- EXSC 326 - Kinesiology (4 credits)
- EXSC 332 - Exercise Physiology (4 credits)

Select one of the following:

- EXSC 426 Biomechanics (4 credits)
or EXSC 432 Advanced Exercise Physiology (4 credits)

The following prerequisites must be observed:

EXSC 213 is a prerequisite for EXSC 326

EXSC 214 is a prerequisite for EXSC 332

EXSC 326 is a prerequisite for EXSC 426

EXSC 332 is a prerequisite for EXSC 432

Please note: Health Promotion majors may not earn an Exercise Science Minor.

EXSC Course Catalog

EXSC 130 Foundations Exercise Science (2 credits)

This is the introductory course in the Exercise Science major and provides an overview of the field of applied exercise science. The student will gain exposure to various career options and possible settings for professional practice of exercise science, and will be introduced to the foundations of Biomechanics, Exercise Physiology, Exercise Psychology and Sociology. (Formerly PHED 130)

EXSC 211 Intro to Research in EXSC (2 credits)

This course allows students the opportunity to be engaged in hands-on research methodology focused on exercise science. This includes instruction regarding obtaining and reading research, the IRB process, the use of equipment in the exercise science labs, working with human participants, and the process of manuscript preparation.

EXSC 213 Human Anatomy (4 credits)

This course is a study of human anatomical structure using a body systems approach from the microscopic to gross levels of organization. Of particular emphasis are unifying themes including the complementarity of human anatomy form and function, interrelationships between organ systems and the application of knowledge to homeostatic disruptions observed in human disease and other clinical conditions. This workshop-style course combines the lecture and laboratory components (three laboratory hours per week) to provide students with hands-on experiences learning anatomical concepts, developing critical thinking, understanding scientific methodology and the application of scientific principles.

EXSC 214 Human Physiology (4 credits)

This is a course designed to provide students with an understanding of the regulation and function of the human body and physiological integration for the maintenance of homeostasis. Areas of study include muscular, neural, cardiovascular, respiratory, renal, endocrine and reproductive systems. This course is a three-hour lecture course with a two-hour lab section. Two laboratory hours per week. (Formerly PHED 214)

EXSC 240 Medical Terminology (2 credits)

This course is intended to introduce students to technical terminology used in the health profession. Emphasis will be placed on nomenclature, medical vocabulary, pronunciation, spelling, and accurate definition. The Greek and Latin root words that form the basis of the technical terminology used in the health profession will be studied, thus providing students with an understanding of the fundamental building blocks of this terminology. (Formerly PHED 240)

EXSC 243 Individual Study (2 or 4 credits)

EXSC 269 Research (2 or 4 credits)

EXSC 295 Topics (2 credits)

EXSC 296 Topics (2 credits)

EXSC 297 Topics (4 credits)

EXSC 298 Topics (4 credits)

EXSC 313 Motor Development (2 credits)

This course provides an in-depth study of the principles of human growth and life span motor development and motor learning. Topics of study will include physical growth and aging, development of motor skills across the life span,

perceptual motor development and the interaction of exercise and structural constraints.

EXSC 314 Aging and Exercise (2 credits)

This course is designed to apply the principles of anatomy and physiology to the study of aging and physical activity. The student will gain an understanding for how exercise adaptations are impacted by the aging experience, and how exercise can be programmed and prescribed in an aging population. Prerequisites: EXSC 213 and 214.

EXSC 326 Kinesiology (4 credits)

Structure and function of the human skeletal and muscular systems with respect to movement will be examined. Neuromuscular aspects of movement, forces, torque, balance and stability are studied with applications to sport, physical activity and activities of daily living. Observing and analyzing skill performance are experienced. Laboratory experiences will be done within the scheduled class time. Prerequisite: EXSC 213

EXSC 332 Exercise Physiology (4 credits)

This course is designed to provide an introduction to physiological responses experienced when training for, and participating in, sport and physical activity. Basic exercise physiology topics will be covered including the principles of exercise as well as adaptations to exercise for the purpose of cardiovascular fitness, muscular strength and/or endurance. Training for sport, detraining and ergogenic aids, cardiovascular disease, and obesity will also be studied. Laboratory experiences will be done within the scheduled class time. (Formerly PHED 332) Prerequisite: PHED 208 or EXSC 214 (Formerly PHED 214)

EXSC 389 Research (2 or 4 credits)

EXSC 393 Individual Study (2 or 4 credits)

EXSC 413 Testing and Prescription (4 credits)

Exercise Testing and Prescription follows the current recommended guidelines set forth by the American College of Sports Medicine (ACSM) and introduces undergraduate students to the scientifically-based standards related to human physiology assessment, health screening, health-related physical fitness testing and interpretation, prescription/program design, and exercise program adherence commonly used in healthcare and clinical settings, progressive health club, and elite athletics environments. Prerequisite: EXSC 332

EXSC 414 Essentials: Strength Training (4 credits)

Essentials of strength training and conditioning is a professional preparation course addressing the

theory and practical skills necessary to design and implement a variety of resistance training programs across a diverse population. The use of different resistance training modalities typically used to improve muscular endurance or muscular strength will be considered as well as physiological, biomechanical, and safety aspects of resistance, anaerobic, and aerobic training. Prerequisites: EXSC 326 or 332.

EXSC 426 Biomechanics (4 credits)

This course is designed to build on the basic understanding of the skeletal and muscular systems as they relate to human movement and examine the mechanics of movement in exercise and sport. Techniques for observing movement, data collection and analyzing sport performance and movement will be emphasized. Research techniques will be introduced and students will participate in designing and conducting a Biomechanics research project. Two hour laboratory per week. Prerequisite: Minimum grade of C- in EXSC 326

EXSC 432 Advanced Exercise Physiology (4 credits)

Application of the principles of anatomy and physiology to the study of metabolic, respiratory, cardiovascular, musculoskeletal, and nervous system changes during exercise and physical activity. The student will gain an understanding of the acute and chronic adaptations of these systems and how to impose these adaptations. In addition, students will gain hands-on experience in the testing and measurement of individuals in an exercise physiology laboratory. This course is a three-hour lecture course with a two-hour lab section. (Formerly PHED 432) Prerequisite: PHED 208 or EXSC 214 (formerly PHED 214); EXSC 332 (formerly PHED 332) or PHED 304

EXSC 449 Research Seminar (2 credits)

EXSC 450 Ex Sci/Hlth Prom Internship (2 credits)

This course meets the internship requirement for majors in the Exercise Science and Health Promotion programs. The required 100 observational hours fulfills a requirement for application to graduate clinical programs (e.g. physical therapy, chiropractic school, physician assistant school). S-R grading option only. Prerequisite: EXSC 326 and EXSC 332 must be successfully completed prior to (not at the same time as) enrolling in EXSC 450.

EXSC 476 Exer Sci Experiential Lrng (1 to 4 credits)

EXSC 483 Exercise Science Seminar (2 credits)

EXSC 484 Exercise Science Seminar (2 credits)

EXSC 485 Exercise Science Seminar (4 credits)

EXSC 486 Exercise Science Seminar (4 credits)

EXSC 487 Topics (2 credits)

EXSC 488 Topics (2 credits)

EXSC 489 Topics (4 credits)

EXSC 490 Topics (4 credits)

EXSC 491 Research (2 or 4 credits)

EXSC 495 Individual Study (2 or 4 credits)

FAMILY STUDIES (FAST)

College of Arts and Sciences, Interdisciplinary Program

Director: Dr. Audra Nuru (Comm & FAST)

Advisory Committee: Buri, Jessee, Lemmons, Lundquist, Nuru, Zimmerman

Associated Faculty: Balke, Niskanen, Sorenson

[Family Studies Department Web Site](#)

Family studies is an interdisciplinary field of study in which the family is the primary unit of analysis. The purpose of this major and minor is to enable students to critically examine the family using a variety of theories and methods. Family studies scholars can develop understanding of business and communication dynamics, health and social concerns, and psychological and theological matters affecting families and their members. A major and minor in family studies are flexible and multidisciplinary, providing for both broad exposure and disciplinary integration. Both the major and minor provide preparation for advanced study in family studies and the allied fields, as well as professional work in organizations focusing on families.

Major in Family Studies

A student may take no more than three courses from a single discipline toward the major in Family Studies. The major in family studies does not provide a license for a student to do therapy or counseling; it does provide a foundation for employment in the human services field and/or for graduate studies in multiple areas where a license can be earned, if so desired. Students will select elective courses in careful consultation with the

director of family studies and/or his or her advisor, choosing those that best support the student's future professional, graduate and/or personal goals and aspirations. The elective selections might also include strong recommendations for a double major in another discipline and/or courses in research methods taken in a constituent department - the latter especially recommended for students wishing to pursue graduate work in Family Social Science or Psychology, Social Work, or other related fields.

All students must take:

- FAST 200 Foundations of Family Studies (4 credits)
- FAST 400 Family Studies Capstone Seminar (4 credits)

All students must take 4 credits (1 course) in research methods, chosen in consultation with the student's adviser from the following list:

- PSYC 212: Research Methods in Psychology (4 credits)
- SOCI 210: Research Methods in Sociology (4 credits)
- SOWK 380: Social Work Research (4 credits)

All students must take 8 credits (2 courses) of the following:

- COMM 374: Family and Couple Communication (4 credits)
- PSYC 288: Psychology of Marriage and the Family (4 credits)
- SOCI 321: Global Marriages and Families (4 credits)

All students are required to take 20 credits (5 courses) of elective courses, chosen in consultation with the student's adviser from the following list:

- CHDC 305: Chemical Dependency and the Family (4 credits)

- COMM 220: Interpersonal Communication (4 credits)
- COMM 374: Family and Couple Communication (4 credits)
- EDUC 329: Diverse Learners and Families (4 credits)
- ENTR 349: Family Business Management (4 credits)
- FAST 243, 393, or 495: Individual Study (2 or 4 credits)
- FAST 476 or 478: Experiential Learning/Internship (2 or 4 credits)
- HIST 211: History of Women & Families in the Americas
- HLTH 462: Human Sexuality Education (4 credits)
- PHIL 234: Love, Sex, and Friendship (4 credits)
- PSYC 200: Psychology of Infancy and Childhood (4 credits)
- PSYC 202: Lifespan Development (4 credits)
- PSYC 203: Psychology of Adolescence (4 credits)
- PSYC 204: Psychology of Adulthood and Aging (4 credits)
- PSYC 288: Psychology of Marriage and the Family (4 credits)
- SOWK 181: Introduction to Social Work
- SOWK 210T/2100C: Relationships, Intimacy and Sexuality (4 credits)
- SOWK 240T: People and Environment: Theories of Behavior, Justice and Impact (4 credits)
- SOWK 291: Anatomy of Violence (4 credits)
- SOWK 401: Practice with Individuals and Families (available only to social work majors) (4 credits)
- SOCI 298: Youth Culture & Education in Puerto Rico (4 credits)

- SOCI 304: Adolescence in Society (4 credits)
- SOCI 321: Global Marriages and Families (4 credits)
- SOCI 354: Sex in Society (4 credits)
- THEO 226: Spirituality: Christian Marriage (4 credits)

NOTE: Students may take no more than three courses from a single discipline (excluding the course taken to fulfill the methods requirement) toward the major in Family Studies.

Minor in Family Studies

A student may take no more than two courses from a single discipline toward the minor in Family Studies. Students interested in a minor in family studies should meet with the director.

All students must take:

- FAST 200 Foundations of Family Studies (4 credits)

All students must take 4 credits (1 course) from the following:

- COMM 374: Family and Couple Communication (4 credits)
- PSYC 288 Psychology of Marriage and the Family (4 credits)
- SOCI 321 Global Marriages and Families (4 credits)

All students are required to take 12 credits (3 courses) of elective courses, chosen in consultation with the student's adviser from the following list:

- CHDC 305: Chemical Dependency and the Family (4 credits)
- COMM 220: Interpersonal Communication (4 credits)
- COMM 374: Family and Couple Communication (4 credits)
- EDUC 329: Diverse Learners and Families (4 credits)

- ENTR 349: Family Business Management (4 credits)
- FAST 243, 393, or 495: Individual Study (2 or 4 credits)
- FAST 476 or 478: Experiential Learning/Internship (2 or 4 credits)
- HIST 211: History of Women & Families in the Americas
- HLTH 462: Human Sexuality Education (4 credits)
- PHIL 234: Love, Sex, and Friendship (4 credits)
- PSYC 200: Psychology of Infancy and Childhood (4 credits)
- PSYC 202: Lifespan Development (4 credits)
- PSYC 203: Psychology of Adolescence (4 credits)
- PSYC 204: Psychology of Adulthood and Aging (4 credits)
- PSYC 288: Psychology of Marriage and the Family (4 credits)
- SOWK 181: Introduction to Social Work
- SOWK 210T/2100C: Relationships, Intimacy and Sexuality (4 credits)
- SOWK 240T: People and Environment: Theories of Behavior, Justice and Impact (4 credits)
- SOWK 291: Anatomy of Violence (4 credits)
- SOWK 401: Practice with Individuals and Families (available only to social work majors) (4 credits)
- SOCI 298: Youth Culture & Education in Puerto Rico (4 credits)
- SOCI 304: Adolescence in Society (4 credits)
- SOCI 321: Global Marriages and Families (4 credits)
- SOCI 354: Sex in Society (4 credits)
- THEO 226: Spirituality: Christian Marriage (4 credits)

NOTE: Minors may take no more than two courses from a single discipline toward the minor in Family Studies

FAST Course Catalog

FAST 200 Foundations of Family Studies (4 credits)

As a foundation of the Family Studies major and minor, this course provides an interdisciplinary exploration of the discipline and profession of Family Studies. Students will be introduced to primary family theories and the practical nature of theorizing for understanding, explaining and strengthening all families; read original and translated/applied research on family topics; explore substantive topics of the field; examine the current state of Family Studies and its multidisciplinary roots; become familiar with family studies' occupations and professional organizations; review ethical principles of working with and studying families; and examine a range of contemporary issues for families in the 21st century.

FAST 243 Individual Study (2 or 4 credits)

FAST 269 Research (2 or 4 credits)

FAST 297 Topics (4 credits)

FAST 378 Comm & Underrep Families (4 credits)

Given that demographic changes, immigration patterns, transnational adoption, new U.S. Supreme Court rulings impacting LGBTQ+ families, and the addition of a multiracial option on the 2010 Census have all contributed to changes in the ways that individuals and families identify, are formed, and are (re)negotiated, it is of critical importance to examine scholarship highlighting these diverse (and often underrepresented) family forms. Families in the United States today are faced with opportunities and challenges that have never been experienced by families before. The first 21 years of this century have produced large social, civil, and technological changes that impact not only the communication among family members, but has also impacted larger societal discourses about what constitutes "family." Although family communication scholars have long called for the inclusion of more diverse samples in family research, to date this research remains very limited in the understanding of family functioning, relationships, and processes in families of color, LGBTQ families, transnational and neo-ethnic families, discourse dependent families, and other family forms. To this end, this course examines the communicative experiences of contemporary and underrepresented families.

FAST 389 Research (2 or 4 credits)

FAST 393 Individual Study (2 or 4 credits)

FAST 400 Family Studies Capstone Sem. (4 credits)

This advanced capstone course for the Family Studies major is a multidisciplinary seminar taken after a student has completed at least four courses in the Family Studies major. The course incorporates a variety of methods, theories, and pedagogies drawn from the family studies paradigm. A substantial portion of the course will be devoted to student experience in the community and professions, including reflections and analyses that incorporate family studies scholarship. Prerequisite: FAST 200, plus two of COJO 374 (formerly COJO 472), PSYC 288, SOCI 321, plus six other courses from the list of approved courses for the Major.

FAST 450 Intro to Marriage/Family Psych (4 credits)

This course is an overview of marriage and family counseling, including application of family psychology theory to family problems and intervention strategies. This course offers an opportunity for students to study an overview of the major marriage and family therapy theories as well as be exposed to many of the fundamental constructs in the family therapy field. Different themes will be compared using the lenses of the role of family history, use of insight, whether the whole system or parts of the family are areas of focus, family problem resolution, as well as strategies useful to each therapeutic approach. An integral part of the course is an understanding of, both, family systems theory and the family in the context of a diverse, pluralistic society. Prerequisites: Majoring in Family Studies and permission from instructor.

FAST 476 Experiential Learning (1 to 4 credits)

FAST 490 Special Topics (4 credits)

FAST 491 Research (2 or 4 credits)

FAST 495 Individual Study (2 or 4 credits)

Film Studies (FILM)

College of Arts and Sciences, Interdisciplinary Program

Chaudhury (ENGL); Gregg (E-Media); Kachian (MUSC); Kroll (Director; MCL); Lawrence (ENGL); Hoolihan (FILM) James-Lejárcegui (FILM and MCL); Snapko (FILM)

[Film Studies Department Page](#)

The Film Studies major is an interdisciplinary program that provides students with a solid foundation in film history and theory, plus training in skills related to film production. By completing this major, students will be able to understand the historical development of film language (camera work, acting, and editing) including film's pre-history and relationship to photography and theatre; identify and analyze films from the major film traditions, movements, genres (narrative, documentary, and experimental-surreal), studios and directors; understand developments in world cinema, including expression, imagery and representations of nationhood, ethnicity, race, sex, gender, sexuality, social class, cultural values, religious values, political movements, etc; articulate and apply major film theories and critical approaches; understand the political and economic context of film, including the impact of distribution and circulation on the production and reception of film; and develop skills relevant to film production, such as writing, directing, acting, design, composition and the acquisition and editing of images and sound.

Major in Film Studies

Students will complete 40 credits for the Film Studies major:

Required:

- FILM 200 Introduction to Film Studies (4 credits)
- FILM 300 World Cinema (4 credits)
- FILM 335 Film Theory and Criticism (4 credits)
- FILM 350 Contemporary Issues in Film (4 credits)

Plus eight credits in production/practice chosen from the following:

- FILM 305 Screenwriting (4 credits)
- FILM 310 Filmmaking (4 credits)
- DIMA 240 Digital Imagery and Sound (4 credits)
- DIMA 262 Audio Production (4 credits)

- DIMA 360 Videography (4 credits)
- DIMA 460 Advanced Videography (4 credits)
- DIMA 480 Capstone: Digital Media for the Common Good (4 credits)
- MUSC 205 Advanced Studio Recording (4 credits)
- MUSP 110 Digital Music Lessons (1 credit) (with focus on film music) *
- MUSP 165 Music Composition (1 credit) (with focus on music for film) *
- THTR 214 Beginning Acting (4 credits)
- THTR 218 Acting for the Camera (4 credits)

* May be taken for credit more than once.

- Plus sixteen additional credits from the production/practice courses listed in the section immediately above OR the film history and analysis courses listed below, or internship, experiential learning, or independent study as approved by FILM studies director. At least five courses taken for the Film Studies major must have the FILM prefix. At least five courses taken for the Film Studies major must be numbered 300 or higher.

- CLAS 225 The Classical Hero, Epic, and Film (4 credits)
- COMM 332 Documentary in American Culture (4 credits)
- DIMA/JOUR 232 Visual Communication in Theory and Practice (4 credits)
- ENGL topics courses as appropriate and approved by FILM Studies. Examples of ENGL courses with recent or potential film studies topics:
- ENGL 395 Issues in Literature, Language, and Culture (Film) (4 credits)
- FILM 297 Topics (4 credits)
- FILM 298 Topics (4 credits)
- FREN 490 French Cinema (4 credits)

- MUSC 170 Music of Film (4 credits)
- SPAN 415 Hispanic Cinema Studies (4 credits)

Minor in Film Studies

Students will complete 20 credits for the FILM minor:

- FILM 200 Introduction to Film Studies (4 credits)
- FILM 300 World Cinema (4 credits)

Plus four credits in film theory/history/criticism/analysis:

- COMM 332 Documentary in American Culture (4 credits)
- CLAS 225 The Classical Hero, Epic, and Film (4 credits)
- DIMA/JOUR 232 Visual Communication in Theory and Practice (4 credits)

ENGL topics courses as appropriate and approved by FILM Studies. Examples of ENGL courses with recent or potential film studies topics:

- ENGL 395 Issues in Literature, Language, and Culture (Film) (4 credits)
- FILM 297 Topics (4 credits)
- FILM 298 Topics (4 credits)
- FILM 335 Film Theory and Criticism (4 credits)
- FILM 350 Contemporary Issues in Film (4 credits)
- FREN 490 French Cinema (4 credits)
- MUSC 170 Music of Film (4 credits)
- SPAN 415 Hispanic Cinema Studies (4 credits)
- THTR 214 Beginning Acting (4 credits)
- THTR 218 Acting for the Camera (4 credits)

Plus four credits in production/practice

- FILM 305 Screenwriting (4 credits)
- FILM 310 Filmmaking (4 credits)
- DIMA 240 Digital Imagery and Sound (4 credits)
- DIMA 262 Audio Production (4 credits)
- DIMA 360 Videography (4 credits)
- DIMA 460 Advanced Videography (4 credits)
- DIMA 480 Capstone: Digital Media for the Common Good (4 credits)
- MUSC 205 Advanced Studio Recording (4 credits)
- MUSP 110 Digital Music Lessons (1 credit) (with focus on film music) *
- MUSP 165 Music Composition (1 credit) (with focus on music for film) *
- THTR 214 Beginning Acting (4 credits)
- THTR 218 Acting for the Camera (4 credits)

* May be taken for credit more than once.

Plus four additional credits from:

- those listed above, internship, experiential learning, or independent study as approved by FILM studies director. At least two courses must be numbered 300 or higher.

FILM Course Catalog

FILM 200 Introduction to Film Studies (4 credits)

FILM 200 introduces students to film analysis, providing the basic tools to understand, appreciate, and analyze the technical and aesthetic dimensions of film and to understand how these elements come together to create meaning. The course will focus on specific filmmaking techniques, provide a brief overview of film history, and introduce students to the concepts of genre, ideology and style. In addition to attending class sessions, students will be required to dedicate approximately two hours per week to viewing films in lab or outside of class.

FILM 243 Individual Study (2 or 4 credits)

FILM 295 Topics (2 credits)

FILM 296 Topics (2 credits)

FILM 297 Topics (4 credits)

FILM 298 Topics (4 credits)

FILM 300 World Cinema (4 credits)

In this course, students will view, discuss, and read and write about feature-length films from Africa, Asia, the Americas, Europe, and possibly India and/or the Middle East. Following critical viewing of films both in and outside of class, students will engage in critical reflection, discussion, and analytical writing as a way of practicing the art of film analysis. This course asks students to think critically about the ways in which cinema engages the world as a form of entertainment, as art, as historical document, and as an instrument of social change. The course fulfills the Human Diversity requirement of the core curriculum at UST by addressing issues of race, ethnicity, gender, and geopolitical status. It scrutinizes the ways in which institutionalized and structural power and privilege are reflected in the subject matter, creation, and audience reception of film.

FILM 305 Screenwriting (4 credits)

The purpose of this course is to learn how to write effective narrative screenplays, with an emphasis on the creation of short scripts. In order to explore and identify basic dramatic principles of story, character, and structure, we will analyze numerous short scripts and films made from them. We will look at how the dramatic principles of short scripts have been expanded and turned into feature screenplays by exploring the work of various successful contemporary writers and filmmakers. Once we establish the basics of effective screenplays, students will apply these concepts to the development of their own original short scripts. By the end of the semester, students will have written several complete short scripts that are ready to be shot on their own, produced as part of a St. Thomas filmmaking course, or that could be developed further into feature length screenplays. This course counts as a production/practice course for students pursuing the Film Studies major or minor and as an elective course for English majors and minors. Finally, this course also satisfies a WAC Writing in the Discipline requirement. Please note that this course does not count towards the core literature and writing requirement.

FILM 310 Filmmaking (4 credits)

This course is designed to introduce students to the filmmaking process, from script to screen. We will

concentrate our attention on two main elements - understanding the technical concerns of narrative filmmaking (the apparatuses, learning camera functions and techniques, and using editing software), AND developing students' artistic voice through storytelling and film analysis. The course aims to strengthen students' ability to conceive and flesh out ideas that will lead to compelling, authentic, personally meaningful short films and give them the critical foundation of film study and production tools to execute their ideas. Students will begin to develop their own artistic vision and style through filmmaking.

FILM 335 Film Theory and Criticism (4 credits)

This course trains students in the use of a wide range of film theory and criticism as tools for interpreting film and media as texts, as narrative, as works of art, as historical artifacts, as political expression, as semiotic systems, as mediums of identity and social change, and more. Building on knowledge and skills learned in FILM 200 Introduction to Film, students will learn a range of compelling critical methods for the analysis of film and media, including many of the following: auteur theory; psychoanalysis; feminism, gender and masculinity studies; Marxism; cultural studies; queer theory; audience reception and star studies; postcolonialism; genre analysis; and race and ethnicity, among others. Film Theory and Criticism will help situate you as informed, critically engaged viewers of global film and media texts and practices. Each area of film criticism will be accompanied by a screening of a film or films that elucidate main points of the area of film theory that is the focus for that week. Through the combination of canonical theoretical approaches and more contemporary angles developed since the 1970s, this course will provide you with skills necessary to interpret films as collaborative art works, as technical artifacts, as sociocultural and ideological productions, and as products of a globalized media world. Prerequisite: Film 200 or instructor permission.

FILM 350 Contemporary Issues in Film (4 credits)

This course is organized around a topic or area of inquiry and allows students to view, discuss, and read and write about feature-length films that engage with the topic of inquiry in depth. The course entails engaged viewing of films in and outside of class, reading of several critical articles per week, writing a weekly film journal, completing quizzes and a midterm, completing research papers, and active in-class participation. Possible subject areas may include cinema and social or political conflict, cinema and the environment, cinema and

science fiction, or a focus on the work of a particular director or genre. Course may be repeated for credit with a different topic. Prerequisite: FILM 200 or permission from the instructor.

FILM 393 Individual Study (2 or 4 credits)

FILM 476 Experiential Learning (1 to 4 credits)

FILM 495 Individual Study (2 or 4 credits)

Geography and Environmental Studies

College of Arts and Sciences, The Department of Earth, Environment, and Society

John Roach Center for the Liberal Arts (JRC) 432, (651) 962-5566

Lorah (Director), Kelley, McKay

Program Website:

<https://cas.stthomas.edu/departments/areas-of-study/earth-environment-society/index.html>

The mission of Geography and Environmental Studies program is to provide both the highest quality liberal arts education and applied, career-oriented preparation. Our students learn to integrate knowledge and gain the depth of expertise to prepare them competitively for professional life and/or graduate school. We value the application of theory and research to real-world problems that affect the common good.

The Department of Earth, Environment, and Society offers multiple courses of study including a major and minor in geography, a major in environmental studies with various concentrations, a geographic information systems (GIS) minor (for non-geography majors) and a concentration area in GIS for majors, as well as a minor in sustainability.

With foundations in both the natural and social sciences, our courses prepare students for a wide range of careers in government, the private sector, and education. Geography and environmental studies graduates collect and analyze demographic data, model landscapes with GIS, perform location analysis for retail and service stores, are urban planners and land use managers, teach, and hold a wide variety of other jobs in the public and private sectors. Graduates also pursue advanced degrees in geography, environmental studies, business, urban and regional planning, community development, GIS, and natural resource management.

The GIS major and minor pair well with other majors in the physical and social sciences, and complement studies in education, marketing, real estate, and entrepreneurship. Our emphasis on GIS laboratory work, internships, collaborative faculty-student research, and service learning give our students a solid foundation in geographic principles and techniques, as well as an appreciation for the diversity of people and places.

The Environmental Studies major and Sustainability minor provide students with a broad interdisciplinary background as well as a basis for career specialization and practical application and problem solving. The program is based upon an investigation both of the Earth's environment and the wide variety of human interactions with that environment.

Major in Geography

- GEOG 111 Human Geography (4 credits)
- GEOG 113 Globalization & World Regions (4 credits)
- GEOL 111 Introductory Physical Geology (4 credits) or GEOL 114 The Science of Natural Disaster (4 credits) or GEOL 115 Environmental Geology (4 credits)
- GEOG 321 Geographic Information Systems (4 credits)
- GEOG/ENVR 401 Field Seminar (4 credits)

Plus sixteen credits from the following courses:

- GEOG 151: Environmental Problems & Sustainable Solution (4 credits)
- GEOG 230 Weather and Climate (4 credits)
- GEOG 322 Geographical Analysis (4 credits)
- GEOG 330 Geography for Business and Planning (4 credits)
- GEOG 350: Geography of Global Health (4 credits)
- GEOG 331 Conservation Geography (4 credits)
- GEOG 421 Applied Geographic Information Systems (4 credits)

- GEOG 298 Special Topics in Geography [focus changes with each offering] (4 credits)
- GEOG 478 Experiential Learning (4 credits) or GEOG 491 Research (4 credits)

Note: At least twelve of the credits used to fulfill the major must be at the 298-level or above.

Major in Geographic Information Systems (GIS)

- GEOG 111 Human Geography (4 credits)
- GEOG 113 Globalization & World Regions (4 credits)
- GEOL 111 Introductory Physical Geology (4 credits) or GEOL 114 The Science of Natural Disasters (4 credits) or GEOL 115 Environmental Geology (4 credits)
- GEOG 321 Geographic Information Systems (4 credits)
- GEOG/ENVR 401 Field Seminar (4 credits)

Plus sixteen credits from the following courses:

- GEOG 223 Remote Sensing (4 credits)
- GEOG 330 Geography for Business and Planning (4 credits)
- GEOG 350: Geography of Global Health (4 credits)
- GEOG 331 Conservation Geography (4 credits)
- GEOG 421 Applied Geographic Information Systems (4 credits)
- GEOG 478 Experiential Learning (4 credits) or GEOG 491 Research (4 credits)

Plus:

- STAT 220 Statistics I (4 credits)

Minor in Geography

- Twenty credits (5 courses) in Geography
- no more than eight credits of which may be at the GEOG 100-level

- and at least four credits of which must be numbered GEOG 300 or above.

Selection of the specific courses to fulfill the requirements should be done in consultation with a member of the department faculty.

Minor in Geographic Information Systems (GIS)

This minor is only available to non-geography majors.

- GEOG 321 Geographic Information Systems (4 credits)

Plus sixteen credits from the following courses:

- GEOG 223 Remote Sensing (4 credits)
- GEOG 330 Geography for Business and Planning (4 credits)
- GEOG 350: Geography of Global Health (4 credits)
- GEOG 331 Conservation Geography (4 credits)
- GEOG 421 Applied Geographic Information Systems (4 credits)
- GEOG 478 Experiential Learning (4 credits) or GEOG 491 Research (4 credits)

Certificate in Geographic Information Systems (GIS)

This Certificate is a three-course, 12-credit certificate as follows:

- GEOG 321 Geographic Information Systems (4 credits)

Any two of the following courses:

- GEOG 223 Remote Sensing (4 credits)
- GEOG 331 Conservation Geography (4 credits)
- GEOG 350 Geography of Global Health (4 credits)
- GEOG 393 (with a GIS component) Individual Study (4 credits)
- GEOG 421 Applied GIS (4 credits)

- GEOG 478 Experiential Learning (with a GIS component) (4 credits)
- GEOG 491 Research (with a GIS component) (4 credits)

This Certificate is only available to non-Geography majors or minors.

GEOG Course Catalog

GEOG 111 Human Geography (4 credits)

This course explores the effects of social, economic, environmental, political, and demographic change from a geographic perspective. It introduces students to a broad range of topics, including the effects of population growth, human impact on the environment, economic development, and globalization. Offered every semester.

GEOG 113 Globalization & World Regions (4 credits)

A country-by-country study of the world. The goal of this course is to emphasize whatever best explains the character of each country. This may be population, economics, resources, or any aspect of nature or humanity that gives an insightful understanding of each country. Offered every semester.

GEOG 223 Remote Sensing (4 credits)

The principles and techniques of remotely sensed data are presented including photographic and digital sensing. The applicability of these techniques to land use analysis and environmental studies will be emphasized. Students will become familiar with aerial photography and digital imagery interpretation through inquiry-based learning and GIS.

GEOG 230 Weather & Climate (4 credits)

The causes and consequences of weather and climate, from global-scale processes of climate dynamics, the greenhouse effect and El Nino to regional and local-scale processes of fronts, thunderstorms, hurricanes and tornadoes. Students are introduced to weather map analysis and simple forecasting and observational techniques.

GEOG 231 Global Migrations (4 credits)

A broad study of the history of human migrations from the earliest to modern times, and an examination of migration issues, such as why people migrate, where they come from and where they go. Part of the course will focus on the experiences of local immigrant groups: Somali, Hmong, Latino, and others.

GEOG 241 Geography of Minnesota (4 credits)

Minnesota is a land rich with diversity. In this course, students will explore the state's people, landscapes, natural resources, rural issues, economic opportunities, and many other aspects of Minnesota. The course will examine regional and topical issues to develop an understanding of what makes Minnesota unique. This will be accomplished through class discussions, hands-on activities, and readings.

GEOG 242 Latin America (4 credits)

A country-by-country tour of Latin America, this course addresses the physical geography and resources, as well as key features of history, ethnicity, government, economy, and modern issues of each country. Such issues may include land tenure, social conditions, environmental problems, indigenous movements, or any topic that is important to understand a particular country.

GEOG 243 Individual Study (2 or 4 credits)**GEOG 244 Africa (4 credits)**

A broad tour of Africa, including geography, history, and political economy. The course addresses both the broad physical and human geography of Africa, and includes specific topics such as indigenous governance, colonialism, independence leaders, Cold War politics, modern governance, ethnic conflicts, and health and environmental problems.

GEOG 269 Research (2 or 4 credits)**GEOG 295 Topics (2 credits)****GEOG 297 Topics (4 credits)****GEOG 298 Topics (4 credits)****GEOG 321 Geographic Info Systems (4 credits)**

The theme of this course is how to perform data analysis using Geographic Information Systems. Specific topics include spatial database operations, buffers, map overlay and address matching. The course illustrates the principles of Geographic Information Systems using a variety of real-world applications from demography to environmental studies. This course uses a blended course format and students should be prepared to spend 50% of their time working independently.

GEOG 322 Geographical Analysis (4 credits)

This project-based course uses Geographic Information Systems (GIS) to explore, model and better understand the American Landscape. It focuses on collecting, organizing, analyzing and presenting spatial data. Statistical methods are

applied in a real-world context - providing insight into issues ranging from urban sprawl to rural economic development. Offered alternate years.

GEOG 330 Geography/Business/Planning (4 credits)

Geographic techniques for business and planning applications include demographic analysis of customer characteristics, consumer's geographic behavior, trade areas, patterns of retailing, store location problems, site appraisals, optimal routing, and marketing.

GEOG 331 Conservation Geography (4 credits)

This course uses basic Geographic Information Systems (GIS) to study a wide range of conservation issues. GIS is ideal platform for exploring the relationships between the economic, political and environmental processes shaping our landscapes. Typical class projects include locating the best lands in Minnesota for carbon sequestration projects and helping the Minnesota Nature Conservancy target valuable forest habitat for conservation purchases.

GEOG 340 Geography of U.S. & Canada (4 credits)

What does the notion of "America" mean? How is this different from other global regions? This course examines the historical creation and expansion of North America from European, African and Asian influences. It then explores the contemporary geography of the continent: different cultural regions, economic characteristics, political variations, and places both special and commonplace that help define the North American experience.

GEOG 350 Geography of Global Health (4 credits)

This class introduces students to the concepts, theories and research techniques used by medical geographers. We study the underlying environmental, cultural and demographic processes that shape the distribution and spread of disease in an effort to achieve a deeper understanding of the factors influencing human health. Much of the semester is spent using Geographic Information Systems (GIS) to help community partners analyze and address health care challenges in the Twin Cities.

GEOG 389 Research (2 or 4 credits)**GEOG 393 Individual Study (0 to 4 credits)****GEOG 402 Field Seminar (4 credits)**

A capstone course that combines field experience with classroom seminar. Student teams will conduct

collaborative broadly interdisciplinary analyses of selected environmental problems. Field-based projects are chosen by the students in consultation with course instructor. Classroom seminars are used for exchange of information between teams and for discussion of readings pertinent to individual research projects or, more broadly, to the interdisciplinary character of environmental problem-solving. Each team produces a major paper that examines the selected problems through humanities, natural-science and social-science lenses. This class is cross-listed with, and is equivalent to, ENVR 401. Prerequisite: four geography courses or permission of the instructor

GEOG 421 Applied Geographic Info Sys (4 credits)

This project-based course is designed around individual student interests to utilize advanced ArcGIS functions and analysis. Principles of geographic information systems will be implemented in a wide variety of applications. Prerequisite: 300 level GEOG course or consent of the instructor.

GEOG 430 Urban Geography (4 credits)

This course will focus on themes in the development of contemporary cities with special attention to patterns and trends within the Twin Cities metropolitan area e.g. ethnicity, housing, transportation, historical evolution, and urban growth. Prerequisite: GEOG 111 or 113 or consent of instructor

GEOG 488 Topics (2 credits)

GEOG 489 Topics (4 credits)

GEOG 490 Topics (4 credits)

GEOG 491 Research (2 or 4 credits)

GEOG 495 Individual Study (1 to 4 credits)

Major in Environmental Studies

The Environmental Studies degree provides students with a broad interdisciplinary background as well as a basis for career specialization and practical application and problem solving. The program is based upon an investigation both of the Earth's environment and the wide variety of human interactions with that environment.

The major has three basic objectives:

1. to transmit an understanding of environmental problems and their complexities,

2. to motivate productive responses to those problems, both vocational and avocational, based on that understanding, and
3. to foster the development of critical, inquiring minds.

All students majoring in Environmental Studies are required to take 40 credits in core courses. The core courses are designed to provide the student with a foundation in the physical, social and ethical dimensions of environmental issues. In addition to the core courses, students are required to earn either a second major or a minor, or take another 24 credits in concentration-area courses. The requirement of a double major, a related minor, or six concentration area courses is meant to deepen the student's understanding of the origin and complexity of environmental issues while focusing attention on one particular area of study (e.g., engineering, math, journalism, justice & peace, geology, English, sociology, etc.). The department Chair can assist students in constructing successful concentration area proposals. Students are encouraged, but not required, to take additional courses in writing and computer applications, and should consult the Chair of the department for recommendations.

All ENVR majors must take the following 3 courses:

- ENVR 151 Environmental Problems and Sustainable Solutions (4 credits)
- ENVR 212 Sustainability in Context (4 credits)
- ENVR 401 Field Seminar (WID designated WAC course) (4 credits)

Plus courses in each of the following competency areas:

- Public Policy (4 credits)
- ENVR 351/POLS 309 Environmental Policy
- JPST 355 Public Policy Analysis and Advocacy
- SOWK 391 Social Policy for Change

Social Science Method Course (8 credits)

- ENVR 330 Social Science Research Methods
- GEOG 321 GIS with Sustainable Communities Partnership
- GEOG 331 Conservation Geography
- PSYC 334 Psychology of Sustainability
- SOWK 380 Social Work Research w/SUST

Communication (4 credits)

- COMM 100 Public Speaking w/ SUST
- COMM 372 Communication and the Environment
- JOUR 372 Environmental Communication
- ENGL 202 Fictions of Nature
- ENGL 304 Analytical and Persuasive Writing w/ SUST

Ecological Literacy (8 credits)

- BIOL 102 Conservation Biology or BIOL 209 Biology of Sustainability
- CHEM 101 Environmental Chemistry
- ENGR 123 Energy and the Environment
- ESCI 132 Intro to Environmental Science
- ESCI 310 Environmental Problem Solving
- GEOL 115 Environmental Geology or GEOL 162 Earth's Record of Climate

Entrepreneurial/Leadership Skills (4 credits)

- ECON 370 Environmental and Natural Resource Economics
- ENTR 100 Introduction to Entrepreneurship & Innovation (2 credits)
- ENTR 330 Sustainability and Innovation (4 credits)
- ENTR 340 Social Entrepreneurship (4 credits)
- JPST 365 Leadership for Social Justice
- PSYC 342 Psychology of Work w/SUST

Plus:

- Complete a 6-course concentration (24 credits), a 2nd major, or a minor in a discipline of choice.

Notes:

For those students selecting the 6-course concentration option, students must meet with the department chair to develop a coherent area of emphasis.

Students cannot complete both a major in Environmental Studies and a minor in Sustainability.

Not every SUST designated course fulfills ENVR major requirements. Those that do are stipulated above.

ENVR Course Catalog

ENVR 151 Environmental Challenges (4 credits)

A study of the interaction of humans and the environment over time and space; a broad introduction that integrates a variety of social-science perspectives into an understanding of the environment and the relations between humans and nature. Specific topics include ecology, population, economic development, resources and sustainable development.

ENVR 212 Society and Sustainability (4 credits)

An emphasis on the ways in which people have created, and attempted to solve, environmental problems in different cultural and historical contexts. Examines the roles of the entire spectrum of actors and human communities, including individuals, families, groups and formal organizations, neighborhoods, cities and nations. Students examine how individual dynamics (such as altruism and economic self-interest) and collective dynamics (such as competition, cohesion, social definitional processes and global interdependence) direct humans in their interactions with the environment.

ENVR 222 MN Ecosystem Management (4 credits)

This course covers the why, where, how, and what of conservation planning and management by studying local natural ecosystems, their land use history, and needs for management. Students learn about the need for natural areas, the history of the land in Minnesota, and how it shapes the need for conservation management and the unique challenges posed by climate change. Students are introduced to planning and land management tools and frameworks for enhancing resilience to climate

change and ensuring that the many important functions of protected natural areas persist into the future. This course includes on-campus and outdoor classes and weekend field trips to natural areas to meet with conservation managers and gain an on-the-ground understanding of the impacts of climate change and other management challenges.

Prerequisites: One of any EES course (ENVR, ESCI, GEOG, GEOL) or BIO 102, or BIO 207 or BIO 209 or permission of instructor.

ENVR 243 Individual Study (2 or 4 credits)

ENVR 269 Research (2 or 4 credits)

ENVR 298 Topics (4 credits)

ENVR 330 ENVR Research Methods (4 credits)

This course introduces students to the empirical nature of environmental studies, grounding them in how knowledge is acquired in the various social sciences that contribute to this interdisciplinary field of study. The course provides students with opportunities to learn ethical research protocols, practices, and methods. A combination of lectures, reading, practical exercises, and projects will be used to explore how these methods can best be incorporated into interdisciplinary research designs. This course also provides students with the experience of developing their own research project, prepares students to be savvy consumers of information, and enhances decision-making competencies concerning environmental issues. Prerequisite: ENVR 151 or permission of the instructor.

ENVR 351 Environmental Policy Formation (4 credits)

An examination of environmental policy outcomes generated by institutions and organizations, including legislation, court decisions and administrative decisions. Additional focus on decision-making processes commonly used to assess environment-related legislation, including those rooted in economics and policy analysis. Prerequisite: 212

ENVR 389 Research (2 or 4 credits)

ENVR 393 Individual Study (2 or 4 credits)

ENVR 401 Field Seminar (4 credits)

A capstone course that combines field experience with classroom seminar. Student teams will conduct collaborative broadly interdisciplinary analyses of selected environmental problems. Field-based projects are chosen by the students in consultation with course instructor. Classroom seminars are used

for exchange of information between teams and for discussion of readings pertinent to individual research projects or, more broadly, to the interdisciplinary character of environmental problem-solving. Each team produces a major paper that examines the selected problems through humanities, natural-science and social-science lenses. This class is cross-listed with, and is equivalent to, GEOG 402. Prerequisite: ENVR151, ENVR212, plus 20 credits from the 28 required competency credits in the major need to be completed before taking ENVR 401.

ENVR 476 Experiential Learning (1 to 4 credits)

ENVR 491 Research (2 or 4 credits)

ENVR 495 Individual Study (2 or 4 credits)

Minor in Sustainability

Available only to non-Environmental Studies majors

All Sustainability minors must take the following course:

- ENVR 151 Environmental Challenges and Sustainable Solutions (4 credits)

Plus:

- 16 credits from Sustainability (SUST) designated courses as listed on the Office of Sustainability Initiatives website

No more than 8 credits in this minor can be from any single discipline.

8 Credits must be at the 200 level or higher

Geology (GEOL)

College of Arts and Sciences, The Department of Earth, Environment, and Society

Owens Science Hall (OWS) 153, (651) 962-5243

Hickson, Lamb, McDermott, Theissen (Director)

Department Web Site:

<https://cas.stthomas.edu/departments/areas-of-study/earth-environment-society/index.html>

Geology is the field of study that tackles a wide range of issues facing society today: preparing for natural disasters, finding and extracting natural resources in responsible and sustainable ways, understanding and preparing for global environmental change, preventing, assessing and

mitigating environmental pollution, and public health issues, to name a few. Many of us grew up thinking geologists simply study rocks. Although it is true rocks provide some of the fundamental clues to understanding these issues, geologists also study soil, sediments, lakes, groundwater, and the interior of the earth. Spatial analysis using ArcGIS, numerical computer modeling, and geochemical analysis using sophisticated instrumentation are common methods used by different geoscientists.

In the Geology program, we strive to develop the whole student by emphasizing critical thinking and analytical, quantitative, public speaking and writing skills. Students have the opportunity to work collaboratively with geology faculty on research projects, in addition to learning the key field, lab and research skills of a professional geologist. These skills are transferable to many different fields and help prepare students for a range of career paths. The geology curriculum has been designed to provide students with a solid core, but with sufficient flexibility to allow students with particular interests to pursue a more customized Geology program. At the heart of this program are a number of hands-on learning opportunities, a fundamental and basic component of a St. Thomas geoscience degree. Program faculty emphasize the fact that geology must be learned by practicing skills and as a result offer analytical experiences in all courses that extend from a short afternoon trip to a multi-week field course on field methods and regional geology. Majors will visit many of the geologically significant localities throughout the upper Midwest as part of their program as well as use analytical instrumentation.

For information about Teacher Licensure in one of the following concentrations, please see the education section.

- Elementary Education with a Co-major in Science and Mathematics for Elementary Education
- Elementary Education with a Specialty in Science (5-8)
- Co-major in Science (5-8) - Earth and Space Science (9-12) and a Co-major in Secondary Education

Major in Geology (B.A.)

The Bachelor of Arts in Geology is designed for students that want a rigorous foundation in the geosciences that prepares them for a career as a professional geologist, but also lays the groundwork

for careers in Earth and space science teaching, public policy, natural resource management, environmental law, or others that do not require graduate degrees. Some graduate programs might consider this degree sufficient for entry, but some may require more allied courses in mathematics, chemistry, and/or physics. If you are considering careers in environmental geology that will lead to a Professional Geologist state certification, pay particular attention to the elective and allied courses marked with an asterisk (*).

Four credits from the following:

- GEOL 110 Geology of the National Parks (4 credits)
- GEOL 111 Introductory Physical Geology (4 credits)
- GEOL 114 The Science of Natural Disasters (4 credits)
- GEOL 115 Environmental Geology (4 credits)
- GEOL 162 The Earth's Record of Climate (4 credits)

Plus:

- GEOL 211 Earth Materials (4 credits)
or GEOL 310 Environmental Geochemistry (4 credits)
- GEOL 260 Geology in the Field (4 credits)*
- GEOL 340 Fundamentals of the Lithosphere I (Petrology) (4 credits)
- GEOL 360 Fundamentals of the Lithosphere II (Structural Geology) (4 credits)
- GEOL 410 Hydrogeology
- GEOL 420 Sedimentology and Stratigraphy (4 credits)

Plus twelve credits from the following (eight credits of which must be at the 200-level or higher):

- GEOL 130 Earth History (4 credits)
- GEOL 161 Medical Geology (4 credits)

- GEOL 162 The Earth's Record of Climate (if not chosen above) (4 credits)
- GEOL 211 Earth Materials (if not chosen above) (4 credits)*
- GEOL 220 Oceanography (4 credits)
- GEOL 252 Earth Surface Processes and Geomorphology (4 credits)*
- GEOL 310 Environmental Geochemistry (4 credits) (if not chosen above)*
- GEOL 430 Advanced Earth History (4 credits)
- GEOL 460 Advanced Field Methods (4 credits)
- GEOL 461 Medical Geology (unless receiving credit for 161) (4 credits)
- GEOL 462 The Earth's Record of Climate (unless receiving credit for 162) (4 credits)
- GEOL 491 Research (4 credits)
- BIOL 471 Evolution (4 credits)
- CHEM 111 General Chemistry I (MATH 113 placement required)
- CISC 130 Programming and Problem Solving (if not taken for Quantitative Analysis)
- ECON 370 Environmental and Natural Resource Economics (4 credits)
- ENGR 123 Energy and the Environment
- ENVR 212 Society and Sustainability, ENVR 301 Environmental Ethics, OR ENVR 351 Environmental Policy (all classes 4 credits)
- PHYS 101 Physics for Liberal Arts
- PHYS 104 Astronomy
- PHYS 109 Physics for Life Sciences I (MATH 111 placement required)
- PHYS 211 Classical Physics I (MATH 113 placement required)
- STAT 320 Statistics II*

*Strongly recommended for students wishing to pursue professional geologist (PG) state certification.

One course may come from this list:

- ESCI 310 Environmental Problem Solving
- GEOG 223 Remote Sensing
- GEOG 321 Geographic Information Systems*

Quantitative Analysis (4 credits)

- CISC 130 Programming and Problem Solving
- STAT 220 Statistics I (Excel or R-based lab recommended)*
- MATH 109
or MATH 113 Calculus I

Allied Courses (8 credits), with no two courses from the same program:

- BIOL 102 Conservation Biology
- BIOL 209 Biology of Sustainability
- CHEM 101 Environmental Chemistry*

Major in Geology (B.S.)

Four credits from the following:

- GEOL 111 Introductory Physical Geology (4 credits)
- GEOL 114 The Science of Natural Disasters (4 credits)
- GEOL 115 Environmental Geology (4 credits)
- GEOL 162 The Earth's Record of Climate (4 credits)

Plus:

- GEOL 211 Earth Materials (4 credits) or GEOL 310 Environmental Geochemistry (4 credits)
- GEOL 260 Regional Geology and Geological Field Methods (4 credits)
- GEOL 340 Fundamentals of the Lithosphere I (Petrology) (4 credits)

- GEOL 360 Fundamentals of the Lithosphere II (Structural Geology) (4 credits)
- GEOL 420 Sedimentology and Stratigraphy (4 credits)

Plus sixteen credits from the following (four credits of which must be at the 400-level and four credits of which must be at the 300 or 400 level):

- GEOL 130 Earth History (4 credits)
- GEOL 161 Medical Geology (4 credits)
- GEOL 162 The Earth's Record of Climate (if not chosen above)(4 credits)
- GEOL 211 Earth Materials (if not chosen above) (4 credits)
- GEOL 220 Oceanography (4 credits)
- GEOL 252 Earth Surface Processes and Geomorphology (4 credits)
- GEOL 310 Environmental Geochemistry (4 credits) (if not chosen above)
- GEOL 410 Hydrogeology (4 credits)
- GEOL 460 Advanced Field Methods (4 credits)
- GEOL 461 Medical Geology (unless receiving credit for 161) (4 credits)
- GEOL 462 The Earth's Record of Climate (unless receiving credit for 162) (4 credits)
- GEOL 491 Research (4 credits)

Note: GEOG 321 Geographic Information Systems and geology courses offered at Macalester College may fulfill one of these courses with permission of chair

Allied requirements

- MATH 113 Calculus I (4 credits) or MATH 109 Calculus with Review II (4 credits)
- MATH 114 Calculus II (4 credits)
- CHEM 111 General Chemistry I (4 credits)
- CHEM 112 General Chemistry II (4 credits)

- PHYS 211 Introduction to Classical Physics I (4 credits)
- PHYS 212 Introduction to Classical Physics II (4 credits)
- MATH 303 Statistics for the Applied Sciences (4 credits) or STAT 220 Statistics I (4 credits)

For students wishing to pursue careers in paleontology, geobiology, or geomicrobiology:

- BIOL 207 Genetics, Ecology, and Evolution (4 credits) and 208 Biological Communication and Energetics (4 credits)

Biology may be substituted for one of the CHEM/PHYS sequences with permission of chair

Depending on a student's interest and career goals, substitutions may be made for other advanced courses in Biology, Chemistry, or Physics for certain listed courses, in consultation with the geology department chair.

Minor in Geology

Four credits from the following:

- GEOL 110 Geology of the National Parks (4 credits)
- GEOL 111 Introductory Physical Geology (4 credits)
- GEOL 114 Natural Disasters (4 credits)
- GEOL 115 Environmental Geology (4 credits)
- GEOL 163 Applied Geology (4 credits)

And one of the following elective options:

- Sixteen credits from additional GEOL courses not from the list above, at least 12 credits of which are numbered 200 or above. Or
- Twelve additional credits in GEOL courses not from the list above at least 8 credits of which are numbered 200 or above, and four credits from the following list.

- ESCI 310 Environmental Problem Solving (4 credits)
- BIOL 209, Biology of Sustainability (4 credits)
- BIOL 333 General Ecology (4 credits)
- BIOL 435 Aquatic Biology (4 credits)
- CHEM 111 General Chemistry (4 credits)
- GEOG 223 Remote Sensing (4 credits)
- GEOG 321 Geographic Information Systems (4 credits)
- GEOG 421 Applied Geographic Information Systems (4 credits)
- ENGR 160 Surveying (2 credits)
- ENGR 463 Soil Mechanics and Foundations (4 credits)
- ENGR 467 Environmental Engineering, Hydrology, and Hydraulics (4 credits)
- PHYS 211, Classical Physics 1 (4 credits)

GEOL Course Catalog

GEOL 102 Origins & Methods (4 credits)

A study of the basic concepts of geology that were first developed by James Hutton in the late 18th century and their application today. This is an introductory science course specifically designed to reduce the mystique that often is associated with the scientific method. Following Hutton's example, the study will focus on the materials which make up the earth and on the geologic processes that operate on these materials. Offered in January term. NOTE: Students who receive credit for GEOL 102 may not receive credit for GEOL 110, 111, 114, or 115.

GEOL 111 Intro Physical Geology (4 credits)

A study of the Earth's properties; the formation and classification of minerals, rocks, ore deposits, and fuels; and the nature and origin of the Earth's surface and interior. Emphasis will be placed upon a changing Earth, and the geologic processes operating at the surface and in the interior. Lecture and two laboratory hours per week. NOTE: Students

who receive credit for GEOL 111 may not receive credit for GEOL 102, 110, 114, or 115.

GEOL 114 Science of Natural Disaster (4 credits)

This introductory geology course focuses on how and why natural disasters occur, as well as on their effects and how scientists study them. The course will examine internal and external earth processes and in particular how these processes impact humans. Course emphases will be upon the principles underlying natural disasters such as earthquakes, volcanic eruptions, landslides, floods, coastal processes, and extinctions. We will use case studies of recent and historic events to understand these natural processes. NOTE: Students who receive credit for GEOL 114 may not receive credit for GEOL 102, 110, 111, or 115.

GEOL 115 Environmental Geology (4 credits)

This course emphasizes the interactions between humans and their environment, focusing on those processes and issues that are fundamentally geological in nature. Early in the course, students will be introduced to basic geoscience concepts and principals, the scientific method, plate tectonics, and earth materials (rocks and minerals). The remainder of the course will focus on specific topics at the interface between humans and their environment, including volcanic and earthquake hazards, human impacts on the hydrological cycle, surface and groundwater contamination, climate and the carbon cycle, nuclear waste storage, soil erosion, non-renewable resources, and slope stability. NOTE: Students who receive credit for GEOL 115 may not receive credit for GEOL 102, 110, 111, or 114.

GEOL 130 Earth History (4 credits)

The course introduces fundamental geologic concepts while examining the major tectonic, chemical and biological events that shaped the Earth through time. It will include a study of fossils, sedimentary structures, depositional environments, radiometric dating techniques, and other tools geoscientists use to interpret the past. Throughout the course global events will be studied but focus will be on the North American continent.

GEOL 161 Medical Geology (4 credits)

This course explores the effects of geologic materials and processes on human health. Topics include exposure to or deficiency of trace metals and minerals, inhalation of ambient and anthropogenic mineral dusts and volcanic emissions; transportation, modification and concentration of organic compounds; and exposure to radionuclide's, microbes and pathogens in various geologic settings. The knowledge and skills

covered in this course will provide an understanding of the geological and biological processes controlling various public health concerns and thus provides a preparation to contribute to important societal questions. Prerequisites: GEOL 111, 112, 114, 115 or CHEM 100, 101, 111, 115 or permission of instructor. NOTE: Students who take GEOL 161 may not receive credit for GEOL 461

GEOL 162 The Earth's Record of Climate (4 credits)

Climate change is among the most pressing challenges in our world today. In this course we will explore the Earth's climate system and the climatic changes that have occurred during the history of our planet. We will use a number of geological "fingerprints" to examine past climate and modern data to examine climate change in recent decades. You will gain hands-on experience collecting, analyzing, and interpreting climate data in several laboratory projects and in course exercises designed with an emphasis on scientific inquiry and problem solving. NOTE: Students who receive credit for GEOL 162 may not receive credit for GEOL 462

GEOL 163 Applied Geology (4 credits)

This course examines geologic systems that occur at or near the Earth's surface with a focus on processes that interact directly with human infrastructure. Effective and safe civil engineering requires an understanding of the materials upon which infrastructure is built and this course aims to provide an introduction to materials at the Earth's surface and their response to construction and human alteration. Topics to be covered include an introduction to geologic materials (rocks, minerals, and soils), basic principles of hydrology including groundwater flow, river flow (open-channel flow), and water quality and treatment, slope stability and erosion, and surveying. The course includes weekly lab meetings to allow students to explore the topics in greater depth and apply their knowledge to real-world problems. This course is required for ENGR Civil Engineering majors, can serve as an introductory geology course for Geology and Environmental Science majors, and will satisfy the lab-science requirement for non-majors.

GEOL 211 Earth Materials (4 credits)

Earth's materials record the vast history of the earth, help us understand current earth processes and are vital to our daily living. By the end of this course, you will be able to identify many common Earth materials and their components, describe how they formed, state where on or in Earth they typically form, and describe their economic and environmental importance. We will travel to the

Badlands and Black Hills, SD, to collect data from several field sites for analysis during the rest of the semester. Prerequisites: One of GEOL 102, 110, 111, 113, 114, 115, 161, 162, or 163

GEOL 220 Oceanography (4 credits)

The Earth's surface is dominated by vast oceans known for the beauty of their wildlife and waters. The oceans are also increasingly recognized for their critical importance to the functioning of the Earth's climate system and for their endangered natural resources. For example, the ocean-atmospheric climate phenomenon known as El Niño Southern Oscillation has gained household name recognition for its global impact on the weather, economy, and public health. In this course we will explore the physical, chemical, and biological processes that characterize the oceans. Students will develop research and analytical skills by making observations and interpretations of oceanographic processes using data, demonstrations, and field experiences. Prerequisites: One of GEOL 102, 110, 111, 113, 114, 115, 161, 162, or 163 or permission of instructor.

GEOL 243 Individual Study (2 or 4 credits)

GEOL 252 Earth Surface Proc/Geomorph (4 credits)

This course emphasizes the physical processes that are responsible for shaping the Earth's surface. The qualitative description of landforms is pursued, in light of student's newly-gained analytical and quantitative understanding of processes. The labs focus on techniques used by geomorphologists to characterize landforms, soils, and the processes that shape them, including: air photo interpretation, analysis of digital topographic data, experimental simulation of landforms evolution, and field techniques in geomorphology. Prerequisite: one of GEOL 102, 110, 111, 113, 114, 115, 161, 162, or 163 or permission of instructor

GEOL 260 Regional Geol & Field Meth (4 credits)

The field is geology's laboratory. This course is an introduction to the major concepts of geology, as well as the methods of field geology. Students will learn how to collect, synthesize, and analyze geological data in the field. Techniques will be taught in the context of the regional geology of an area so students will gain a critical appreciation of a geological terrain outside of their usual experience. Students will spend 2-3 weeks in the field examining geological structures, modern-day faults, modern processes that shape the earth's surface, and examining the ancient record of past climate and environments preserved in the rock record. Student teams will learn basic techniques and instruments of

geological mapping and rock description, how to recognize geological structures like faults and folds, ways to interpret the evolution of the earth from sedimentary, igneous, and metamorphic rocks, and to link surface processes with the rock record. Offered in January-term. Prerequisite: One of Geology 111, 114, 115, 130, 161, 162, 163, ESCI 132 or permission of instructor

GEOL 269 Research (2 or 4 credits)

GEOL 296 Topics (2 credits)

GEOL 298 Topics (4 credits)

GEOL 310 Environmental Geochemistry (4 credits)

Environmental geochemistry is a growing and dynamic field in geology which explores past and present environments for their chemical characteristics and environmental quality. In this course we will explore the applications of chemistry to solve geological and environmental problems, with an emphasis on freshwater environments. Students will get hands-on field and laboratory experience investigating Minnesota rock formations and lake sediments using several different geochemical methods. Prerequisites: one of GEOL 102, 110, 111, 113, 114, 115, 161, 162, or 163 or permission of instructor

GEOL 340 Fund of Lithosphere I (Pet) (4 credits)

This is the first course in a year-long sequence that covers the fundamentals of petrology and structural geology in a global tectonic framework. The course begins with a discussion of plate tectonics and then examines each of the major plate settings and their boundaries. This will include the formation of igneous, sedimentary and metamorphic rocks. Labs will include hand specimen identification and the use of the petrographic microscope. The course will also examine the conditions of rock deformation and the typical structural features of each tectonic setting. Labs will cover structural geology techniques including recognition and analysis of features in the field and in hand samples. In the fall semester the focus will be on the petrology of the mantle and lithosphere as well as divergent margins. In the spring semester, the focus will be on convergent margins. There will be several field trips as part of this course, ranging from 1-4 days, in the early fall and late spring. Prerequisites: one of GEOL 102, 110, 111, 113, 114, 115, 161, 162, or 163 or permission of instructor

GEOL 360 Fund of Lithosphere II (4 credits)

Continuation of GEOL 340. Prerequisite: GEOL 260 and 340

GEOL 389 Research (0 or 4 credits)

GEOL 393 Individual Study (2 or 4 credits)

GEOL 410 Hydrogeology (4 credits)

This course focuses on groundwater and how geology influences its recharge, movement, storage, and withdrawal. The course will cover basic concepts of surface- and subsurface water flow, aquifer properties, well testing, heterogeneity in aquifers, groundwater chemistry and contamination, the role of groundwater in geological processes, and regional groundwater systems. Examples, labs, and projects will focus on groundwater in Minnesota and its immediate surroundings. Prerequisites: one of GEOL 102, 110, 111, 113, 114, 115, 161, 162, or 163 or permission of instructor plus 80 completed credits.

GEOL 420 Sedimentology/Stratigraphy (4 credits)

Sedimentology is the study of sediment, particularly focusing on how it is transported, and deposited. Stratigraphy emphasizes the analysis of sedimentary strata, the layers of sedimentary (and some volcanic) rocks that cover about three-quarters of the earth's surface. Sedimentary rocks illuminate many of the details of the earth's history: effects of sea level change, global climate, tectonic processes, and geochemical cycles are all recorded in the sedimentary strata of the earth. This course will cover basics of fluid flow and sediment transport, sedimentary structures and textures, and - forming the bridge between modern landforms and ancient rocks - depositional sedimentary environments. Prerequisite: One of GEOL 110, 111, 113, 114, 115, 161; GEOL 211 recommended

GEOL 430 Advanced Earth History (4 credits)

This course serves as a senior capstone experience in the geology major. Using the tools and concepts from previous coursework--including geochronology, plate tectonics, and other earth processes--students will examine in-depth some aspect of earth history. The specific subject matter and focus of this course will vary from year to year, and will be chosen based on input from the students in consultation with the instructor. Some examples of topics include: Precambrian tectonics of the Great Lakes region; Global Mesozoic tectonics; Sedimentary basins and basin analysis; or the Phanerozoic amalgamation of Asia. Prerequisite: C- or better in GEOL 260, 320, and 340

GEOL 460 Advanced Field Geology (4 credits)

In this course, students will use skills developed in the introductory field methods course, Geology 260,

to tackle more complex geologic problems. We will spend 3 weeks in the field mapping in an area that is more structurally complicated and learning additional techniques not introduced in the first course. Students will have the option of starting a research project and collecting data to be analyzed and written up in the following semester. Students not choosing this option will complete a field project during the course. Prerequisites: GEOL 260 and permission of the instructor

GEOL 461 Medical Geology (4 credits)

This course explores the effects of geologic materials and processes on human health. Topics include exposure to or deficiency of trace metals and minerals, inhalation of ambient and anthropogenic mineral dusts and volcanic emissions; transportation, modification and concentration of organic compounds; and exposure to radionuclides, microbes and pathogens in various geologic settings. The knowledge and skills covered in this course will provide an understanding of the geological and biological processes controlling various health concerns and thus provides a preparation to contribute to important societal questions. Prerequisites: GEOL 310 or ESCI 310 or permission of the instructor NOTE: Students who receive credit for GEOL 161 may not receive credit for GEOL 461

GEOL 462 The Earth's Record of Climate (4 credits)

Climate change is among the most pressing challenges in our world today. In this course we will explore the Earth's climate system and the climatic changes that have occurred during the history of our planet. We will use a number of geological "fingerprints" to examine past climate and modern data to examine climate change in recent decades. You will gain hands-on experience collecting, analyzing, and interpreting climate data in several laboratory projects and in course exercises designed with an emphasis on scientific inquiry and problem solving. Prerequisite: One of GEOL 211, 220, 252 or 260, or permission of the instructor NOTE: Students who receive credit for GEOL 162 may not receive credit for GEOL 462

GEOL 476 Experiential Learning (1 to 4 credits)

GEOL 489 Topics (4 credits)

GEOL 490 Topics (4 credits)

GEOL 491 Individual Study (1 to 4 credits)

GEOL 495 Individual Study (2 or 4 credits)

Health Promotion & Wellness

College of Health, Department of Health & Exercise Science

Anderson Athletic Recreation Center (AARC) 206,
(651) 962-5982

Mellick (Chair), Arogbokun, Bruininks, Hedman-Robertson, Korak, Mead, Mellick, Roy, Sage, Scibora

A major in health promotion & wellness which prepares the student for work as a fitness specialist outside the school setting. Students graduating with a major in health promotion & wellness will have had experience at a work site. They will demonstrate the skill and knowledge expected of the entry-level exercise science professional in the areas of fitness evaluation, exercise prescription, and delivery of exercise programs to normal and special populations. They will effectively assess theory and interface it with practice.

Major in Health Promotion & Wellness

- HLTH 250 Personal Health and Wellness (4 credits)
- HLTH 420 Lifestyle Changes Promoting Health (4 credits)
- HLTH 430 Worksite Health Promotion (4 credits)
- EXSC 213 Human Anatomy (4 credits)
- EXSC 214 Human Physiology (4 credits)
- EXSC 240 Medical Terminology (2 credits)
- EXSC 326 Kinesiology (4 credits)
- EXSC 332 Exercise Physiology (4 credits)
- EXSC 450 Ex Sci/Hlth Prom Internship (2 credits)
- PUBH 220 Introduction to Public Health and Social Justice (4 credits)
- PUBH 300 Epidemiology (4 credits)
- PUBH 340 Health Education: Program Planning and Evaluation (4 credits)
- NUTR 245, any EXSC, or PUBH 300+ level (4 credits)

Allied Courses

- BUSN 100 Business for the Common Good (2 credits)
- ENTR 100 Introduction to Entrepreneurship and Innovation (2 credits)
- MKTG 200 Introduction to Marketing (2 credits)
- MGMT 200 Working Skillfully in Organizations (2 credits)
- PSYC 111 General Psychology (4 credits)
- PSYC 365 Health Psychology (4 credits)

Plus four credits from the following:

- BIOL 101 General Biology (4 credits)
- BIOL 105 Human Biology (4 credits)

Plus four credits from the following:

- CHEM 100 Chemistry in our World (4 credits)
- CHEM 101 Environmental Chemistry (4 credits)
- CHEM 111 General Chemistry (4 credits)

Plus four credits from the following:

- COMM 100 Public Speaking (4 credits)
- COMM 105 Communication in the Workplace (4 credits)

HLTH course Catalog

HLTH 120 Foundations of Health Promo. (2 credits)

This course is designed as an entry-level foundations course for Health Promotion majors and those considering entering the Health Promotions field. This course examines the historical foundations of worksite health promotion, and methods of identification and assessment of employee needs. Students will learn effective ways of planning worksite Health Promotion programs, selecting healthy lifestyle programs, and preparing for the financial aspects of Health Promotion program delivery. They will also learn how to launch worksite health programs and evaluate them. Shadowing Health Promotion professionals in the field is a required component of this course.

HLTH 243 Individual Study (2 or 4 credits)

HLTH 250 Personal Health & Wellness (2 or 4 credits)

This course will entail an examination of the components of a healthful lifestyle. The interrelationship of physical, intellectual, spiritual and emotional health will be the focal point. Specific areas such as mental health, stress and coping, human sexuality, resiliency enhancement, disease prevention, aging, grief and loss will be addressed.

HLTH 269 Research (2 or 4 credits)

HLTH 275 Lifelong Stress Management (2 credits)

The focus of the course is on exploration of effective, healthful strategies of stress management. This course is an opportunity to expand ones understanding of how to redirect stress responses into positive sources of energy. For those going into health education either in the field or for licensure, there will be ample items that you could adopt into your own teaching and classroom. This course is open to students from all fields.

HLTH 280 Exploring Medicine (2 credits)

Exploring Medicine: A physician or faculty-physician taught 2-credit course that applies basic science to clinical cases. This course involves job-shadowing. Prerequisites, other than an interest in medicine, include: Sophomore standing, and completion of or concurrent registration in BIO 207 or EXSC 213 (formerly PHED 213)

HLTH 285 Alcohol, Tobacco & Other drugs (2 credits)

This course will introduce students to the current drug abuse issues. An overview of the various drugs of abuse, public policies concerning those drugs, and the related consequences and concerns will be discussed. The primary goals of the course are to provide students with current information regarding drugs of abuse and to increase their awareness of the issues and consequences surrounding drug use, abuse, and addiction. Trends in drug abuse, legal issues, determinants of use, pharmacology, and other issues will all be covered in this course.

HLTH 296 Topics (2 credits)

HLTH 297 Topics (4 credits)

HLTH 298 Topics (4 credits)

HLTH 341 Hlth Educ: 5-12 Curric & Asses (4 credits)

Learners will explore effective strategies for

development and evaluation of 5-12 health education curriculum with emphasis on comprehensive school health education concepts. Growth and developmental concerns, innovative learning theories, learner-centered and proactive learning, dynamic partnerships with families and communities (including medical, business, and health agencies), interactive and interdisciplinary learning paradigms, global networking, appreciation for diversity, and current mind-body-spirit approaches to health care will be discussed. There will be opportunities for learners to engage in review and development of authentic assessment strategies. Learners will evaluate real-world health programs in the field and demonstrate effective in-service strategies and networking. Learners will engage in leadership approaches in enhancement of quality coordinated health education programs for families, schools and communities.

HLTH 351 Hlth Ed: 5-12 Meth & Instructi (4 credits)

Learners will identify, practice, and demonstrate effective methods of facilitating 5-12 health education. Off-campus observations and teaching of health lessons in elementary, middle and secondary school settings are included in the requirements. An off-campus tutorial experience with elementary or middle school aged learners is required. Learners will also explore and assess various educational resources from medical, insurance, health agency, business and private organizations that effectively could be used with 5-12 learners. This will include development of a professional telecommunications network. Learners will learn strategies for effectively using and evaluating telecommunications and interactive multimedia for 5-12 health education. Learners will also investigate and design active partnerships with parents/guardians and communities.

HLTH 352 Cmty Hlth Educ: Meth & Instruc (4 credits)

Learners will identify, practice, and demonstrate effective methods for facilitating community health education. Off-campus observations and presentations of health issues in community settings are required. Learners will explore and assess various resources from medical, insurance, health agency, business and private organizations that could effectively be used in community health settings. Strategies for effectively using and evaluating telecommunications and interactive multimedia in community health programs will be discussed. In addition, learners will investigate and design active partnerships with clients,

representatives of the medical field, health insurance agencies and business communities.

HLTH 353 Consumer,Community,Envr Hlt (4 credits)

This course uses popular and academic texts and video and online technology as well as external educators and events to bring to life the reality of community health. In the course, you will examine the theories and principles of health promotion, disease prevention and health behavior change within the context of consumer, environmental and community health. In addition, many examples used are from adolescent health. This course provides a foundation for future health professionals, allied health professionals, teachers, journalists, clergy and others with the ability to provide population centered, interdisciplinary, prevention oriented health care through an understanding of what creates health in individuals and more so in communities. Models are examined for effectiveness within various social, psychological, cultural, political and economic contexts.

HLTH 389 Research (2 or 4 credits)

HLTH 393 Individual Study (2 or 4 credits)

HLTH 420 Lifestyle Change & Hlth Prom (4 credits)

This course will examine health behavior change theories and individual, social, political, organizational, environmental, cultural, technological and economic factors influencing health behavior. Through literature review, case studies and role play exercises, students will identify and utilize evidence-based behavior change interventions to promote positive behavior change. Additionally, students will apply behavior change theories and foundations in developing a behavior modification plan, practicing health coaching, and delivering health information and support. Prerequisites: HLTH 250 or PUBH 220 or instructor approval and 80 completed credits

HLTH 430 Worksite HP (4 credits)

This course provides comprehensive coverage of worksite health promotion. Students will learn how to identify employees' needs and interests for the purposes of planning worksite health promotion programs and strategies. Students will learn a variety of methods to promote a culture of health and prevention within a business. Project management principles covered in the course include goal setting and timeline development, employee engagement, budgeting, ethical and legal standards, vendor and community

partnerships, communication, and leadership. Program evaluation approaches and designs will be discussed as well unique planning considerations for small businesses. Prerequisites: HLTH 250 or PUBH 220 or instructor approval

HLTH 462 Human Sexuality Education (4 credits)

The examination of the strategies and techniques for the development of human sexuality education for personal and professional needs. The course also addresses the curricular and community needs and concerns of K-12 students. Effective and appropriate teaching strategies and learning activities reflecting approved educational content and guidelines for a variety of audiences will be examined and practiced. Prerequisite: Sophomore standing

HLTH 464 Issues in Health Education (4 credits)

An in-depth examination of relevant, critical health issues. Techniques for identifying and researching the issues plus appropriate teaching strategies will be addressed along with effective health and wellness promotional strategies. Examples of health issues include stress management, death education, HIV/AIDS, teen pregnancy, national and global health issues, etc. Advanced helping skills will be included. Emphasis on mastery of telecommunication including: Web page design, Internet research, grant writing, and computer-enhanced presentations and teaching. Prerequisites: HLTH 341/342 and 351/352 (may be taken concurrently) or permission of instructor

HLTH 470 Health Internship 100 Hours (2 credits)

This is the internship course that meets the internship requirement for a major or minor in Community Health Education. HLTH 470 is designed to provide the student with an opportunity to observe and when appropriate assist with a community health educational program in a medical clinic, community or public health center or agency setting. Students are required to complete 100 hours at a site that is directly involved in some aspect of the community health education field. Students will be under the direct guidance of an on-site community health supervisor. S-R grading option only. Prerequisite: Permission of department chair

HLTH 476 Experiential Learning (1 to 4 credits)

HLTH 489 Topics (4 credits)

HLTH 490 Topics (4 credits)

HLTH 495 Individual Study (2 or 4 credits)

HISTORY (HIST)

College of Arts and Sciences, Department of History

John Roach Center for the Liberal Arts (JRC) 413,
(651) 962-5730

Ahmadi, Cavert, Hausmann, Nagy, Schrunck, Williard, Zimmerman (Chair)

[History Department Web Site](#)

The Department of History offers a wide variety of courses dealing with the principal periods and topics of American, European, and World history, as well as selected non-European/non-U.S. fields such as East Asia, Latin America, the Atlantic World, and the Middle East.

Courses in the Department of History teach students to investigate how the past produced the ever-changing present, rather than merely presenting a fixed chronicle of prior events. Students practice analyzing evidence from the past in context and using it to explain the sources of our world's possibilities and challenges. As a result, students learn that historical power relations, social conflicts, and intercultural exchanges created the diversity of the contemporary world. By promoting critical thinking, intellectual resourcefulness, interdisciplinary engagement, and intercultural awareness, historical study prepares students to be active and informed citizens of their communities in the world.

Courses at the 100 level introduce students to historical reasoning. The Department's 100-level courses satisfy the Core Curriculum requirement in Historical Analysis.

The criteria for these courses are as follows:

1. Each course is comprehensive rather than narrow in its subject matter. It engages a wide variety of themes, and surveys how they change over time within a broad regional and chronological sweep, in order to understand people and societies separated from us by space and time.
2. Each course introduces basic methods of historical inquiry and analysis, including how to evaluate and interpret primary sources, and helps students to develop their skills in analytical writing.
3. By investigating the development of structures of power, privilege, and identity—such as race and ethnicity, gender,

nationality, religion, and class—each course illuminates the historical origins of contemporary society and culture. The course thus lays a foundation for the 200-level core-flagged course in Diversity, Inclusion, and Social Justice.

4. Each course uses interdisciplinary tools to raise awareness of the historical importance of human diversity and intercultural exchange.
5. Each course increases students' knowledge of the history of the modern world and its origins by placing the history of specific regions into global historical context.

The History Department also offers a history major and a minor. Students may pursue the history major by itself or paired with another major or minor to prepare for careers in education, business, law, communications, government, and library, museum, or archival work. The history major also prepares students for graduate work in History or in other history-related academic disciplines. Interested students may also select individual history courses as electives that complement and enhance another major. History pairs especially well with majors or minors in Political Science, International Studies, Education, Justice and Society Studies, Art History, English, Modern and Classical Languages, American Culture and Difference, Communication Studies, Latin American and Caribbean Studies, Museum Studies, Family Studies, Women, Gender and Sexuality Studies and Legal Studies. Students who pursue liberal arts majors like History are also eligible for the Renaissance program.

The history major consists of a combination of 100-, 200-, and 300-level courses and a 400-level capstone seminar. Because the 100-level courses are survey courses, they provide our majors and minors with a broad base of knowledge in a relatively long period of history and in a large geographic area. Students also learn basic critical thinking skills and close reading of primary source materials and secondary texts.

Likewise, the 200-level courses are survey courses, but they are somewhat more narrowly defined and require more in-depth reading and writing assignments than the 100-level courses. Basic critical thinking skills and close reading of primary source materials and secondary texts are reinforced at this level, and students begin to acquire more skills in historical research, evaluating historical evidence,

and crafting arguments in support of or against particular interpretations of historical events.

The 300-level history courses focus on a specific historical period or event or particular methodological approaches to doing history. In terms of skill development, these courses ask students not only to employ evidence in support of historical interpretations but also to think critically about the relationship between varying types of evidence, to engage in prevalent debates within fields of historical scholarship, and to evaluate historical questions themselves for their utility and manageability.

In the 400-level capstone seminar, students employ the knowledge they have acquired throughout their course of studies and the skills necessary to the discipline of History to research, write, and present a significant research project of their own. The 400-level capstone seminar is required for the history major but is optional for the history minor.

History Honor Society

A campus chapter of Phi Alpha Theta, the national honor society in history, was established at St. Thomas in 1950. Candidates must have completed at least four courses in history and maintained a GPA of at least 3.1 in their history courses and a GPA of 3.0 overall to qualify.

Major in History

Forty-four credits (11 courses) complete the major, no more than eight credits (2 courses) of which may be at the 100-level and at least sixteen credits (4 courses) of which must be numbered HIST 300 or above.

Transfer students: At least twenty-four (24) of the total credits needed for the history major must be taken at the University of St. Thomas or in a St. Thomas approved study abroad program. 200- and 300-level transfer courses require the approval of the department chair in order to be counted toward the major. The capstone seminar (HIST 463, 464, or 465) must be taken at St. Thomas.

1. Select 8 credits from two of the following areas:

Four credits (1 course) of World History:

- HIST 111 Origins of the Modern World to 1550 (4 credits)

- HIST 112 The History of the Modern World since 1550 (4 credits)
- HIST 115 The World Since 1900 (4 credits)

Four credits (1 course) of Regional History:

- HIST 113 Early America in Global Perspective (4 credits)
- HIST 114 The Modern U.S. in Global Perspective (4 credits)
- HIST 117 Latin America in Global Perspective (4 credits)
- HIST 118 The Middle East and North Africa in Global Perspective (4 credits)
- HIST 119 East Asian Civilizations in Global Perspective (4 credits)

No more than two 100-level History courses may be applied to the major.

2. Select at least four credits from the following courses that have a methodological focus:

- HIST 207 Slavery in the Americas (4 credits)
- HIST 211 Women and Families in the Americas (4 credits)
- HIST 216 African-American History (4 credits)
- HIST 228 Environmental History (4 credits)
- HIST 231 Empires and Nations of the Middle East (4 credits)
- HIST 263 United States Military History (4 credits)
- HIST 266 Topics in Minnesota History (4 credits)

3. Select at least four credits from each of the following areas:

Ancient and Medieval World:

- HIST 203 Ancient Egypt and the Near East (4 credits)
- HIST 205 The Ancient Greek World (4 credits)

- HIST 208 History of the Roman World (4 credits)
- HIST 209 Historical Archaeology (4 credits)
- HIST 310 The Making of Europe: Middle Ages to 1000 (4 credits)
- HIST 311 The Dawn of a New Era: Europe from 1000 to 1450 (4 credits)

Europe since 1450:

- HIST 222 Early Modern Europe, 1450-1750 (4 credits)
- HIST 223 Survey of Irish History: Celtic Ireland to 1972 (4 credits)
- HIST 225 The Making of Modern Europe, 1750 to 1914 (4 credits)
- HIST 226 Modern Europe since 1914 (4 credits)
- HIST 227 Global History of Genocide 1900- (4 credits)
- HIST 291 Topics in European History (4 credits)
- HIST 322 Tudor and Stuart Britain, 1485-1714 (4 credits)
- HIST 333 East-Central Europe: From Monarchy to the European Union (4 credits)
- HIST 335 Nazi Germany and the Holocaust (4 credits)
- HIST 336 History of the Soviet Union (4 credits)
- HIST 337 History of the First World War (4 credits)
- HIST 394 Topics in European History (4 credit)

American History:

- HIST 262 American Colonial History (4 credits)
- HIST 264 History of Medicine and Health Care (4 credits)
- HIST 292 Topics in U.S. History (4 credits)
- HIST 353 History of the American Revolution (4 credits)

- HIST 355 The Civil War Era (4 credits)
- HIST 358 Twentieth-Century United States (4 credits)
- HIST 365 U.S. Constitutional History (4 credits)
- HIST 396 Topics in History of the Americas (4 credits)
- History of Africa, Asia, Latin America, or the Middle East:
- HIST 240 Foundations of Chinese Civilization (4 credits)
- HIST 241 The History of Modern China (4 credits)
- HIST 244 Modern East Asia (4 credits)
- HIST 293 Topics in History of Africa, Asia, Latin America or the Middle East (4 credits)
- HIST 303 History of Modern Brazil (4 credits)
- HIST 309 History of Urban Latin America (4 credits)
- HIST 349 History of the Ottoman Empire (1300-1922) (4 credits)
- HIST 375 Non-State Actors in the Islamic World (4 credits)
- HIST 395: Topics in History of Africa, Asia, Latin America, or the Middle East (4 credits)

At least twelve credits (3 courses) must be numbered HIST 300-399 or above. A student may choose to take a second capstone seminar to complete four credits (1 course) of this requirement, but this should only be done in consultation with his/her major advisor.

4. Plus:

- HIST 466 Capstone Seminar in History (4 credits)

Minor in History

- Twenty credits (5 courses) in history

no more than eight credits of which may be at the HIST 100-level

and at least four credits of which must be numbered HIST 300 or above.

Selection of the specific courses to fulfill the requirements should be done in consultation with a member of the department faculty.

Transfer students: At least twelve credits (3 courses) of the total needed for the history minor must be taken at the University of St. Thomas or in a St. Thomas approved study abroad program. 200- and 300-level transfer courses require the approval of the department chair in order to be counted toward the minor.

Certificate in the Study of War and Society

College of Arts and Sciences, Interdisciplinary Program

Scholars across disciplines have devised unique methods to study the causes of war and the consequences of violence on societies. This curriculum invites undergraduates from diverse backgrounds to rigorously study issues surrounding human conflict and global security. Students who earn this certificate may apply it toward graduate studies, government careers, teaching, non-profit work, and many other professions. The curriculum is grounded in the social sciences and humanities, inviting interdisciplinary learning to fully appreciate the consequences of conflict on subjects like technology, medicine, ethics, culture, activism, and public policy.

Students must take a total of three courses (12 credits) from the following to earn the certificate. No more than two courses (8 credits) are allowed from one academic discipline.

- HIST 263: U.S. Military History
- HIST 355: Civil War Era*
- HIST 263: U.S. Military History
- HIST 335: Nazi Germany and the Holocaust*
- HIST 337 First World War
- HIST 353: American Revolution*
- HIST 375 Non-state Actors in the Islamic World*
- POLS 328: International Security**
- POLS 320: American Foreign Policy**

*Prerequisite of one 100-level history course

**Prerequisite of POLS 225 World Politics

ROTC cadets may count up to four (4) credits of Aerospace Studies coursework, drawn from the following:

- AERO 421: National Security & Leadership Responsibility I
- AERO 422: National Security & Leadership Responsibility II

Military veterans and reservists may also receive four (4) credits of academic credit toward this certificate for prior military education. This will be done in consultation with the Director of the Veterans Resource Center.

HIST Course Catalog

HIST 111 Origins: Mod World to 1550 (4 credits)

Introduces students to historical reasoning. Students learn to analyze evidence from the past in context in order to explain how the past produced the ever-changing present. This course examines the development of and interconnections between religious, legal, economic, social, and political institutions around the world. It considers the rise and fall of various civilizations, the peaceful and destructive interactions between and within different societies, and the lasting impacts of the pre-modern world.

HIST 112 Hist Mod World Since 1550 (4 credits)

Introduces students to historical reasoning. Students learn to analyze evidence from the past in context in order to explain how the past produced the ever-changing present. This course surveys the foundation and expansion of global networks from the sixteenth-century exploration to the contemporary world, and it examines the resulting breakthrough in communication and cultural exchanges between Europe and Africa, Asia, Latin America and the Middle East. Key aspects of the modern world are explored, such as state power and citizenship, economic systems and human labor, ideas about belonging and community, and the relationships and activities that constitute daily life.

HIST 113 Early Am/Global Perspective (4 credits)

Introduces students to historical reasoning. Students learn to analyze evidence from the past in context in order to explain how the past produced the ever-changing present. This course surveys the social, political, cultural, and economic history of North America in global context, from the European-American encounter through the aftermath of the

U.S. Civil War. It examines relations among Native Americans, Africans, Europeans, and their descendants. Major themes include: empires and colonization, race and slavery, the American Revolution, nation building, territorial expansion, the origins of American capitalism and democracy, sectionalism, and the Civil War.

HIST 114 Mod Us/Global Perspective (4 credits)

Introduces students to historical reasoning. Students learn to analyze evidence from the past in context in order to explain how the past produced the ever-changing present. The course introduces students to social, political, cultural, and economic developments from the American Civil War to the present day. It not only traces how ideas and lived experiences within each of those categories of historical analysis changed over time, but also shows how developments in each realm of American life shaped the others. It pays special attention to how American politics, institutions, and cultural norms emerged from—and produced—a changing role for the United States in its global context. It also interrogates how efforts to define American identity have both provided the terrain for inclusion and been used to justify the exclusion of various people, including racial, ethnic, and immigrant groups, people of different genders and sexual identities, and people of diverse religious and political beliefs.

HIST 115 The World Since 1900 (4 credits)

Introduces students to historical reasoning. Students learn to analyze evidence from the past in context in order to explain how the past produced the ever-changing present. This course examines the origin, development, reception, alteration, and rejection of various ideologies—including, but not limited to, nationalism, imperialism, communism, liberalism, fascism and Nazism—and the political, social, economic, and cultural changes that they produced. Through a close examination of the twentieth century, students gain appreciation for the intricate nature of power and dependency that characterizes the modern world.

HIST 117 Latin Am/Global Perspective (4 credits)

Introduces students to historical reasoning. Students learn to analyze evidence from the past in context in order to explain how the past produced the ever-changing present. This course surveys the social, political, and economic history of Latin America in global context from the Independence movements to the present. Major topics include: democracy and dictatorship, economic development and dependence, slavery and race relations, political revolution, urban and rural societies, migration,

militarism, the Church and the struggle for social justice.

HIST 118 Middle East and North Africa (4 credits)

Introduces students to historical reasoning. Students learn to analyze historical evidence in context in order to explain how the past produced the ever-changing present. This course introduces students to the history and cultures of the Middle East and North Africa, focusing on the region's interaction with global powers. With special attention placed on global developments and local responses, the course will highlight the origins and expansion of Islamic empires, modern interactions with the West through imperialism and oil concessions, responses to this interaction from nationalist, secularist, and Islamist movements, and the issues these responses generate in the present day, including questions of ethnic conflict and religious pluralism.

HIST 119 East Asian Civilizations (4 credits)

Introduces students to historical reasoning. Students learn to analyze evidence from the past in context in order to explain how the past produced the ever-changing present. This course will look at the history of East Asia in regional and global contexts.

Students will build a foundation by learning about the formative era of Chinese history in the first millennium BCE, focusing on the creation of Confucianism and the imperial system. They will follow East Asia's emergence as a distinct historical region comprising China, Korea, and Japan, and the ties these countries maintained among themselves and with the rest of Asia. As they enter the early modern era, students will focus on connections between East Asia and the world, such as the silver economy. The class will conclude by looking at East Asia in the nineteenth and twentieth centuries, with a special emphasis on global historical themes of colonialism and industrialization. Through this class, students will learn to analyze changes and continuities over long periods of time. They will also learn to frame historical events in their local specificity as well as in their common humanity.

HIST 203 Ancient Egypt and Near East (4 credits)

A historical, comparative survey of the origins and diversity of human societies in northeastern Africa (Egypt, Nubia) and western Asia (Anatolia, Levant, Mesopotamia, Arabia, Persia), from the earliest organized political and religious communities to the Arab conquest (8000 B.C. to A.D. 750). Historical processes of special emphasis will include: transition to agriculture; urbanization; state and empire building; emergence of major religious traditions; migrations and cultural crosscurrents. Topics will be explored taking into account the latest textual and

archaeological evidence. The course should provide historical understanding of the current ethnic, linguistic, and religious diversity in the region.

HIST 205 The Ancient Greek World (4 credits)

This course is a study of ancient Greek social structures, political processes, culture, beliefs, and moral values, from the Mycenaean society in the Bronze Age to the Hellenistic world of Alexander's legacy. The objective is to learn about major social, political, economic, and cultural change over time in the Greek world, with regard to the wider context of the surrounding cultures. We examine textual and material evidence in order to learn about the nature, value, and explication of primary sources and about historical, archaeological and anthropological methods of inquiry and analysis. Overall, we seek to understand the historic roots of modern issues and the relevance of past experiences, while keeping abreast of recent research and current scholarly debate.

HIST 207 Slavery in the Americas (4 credits)

By examining slave societies in Brazil, Cuba, and the United States, this course considers the commonalities and differences in African slavery across the Americas during the eighteenth and nineteenth centuries. We trace the history of slavery and society through such topics as the Atlantic Trade, plantation v. urban labor, family life, religion and culture, gender, resistance and rebellion, and post-emancipation race relations. Throughout the course, we consider how geographic location and social norms created parallel but distinct systems of slavery. Moreover, we will focus on the sources and methods employed for analyzing those groups that typically lack a historical voice. Focusing on the historiography of slavery, students will gain experience in effectively using evidence to develop an argument, thinking comparatively as a way to analyze information, and learning how to assess or evaluate arguments made by scholars. By the end of the course, students will recognize both the historical conditions of slavery in the Americas and the scholarly treatment of the subject.

HIST 208 History of the Roman World (4 credits)

From Britain to Africa and from Spain to Iran, the Roman Empire seemingly united diverse peoples and cultures. All roads led to Rome, the City - Urbs, a cosmopolitan and overcrowded metropolis. In this course we study written records and material remains from the beginnings of Rome in the eighth century BCE to the late Empire in the fourth century of our era. We follow political, social, economic, and cultural changes over time, examining a variety of evidence and voices and keeping abreast of current

problematic areas and scholarly debate. The Roman material is supplemented with comparative evidence from non-Roman societies within and bordering the Empire, as we account for the relevance of past experiences to our current issues.

HIST 209 Historical Archeology (4 credits)

The course deals with archaeological methods, theories and interpretations in discovering, reconstructing, and understanding past societies worldwide. As we address specific thematic units and case studies, we learn how archaeological evidence and interdisciplinary research reveal human responses and adaptations to their environments and climate change. Archaeology generally deals with material remains and is the primary discipline that systematically studies societies and time periods that lack written documents. Historical archaeology combines the methods of archaeology with analysis of written and oral sources. This holistic approach builds our knowledge of the human past, enables critical reappraisal of the interconnection between cultural and environmental change and accounts for the relevance of past experiences to our current issues.

HIST 211 Women/Families in the Americas (4 credits)

This course examines how seemingly impersonal forces are historically associated with personal changes for women and the family across the Americas. We will analyze how women and the family intersected with the economy, politics, and society. A comparative approach allows for consideration of national circumstances and social norms regarding race, ethnicity, and class. Examining the history of women and the family throughout the Americas also highlights similarities and differences within the reciprocal relationship between private lives and public policy. Topics include working women and the family economy, slavery, political rights and protective legislature, social movements, youth culture and immigration. Understanding the history of women and the family helps explain current contentions over women's roles and modern family structure.

HIST 216 African-American History (4 credits)

An introductory social history survey of African-American experience in global perspective. This course will cover developments from the beginnings of the trans-Atlantic slave trade through the present. Topics include: West African cultures; origins of the international slave trade; African American life in the colonies and during the Revolution; development of slavery in global comparative perspective; resistance to slavery; and the role of African

Americans in the Civil War and Reconstruction eras; Jim Crow culture and its challengers; migration; changes during the depression and WWII; black nationalism and independent Africa; the freedom movements of the North and South; and the post civil rights era.

HIST 222 Early Modern Europe: 1450-1750 (4 credits)

Political, religious, and cultural development of the early modern Europe: Late Renaissance; Religious Reformations; Age of Discovery and the rise of the Atlantic Economy; State building in Early Modern Europe; the New Science.

HIST 223 Irish Hist Survey: Celtic-1972 (4 credits)

As a survey of Irish History, the course covers early Irish history and society, the Viking and Norman invasions, and special attention is given to the early modern period and the origins of Ulster during the Tudor-Stuart Period in English History. In the 18th century the origins of Irish nationalism and the Rising of 1798 is highlighted. In the 19th century the course covers Catholic Emancipation, the Great Famine and emigration and the movement for Home Rule. Twentieth century Ireland includes the creation of the Irish Free State and the history of contemporary Ireland to the present.

HIST 225 Making of Mod Europe 1750-1914 (4 credits)

This course is a close examination of the cultural, social, economic, and political development of Europe from the Age of Enlightenment to the outbreak of WWI. The course will investigate Europe's transformation from pre-modern to modern and the continent's rise to hegemony throughout a very long nineteenth century. Topics include, but are not limited to, Enlightenment and enlightened absolutism, French Revolution, liberalism, Napoleonic Wars, nationalism and the rise of the nation-state, 1848 revolutions, origins of Communism, Crimean War, Colonialism, and the unification of Italy and Germany.

HIST 226 Modern Europe since 1914 (4 credits)

This course is a close examination of twentieth century European history or, as some historians refer to it, the "short twentieth century" of the "dark continent." It follows the cultural, social, economic, and political development of Europe through wars and reconstruction. Topics include, but are not limited to, imperial and national rivalry, WW I and its aftermath, Russian Revolution, Fascism and Nazism, WW II and its aftermath, Cold War and the division of Europe, 1989, and the emergence of the European Union.

HIST 227 Global History Genocide 1900- (4 credits)

The course surveys some of the most heinous mass murders that took place during the twentieth century: 1) The Herero and Nama in German South Africa 2) Armenian Genocide 3) Stalin's Genocides 4) The Holocaust 5) Mass Killing in Cambodia 6) Rwandan Genocide 7) Ethnic Cleansing in Yugoslavia. The class will critically examine the concepts and terms associated with mass murder. Through careful reading of primary and secondary literature students will investigate why, under what circumstances and by whom these acts were carried out. Students will also seek to understand the responsibilities and responses of local, national, and international communities regarding mass killing. Finally, the course will depict the different ways that we remember these events and commemorate their victims. Prerequisite: One 100-level History course or permission of instructor.

HIST 228 Environmental History (4 credits)

Humans are part of nature, and yet they have always changed and manipulated it. This course examines the entangled story of human/nature interactions, from the early history of our species up into the twenty-first century. Doing this draws on a range of methods, tools, and skills, including archaeology and anthropology, physical sciences like geology and biology, and the close reading of texts and objects as developed in humanistic disciplines like English, philosophy, and history. Key topics may include the co-evolution of people and other species; the ways that world religions have understood nature; the global mingling of people, plants, animals, and microbes after 1492; responses to pollution and toxicity in the modern world; and the development and politicization of climate science in the 20th-21st centuries.

HIST 231 Empires & Nations Middle East (4 credits)

Since Napoleon's invasion of Egypt in 1798, Europeans and Middle Easterners have been writing modern histories of the Islamic world. The colonizer and the colonized, however, asked fundamentally different historical questions. In this course students will learn about the methods of studying Middle Eastern history, or the techniques of analyzing primary sources to piece together an argument about the past, as well as the ways in which the privilege and historical context of researchers inflect their scholarship. By focusing on the methodologies that scholars engage in order to study the Middle East, like Marxist analysis, gender theory,

microhistory, or postcolonialism, students learn about trends within the discipline of History, as well.

HIST 240 Found. of Chinese Civilization (4 credits)

This course introduces students to the formation and evolution of fundamental elements of Chinese civilization to about 1800. Topics include: major Chinese thought, Confucianism, Taoism and Legalism with special emphasis on how Confucianism became a prevailing influence on Chinese government, family and society; the development of the Chinese imperial government including the Civil Service Examination; the flourishing of Buddhism in a Confucian China; Chinese written characters, calligraphy and poetry; the cosmopolitan T'ang dynasty; the T'ang-Sung commercial transformation; the Mongol rule in China; and the state and society before encountering Western expansion.

HIST 241 History of Modern China (4 credits)

This course studies the impact of Imperialism on Chinese state and society and China's subsequent transformation from about 1800 to the 1980s. Topics include: early Chinese and Western contacts; the Canton System; the Opium War and unequal treaties; China's reforms and domestic tensions - the Taiping Rebellion, the Boxer Uprising and the 1911 Revolution; the May Fourth cultural iconoclasm; Chiang Kai-shek and the Nationalist government; the Sino-Japanese War; the nature of Mao Zedong's Communism; the Great Proletarian Cultural Revolution; Deng Xiaoping, revisionism and the democratic crackdown.

HIST 243 Individual Study (2 or 4 credits)**HIST 244 Modern East Asia (4 credits)**

In this course, we will read about and discuss the development of "modern" societies in China, Korea, and Japan from early modern times to the present. We will focus on problems such as empire, historical memory, and the formation of modern nation-states. Readings include memoirs and other personal writings as historical texts, as a way to understand the times.

HIST 262 American Colonial History (4 credits)

An examination of several aspects of colonial history including the European background to colonization, and the political, economic and social development of British North American colonies to the end of the Seven Years War.

HIST 263 United States Military History (4 credits)

This course provides an overview of the military

history of the United States from its revolutionary origins to its contemporary challenges. It examines the composition and employment of the United States military as a product of the larger political and cultural aims of American society while also paying attention to the reciprocal effect that wars have on the societies that engage in them. Special attention will be devoted to the human experience of warfare as an ethical, social, and intellectual problem.

HIST 264 Hist of Medicine & Health Care (4 credits)

This course explores how people have thought about bodies, illness, and medical treatment over the last several centuries, both in the American context and in other parts of the world. Although the geographic and temporal coverage of this course might vary depending on the instructor's expertise, we will investigate the history of several different medical epistemologies before narrowing in on the gradually developed hegemony that allopathic or Western medicine came to hold within the United States and Europe. In the American context, we will inquire about indigenous concepts of health and healing, pandemics and disease during the colonial era, the proliferation of medical disciplines during the nineteenth century, and the professionalization and privatization of health care in the twentieth and twenty first centuries that give rise to the disparities in access and outcomes that we see today. Prerequisite: One 100-level history course.

HIST 266 Topics in Minnesota History (4 credits)

This course enables students to become historians of the community around them. Students will learn the techniques of local history by studying how Minnesotans participated in and responded to major moments of historical change. Specific course topics will vary, but they will be designed to foster in-depth research in local archives and to support collaboration with community resources such as the Minnesota History Center. Students will be encouraged to make their research findings accessible to the broader Twin Cities community through opportunities such as local conference presentations, collaborative exhibits, and building digital projects such as podcasts and websites.

HIST 269 Research (2 or 4 credits)

HIST 291 Topics: European History (4 credits)

The subject matter of this course will vary from year to year and will focus on a specific historical period or event and/or particular methodological approach(es) to doing history. It will not duplicate existing courses in European history. Students will be asked not only to employ evidence in support of

historical interpretations but also to think critically about the relationship between varying types of evidence, to engage in prevalent debates within fields of historical scholarship, and to evaluate historical questions themselves for their utility and manageability.

HIST 292 Topics: U.S. History (4 credits)

The subject matter of this course will vary from year to year and will focus on a specific historical period or event and/or particular methodological approach(es) to doing history. It will not duplicate existing courses in U.S. history. Students will be asked not only to employ evidence in support of historical interpretations but also to think critically about the relationship between varying types of evidence, to engage in prevalent debates within fields of historical scholarship, and to evaluate historical questions themselves for their utility and manageability.

HIST 293 Topics: Africa, Asia, LA, ME (4 credits)

The subject matter of this course will vary from year to year and will focus on a specific historical period or event and/or particular methodological approach(es) to doing history. It will not duplicate existing courses in the history of Africa, Asia, Latin America or the Middle East. Students will be asked not only to employ evidence in support of historical interpretations but also to think critically about the relationship between varying types of evidence, to engage in prevalent debates within fields of historical scholarship, and to evaluate historical questions themselves for their utility and manageability.

HIST 295 Topics (2 credits)

HIST 297 Topics (4 credits)

HIST 298 Topics (4 credits)

HIST 303 The History of Modern Brazil (4 credits)

This course surveys the history of modern Brazil from 1800-2000. Two centuries after independence, Brazil continues to straddle the first and third worlds. It has one of the world's largest economies and diverse populations and yet is also characterized by one of the worst distributions of wealth, political corruption and social marginalization. The course is divided by political regime and topics include the enduring importance of Brazil's agricultural economies, slavery and abolition, transition from Empire to Republic, industrialization and urbanization, paternalism and patriarchy, immigration, ethnicity and race relations, religion, geographic diversity, regionalism and inequality. Primary and secondary research assignments are focused on the

construction of national identity in order to formulate a historically sensitive appreciation of the complexity of Brazilian society. Exploring the major themes of Brazilian history, the course helps students understand current economic, political and social contradictions. Prerequisite: one 100-level history course.

HIST 309 History of Urban Latin America (4 credits)

This course examines the causes and consequences of urban development in Latin America, where two of the ten largest cities in the world are located. Beginning with the colonial city that served as a political and religious center, the course explores the evolution of the Latin American city through nation-state formation, twentieth-century modernization projects, and up to contemporary megacities. The course considers the history of urbanization in Latin America as both an official project and a lived experience. Major themes such as market development, class conflict, labor and workers' movements, migrations, gendered spaces, public health and social control, built environments, and urban culture are considered in a comparative framework. Prerequisites: One 100-level history course

HIST 310 Europe: Middle Ages to 1000 (4 credits)

Origins of the middle ages: the late Roman Empire; Germanic migrations and settlements; the Frankish Dynasties of the Merovingians and Carolingians; Anglo-Saxon England; development of the early Medieval Papacy and Western Church. Recovery of Byzantine Empire; Islamic World under Umayyad and Abbasid Caliphates. Prerequisite: One 100-level history course

HIST 311 Europe from 1000 to 1450 (4 credits)

Rebirth of Europe in the high and late Middle Ages: the Feudal Revolution; the world of knights and chivalry; the emergence of Western Monarchies; the Crusades; the Renaissance of the 12th Century; the rise of Medieval Christendom in the 13th century: papacy; mendicant orders; universities; heresy; Inquisition. Political and economic crises of the 14th century. Ecclesiastical crises of the later middle ages. Recovery and renaissance in the 15th century. Prerequisite: One 100-level history course

HIST 322 Tudor and Stuart Britain (4 credits)

England from the accession of the Tudor dynasty down to the Glorious Revolution. Modernization of English society and government. The English Reformation. Anglicanism. The Elizabethan period. Puritanism. Crown and Parliament in Tudor and Early

Stuart times. Civil War, Revolution and Restoration. The Revolution of 1688. Prerequisite: One 100-level history course

HIST 333 East-Centr Eur Monarchy to EU (4 credits)

This course is an examination of the history of East-Central Europe from 1848 to 2010. The subject of our study is one of the most fascinating places one can learn about. The "other Europe," as some people refer to it, is a multiethnic and multicultural region with a turbulent history. The geographical focus of our course will be Poland, Czech Republic, Slovakia, Hungary, and the former Yugoslavia. The course allows students to gain knowledge of the region's history and culture. It promises to be a captivating ride, for the "land between" often served as a laboratory for the various ideological and political movements of the nineteenth and twentieth century (liberalism, nationalism, fascism, socialism/communism, capitalism etc.). Prerequisite: One 100-level history course

HIST 335 Nazi Germany and the Holocaust (4 credits)

This course examines the origins of modern anti-Semitism, the rise of the Nazi Party and the subsequent radicalization of its racial policy from persecution to genocide. The course conceptualizes the Holocaust in the European/global framework-beyond Germans and Jews. It investigates the relationship between the various segments of the continent's population and complexities of such concepts as collaboration and resistance. Finally, it examines the legacy, influence, and contemporary understanding of the Holocaust. Prerequisite: One 100-level HIST course

HIST 336 History of the Soviet Union (4 credits)

This course examines the history of the Soviet Union from its outset to its collapse. During the semester students engage with topics related to the "Soviet experiment" that transformed the world's largest country in every aspect. Topics include, but certainly not limited to: origins of the Soviet ideology; the Bolshevik Revolution and the subsequent Civil War; Leninism; the Stalinist Revolution and the Great Purge; the Great Patriotic War; de-Stalinization, the Soviet Union and the Cold War in its global perspective; everyday history of the Soviet Union; collapse of the system; and the emergence of post-Soviet Russia. Prerequisite: One 100-level history course.

HIST 337 History of the First World War (4 credits)

This course examines one of the most monumental

and influential events of the twentieth century: The First World War (1914-1918). It seeks to move beyond the trenches to investigate various issues that relate to the war that was supposed to end all wars, including the complex origins of the war, the experiences of front-soldiers and those of the home front, the difficulty of the peace treaties that followed, the impacts of the conflict on the (geo-) political, social and intellectual landscape and its legacy and its commemoration. Prerequisites: One 100-level history course

HIST 340 The Long Emancipation (4 credits)

The African American freedom struggle occupies a critical place in the history of the United States. From roughly 1800, as the United States consolidated the meanings and limits of the American Revolution, to 1900, when emancipation's promise dwindled during the nadir of American race relations, emancipation took on many valences. In this course, we will approach the relationship between slavery, freedom, and citizenship as a dynamic interplay between large-scale changes and lived experiences. To do so, we will explore questions about emancipation's causes, course, and outcomes from multiple perspectives. Rather than celebrating or denigrating emancipation, this course will instead interrogate it to pose questions about its social, legal, and human consequences. In addition to its content-specific goals, this course also engages the process of reading, writing, and thinking about history. We will discuss how to identify historical questions in published works and how to pose our own, the nature of historical argumentation, and ways to discover and interpret various types of historical evidence. We will pay particular attention to the relationship between enslaved persons and the archive, both by studying how historians have worked with available sources and by choosing sources of our own to interpret. Prerequisite: One 100-level History course or instructor permission

HIST 349 History of Ottoman Empire (4 credits)

This course is a survey of the history of the Ottomans from its origins as a small medieval principality in Asia Minor to a major global power in the sixteenth century, and to its eventual disintegration by the end of World War I. The course will concentrate on the main political, social and cultural institutions of the Ottoman society, and how these changed over time. It will also introduce students to some of the major themes and recent trends in Ottoman historiography, including debates on the origins and decline of the Ottomans, the issue of Ottomans' legacy for the successor states, as well as the

growing research on the formerly underrepresented groups such as women, minorities, etc. Prerequisite: One 100-level history course

HIST 353 Hist of American Revolution (4 credits)

A study of the American Revolutionary Period from the end of the Seven Years' War through the Constitutional Convention of 1787. Emphasis will be placed on the changes wrought by the Revolution in American society, politics and constitutional arrangements. Prerequisite: One 100-level history course

HIST 355 Civil War Era (4 credits)

The American Civil War was a pivotal event, followed by incomplete efforts at changing the shape of the nation through Reconstruction. The causes of the war, its conduct on both sides, and the consequences of this "War of Rebellion," including Reconstruction, form the three parts of this course. Prerequisite: One 100-level history course

HIST 358 20th Century U.S. (4 credits)

An intensive study of 20th-century United States domestic history, with emphasis on social change and social thought. Topics include: reform movements, industrialization, urbanization, the economy, the homefront, consumer culture, suburbanization, liberation movements, and deindustrialization. Prerequisite: one 100-level history course.

HIST 365 U.S. Constitutional History (4 credits)

The origins and evolution of the American constitutional system from the colonial period to the present. Students explore the constitutional system created by Americans, and the way in which this system and its corresponding institutions have articulated Americans' constantly changing perception of the proper relationship between the people and their government. Prerequisite: One 100-level history course

HIST 375 Non-State Actors Islamic World (4 credits)

As the Ottoman and Qajar empires showed signs of collapse in the late nineteenth century, Middle Eastern and North African intellectuals eagerly adopted western systems of finance, education, and governance. In fact, some burgeoning nation-states even copied, word-for-word, European constitutions. By the mid-twentieth century, however, despots ruled the Middle East and North Africa. The two questions that animate this course are: (1) Why do we see autocracies, and destructive non-state actors, dominating the Islamic world? (2) What role do non-state actors play in producing

volatility or maintaining stability? Students address these complex questions for an understanding of the region's conflicts and the role of the international community in resolving (or exacerbating) humanitarian crises. Prerequisites: One 100-level history course.

HIST 389 Research (2 or 4 credits)

HIST 393 Individual Study (2 or 4 credits)

HIST 394 Topics in European History (0 to 4 credits)

The subject matter of this course will vary from year to year and will focus on a specific historical period or event and/or particular methodological approach(es) to doing history. It will not duplicate existing courses in European history. Students will be asked not only to employ evidence in support of historical interpretations but also to think critically about the relationship between varying types of evidence, to engage in prevalent debates within fields of historical scholarship, and to evaluate historical questions themselves for their utility and manageability. Prerequisite: one 100-level history course

HIST 395 Topics: Africa/Asia/Lat/MidEast (0 to 4 credits)

The subject matter of this course will vary from year to year and will focus on a specific historical period or event and/or particular methodological approach(es) to doing history. It will not duplicate existing courses in the history of the Africa, Asia, Latin America, or the Middle East. Students will be asked not only to employ evidence in support of historical interpretations but also to think critically about the relationship between varying types of evidence, to engage in prevalent debates within fields of historical scholarship, and to evaluate historical questions themselves for their utility and manageability. Prerequisite: one 100-level history course

HIST 396 Topics History of the Americas (0 to 4 credits)

The subject matter of this course will vary from year to year and will focus on a specific historical period or event and/or particular methodological approach(es) to doing history. It will not duplicate existing courses in the history of the Americas. Students will be asked not only to employ evidence in support of historical interpretations but also to think critically about the relationship between varying types of evidence, to engage in prevalent debates within fields of historical scholarship, and to evaluate historical questions themselves for their

utility and manageability. Prerequisite: one 100-level history course.

HIST 398 History Internships (4 credits)

Students in this course will be placed in apprenticeships in private businesses, public agencies or nonprofit historical agencies and museums. The apprenticeship will require 10 hours per week and a weekly seminar session. Prerequisite: one history course or consent of the instructor.

HIST 466 Capstone Seminar in History (4 credits)

History seminars involve students (primarily, though not exclusively, majors and minors) with the methodological and historiographical dimensions of research in the seminar's topic. Students in the seminar will complete and present to other members of the class a significant research project. This course fulfills the Writing in the Disciplines requirement. Prerequisites: at least two 300-level History courses completed before registration for this seminar.

HIST 489 Topics (4 credits)

HIST 490 Topics (4 credits)

HIST 491 Research (2 or 4 credits)

HIST 495 Individual Study (2 or 4 credits)

HIST 498 Individual Study (4 credits)

INTERDISCIPLINARY COURSES (IDSC)

Cross-College Program

Tonia Bock, Associate Vice President for Accreditation, Assessment, and Curriculum

FYEX Course Catalog

FYEX 001 College Success Orientation (0 credits)

FYEX 100 Foundation for College Success (1 credit)

Foundations for college success is a first-year experience course designed to provide students with knowledge and skills that will help them succeed at St. Thomas. This one credit course covers a range of topics, including: campus engagement, well-being, academic success, financial literacy, career and vocation, sustainability, global and intercultural competence, and spirituality.

FYEX 120 First Year: Leading & Serving (0 or 2 credits)

The purpose of this course is to integrate scholars into the life and culture of the University of St. Thomas and prepare them with the foundations for academic and professional success. The course will focus on leadership competencies such as written and oral communication, team building, career and professional development, financial literacy and information literacy. In addition, the course will introduce students to the key principles of Social Justice Leadership.

FYEX 150 Common Good Theme Path (0 credits)

The Theme-Based Learning Community provides students the opportunity to explore a University of St. Thomas mission-based theme across at least two disciplines and participate in co-curricular campus events that focus on the same theme. Students enrolled in the Theme-Based Learning Community Path will participate in a minimum of four themed co-curricular activities. Students registered for the Path will also register for two courses within the same theme. Successful completion of this Path and two corresponding themed courses will satisfy the First Year Experience Learning Community requirement. Prerequisite: being current enrolled or have completed one of the theme based learning community courses.

FYEX 200 Changmaking for the Common Good (2 credits)

This course introduces students to ways in which individuals all over the world address a range of environmental, social, political, and economic issues, and their attempts to create and sustain positive social impact. The course promotes critical thinking about existing changemaking initiatives, and students are introduced to important concepts that are central to the field of changemaking and social innovation. Students will learn from a variety of change agents who are working to address today's most pressing social challenges on global, national, local and personal levels. Through course materials and activities, students will gain the knowledge and skills necessary to be change agents in their own communities - all for the common good. This course is cross-listed with IDSC 200. Students cannot receive credit for both IDSC 200 and FYEX 200.

IDSC Course Catalog**IDSC 120 First Year: Leading & Serving (0 or 2 credits)**

The purpose of this course is to integrate scholars into the life and culture of the University of St.

Thomas and prepare them with the foundations for academic and professional success. The course will focus on leadership competencies such as written and oral communication, team building, career and professional development, financial literacy and information literacy. In addition, the course will introduce students to the key principles of Social Justice Leadership.

IDSC 121 First Year: Leading & Serving (0 or 2 credits)

The purpose of this course is to integrate scholars into the life and culture of the University of St. Thomas and prepare them with the foundations for academic and professional success. The course will focus on leadership competencies such as written and oral communication, team building, conflict management, career and professional development and digital literacy. In addition, the course will introduce students to the key principles of Catholic Social Teaching, Circle of Praxis, and Transformational Leadership. Students must complete this course in each semester of their first year. Restricted to A.A. Liberal Arts student registration only.

IDSC 150 Natural World-Mississippi Model (4 credits)

Minneapolis and St. Paul owe their existence and location to the Mississippi River. The "Mighty Mississippi" provides the focal point for an integrated exploration of the scientific disciplines of astronomy, biology, chemistry, geology, and physics. The past and present human impact on the water and land is also explored, including environmental and life style sustainability issues. Consisting of lectures, discussions, labs, and field trips, this course is designed for non-science majors and fulfills the core-area in natural science in the Natural Science and Mathematical and Quantitative Reasoning requirement in the core curriculum. This course also addresses the science content and skills required by the state of Minnesota for elementary and middle school teachers and models an inquiry-based pedagogy.

IDSC 180 Engl as a Second Lang I (4 credits)

Special and individual attention to speaking, writing, reading, listening and study skills. For students whose native language is not English. Offered in fall semester.

IDSC 181 Engl as a Second Lang II (4 credits)

Continuation of 180. Offered in spring semester. Prerequisite: 180 or permission of instructor

IDSC 198 Natural Science W/Lab (4 credits)

IDSC 200 Changemaking for the Common Good (2 credits)

This course introduces students to ways in which individuals all over the world address a range of environmental, social, political, and economic issues, and their attempts to create and sustain positive social impact. The course promotes critical thinking about existing changemaking initiatives, and students are introduced to important concepts that are central to the field of changemaking and social innovation. Students will learn from a variety of change agents who are working to address today's most pressing social challenges on global, national, local and personal levels. Through course materials and activities, students will gain the knowledge and skills necessary to be change agents in their own communities - all for the common good. This course is cross-listed with FYEX 200. Students cannot receive credit for both IDSC 200 and FYEX 200.

IDSC 243 Individual Study (2 or 4 credits)**IDSC 260 Enviro&Agric:Sustain food syst (4 credits)**

Explore sustainability first-hand through the lens of the U.S. food system. This interdisciplinary, field-based program analyzes the environment, economic, political, social, and cultural issues that define modern farming. A three-day farm stay is included in the program. Students will use critical frameworks to examine a variety of farms, farming communities, and research and food production facilities, and to understand the complex connections between the environment and agriculture.

IDSC 269 Research (2 or 4 credits)**IDSC 284 Intro to Teach Religion (1 to 2 credits)**

The course includes a six-hour seminar including at least three basic skills related to the act of teaching as well as a year of teaching in a local parish religious education program once a week. The teaching placement is done through consultation with each student and cooperating teachers who have a sound understanding of the life and ministry of teacher education in the church. Specific seminar content will enable students to do the following: define the term learners; explain the relationship of objectives to overall goals of religious education; define the term "strategy" and develop workable plans for teaching within a typical church/school setting. Prerequisite: Acceptance into St. John Vianney Seminary

IDSC 287 German Cultural Heritage (4 credits)

An historic survey of German cultural development from the beginnings in antiquity through the present. Attention is given to significant events in the history of Germany, Austria, Switzerland and Liechtenstein and the development of historic events into the living German culture of today. Events and significant achievements in the areas of politics, music, literature, science, philosophy and theology are examined. The course is usually offered online with no classroom meetings.

IDSC 291 The Anatomy of Violence (4 credits)

The purpose of this course is to increase the knowledge and understanding of cultural, racial and interpersonal violence and develop a commitment to promoting a violence-free society. Emphasis is on exploration of the extent, causes and effects of violence and strategies for intervention on the micro and macro levels. Specific areas of study include domestic/partner abuse, child abuse/neglect, peer/date violence, elder abuse, sexual assault/sexual harassment, cultural violence, racism and other systemic oppression.

IDSC 295 Topics (2 credits)**IDSC 296 Topics (2 credits)****IDSC 297 Topics (2 or 4 credits)****IDSC 298 Topics (4 credits)****IDSC 310 Washington Semester (16 credits)**

The University of St. Thomas is affiliated with the American University's Washington Semester Program, Washington, D.C. Students selected to participate in the program have the option of studying one of the following: American Politics; Economic Policy; Education Policy and Special Education; Foreign Policy; International Business and Trade; International Environment and Development; Journalism; Justice; Peace and Conflict Resolution; Public Law; Transforming Communities; Visual and Performing Arts. The Washington Semester involves seminars, research and internships drawing on governmental and private organization resources in the Washington, D.C. area. Nominations to participate are made by the university, with final acceptance decided by American University.

IDSC 320 Sem:Human Side of Medicine (2 credits)

This course will concentrate on learning about how patients, their families, and professionals who care for them experience illness; how stories patients tell become the basis for diagnosis and therapeutic

action; what it's like to be a physician; and the therapeutic relationship. Didactic presentations, interactive discussion using stories from patients', students' and the instructor's experience, and related literature will provide the content of the course. Others, including faculty members, professional colleagues, and patients will help provide material for the course work and participate in the discussions. Prerequisite: Sophomore, junior or senior student interested in a career in medicine or related health profession

IDSC 365 Materials Sci & Engr Practicum (0 credits)

Participants in the Interdisciplinary Minor in Materials Science and Engineering complete a Materials-based practicum. This practicum will give them real-world experience with issues relevant to Materials Science and Engineering. Students are encouraged to be proactive in selecting their practicum experience, as well as to explore and consider options in both industry and academic research. A variety of options and opportunities is available through the Career Center. Students are also encouraged to discuss possibilities with Materials-related faculty.

IDSC 389 Research (2 or 4 credits)

IDSC 393 Individual Study (2 or 4 credits)

IDSC 395 Intro Pastoral Ministry (1 to 2 credits)

This is a semester-long pastoral education program that provides for personal involvement and the practical exercise of pastoral ministry. Designed to implement the church's documents and the U.S. Bishops' Program for Priestly Formation, emphasis is placed on the future pastoral ministry of the student. Each student is placed in one of three broad areas of ministry: family crises; chemical dependency counseling; and death, dying and grief arenas. Training and ongoing supervision by qualified professionals is provided. Prerequisite: Acceptance into St. John Vianney Seminary

IDSC 455 Reading for Social Change (4 credits)

IDSC 456 Writing for Social Change (4 credits)

IDSC 457 Writing/Social Change: Seminar (4 credits)

IDSC 458 Internship (4 credits)

IDSC 462 ESTC: Adapt Ecosystem Mgmt (4 credits)

In Adaptive Ecosystem Management students gain a practical hands-on understanding of the basic

ecological and physical processes that underlie environmental degradation. They develop a basic understanding of how to set up large and small scale ecological monitoring projects, and how to evaluate environmental decision making on appropriate time and spatial scales.

IDSC 463 ESTC: Soc Dim of Envr Change (4 credits)

In Social Dimensions of Environmental Change students explore how worldviews impact a society's underlying value system regarding the human relationship with the natural world. The course situates local environmental challenges in the context of global sustainability, and encourages students to reflect about the meaning of civic responsibility in local and global contexts.

IDSC 464 ESTC: Field Methods (4 credits)

In the Field Methods course students have an opportunity to work with scientists and community members to conduct research in a methodologically rigorous manner. Students design and carryout either a social science or natural science based field project.

IDSC 465 ESTC: Environmental Internship (4 credits)

In their internships students interact with one of the most active networks of citizens' organizations in the country. Practitioners in the Twin Cities work on a wide range of environmental issues, and Minnesota's environmental policies are among the most progressive in the nation. Internships get students directly involved in this dynamic work.

IDSC 466 City Arts:Reading Seminar (4 credits)

City Arts focuses on the arts, popular culture and social change. Seminar themes include arts, ideology and public opinion formation, the politics of arts philanthropy, and approaches to community building and organizing. Students also complete a small group study project on topics chosen by the students.

IDSC 467 City Arts:Field Seminar (4 credits)

Students meet with a wide variety of local artists, community organizers and arts advocates to dialogue on program themes. The group also attends plays, films and visual installations as a way to connect the theories studied with actual practice in the field.

IDSC 468 City Arts:Internship(HECUA) (4 credits)

Each student works in a half-time internship, with a wide variety of placements available, including arts organizations, artistic groups, and community organizations using the arts in programs and service.

IDSC 469 City Arts: Intern Seminar (4 credits)

Students reflect on their internship experience with other students in the program and connect their real-life experience with the learning taking place in the reading and field seminars.

IDSC 471 Must Seminar: Research (4 credits)

MUST focuses on issues of poverty and inequality and ways to address these critical issues. Students explore key institutions that impact urban poverty and inequality, namely the economy, education and welfare. The role of urban sprawl, segregation and racial, class and gender discrimination are also analyzed. Students examine an array of strategies to rebuild the city more equitably.

IDSC 472 Must Seminar: Field Studies (4 credits)

Students meet with a wide variety of community leaders, educators, urban planners, corporate executives and others as a way to connect the theories studied with actual practice in the field.

IDSC 473 Must: Urban Studies Intern (4 credits)

Each student works in a half-time internship, with a wide variety of placements available, including public, private and community non-profit organizations working on urban issues.

IDSC 474 Must: Urban Studies Seminar (4 credits)

Students reflect on their internship experience with other students in the program and connect their real-life experience with the learning taking place in the reading and field seminars.

IDSC 476 Experiential Learning (1 to 4 credits)**IDSC 480 Honors Seminar (2 credits)**

These interdisciplinary seminars are intended to develop integrating insights through an analysis of topics chosen from different disciplines. Often they are taught by two faculty members or by a visiting lecturer who holds one of the endowed chairs at the university. (IDSC 479 is used if the seminar has been approved to partially fulfill a requirement in the core curriculum.)

IDSC 481 Seminar in Intl Studies (4 credits)

This seminar will explore the lives and works of pioneering women composers and playwrights. We will study the social context of these women's lives, the way in which they overcame barriers to their creativity, and the way they changed music and theater through their contributions. Study will focus on the creative works of women in western European theatrical and musical traditions. The seminar will be topic oriented; rather than studying the composers and playwrights in strictly chronological order, we will approach their work in

terms of topics they addressed, including questions of spirituality, romantic love, and politics.

Prerequisite: Senior standing or permission from the instructor

IDSC 489 Topics (4 credits)**IDSC 490 Topics (2 or 4 credits)****IDSC 491 Research (2 or 4 credits)****IDSC 495 Individual Study (2 or 4 credits)**

INTERNATIONAL STUDIES

College of Arts and Sciences, Interdisciplinary Program

John Roach Center for the Liberal Arts (JRC) 408, 651-962-5722

Buhr (POLS), director

This major seeks to give the student an understanding of the contemporary international system. It combines study in economics, history and political science with a concentration in one of these fields, along with the study of world geography and a foreign language beyond the College's general education requirement. The program takes an explicitly interdisciplinary approach, which is intended to instill in students the core knowledge shared by international studies scholars and professionals.

Students graduating with a major in international studies will be capable of critical thought and writing in the professional style of the discipline. Majors will also develop skills such as research fundamentals, analysis, and collection and interpretation of empirical data. These skills enable graduates to relate their international interests to a broad range of careers including government, international business, international law, nonprofit organizations and teaching. Graduates will also be well-prepared to undertake graduate studies in related disciplines such as international relations, public policy, law and business.

Major in International Studies

- ECON 251 Principles of Macroeconomics (4 credits)
- GEOG 113 Globalization & World Regions (4 credits)

- HIST 112 The Modern World Since 1550 (4 credits)
or HIST 115 The World Since 1900 (4 credits)
- IDSC 481 Seminar in International Studies (4 credits)
or POLS 424 Senior Seminar in International Studies/Politics (4 credits)
- POLS 104 Government and Politics (4 credits)

Plus:

Twenty-eight credits from a list of courses in economics, history and political science. A student must choose at least 16 credits from one discipline (the area of concentration). The remaining 12 credits must include courses from each of the other two disciplines or the courses from other disciplines listed below.

- COMM 370 Intercultural Communication (4 credits)
- ECON 252 Principles of Microeconomics (4 credits)
- ECON 341 Economics of International Finance (4 credits)
- ECON 342 International Trade (4 credits)
- ECON 345 Economics of Development and Growth (4 credits)
- ECON 346 Country and Area Studies in Economics (4 credits)
- HIST 207 Slavery in the Americas (4 credits)
- HIST 225 The Making of Modern Europe, 1750 to 1914 (4 credits)
- HIST 226 Modern Europe since 1914 (4 credits)
- HIST 227 Global History of Genocide (4 credits)
- HIST 228 Environmental History (4 credits)
- HIST 231 Empires and Nations of the Middle East (4 credits)
- HIST 240 Foundations of Chinese Civilization (4 credits)
- HIST 241 History of Modern China (4 credits)
- HIST 244 Modern East Asia (4 credits)
- HIST 303 History of Modern Brazil (4 credits)
- HIST 309 History of Urban Latin America (4 credits)
- HIST 333 East-Central Europe : From Monarchy to the European Union (4 credits)
- HIST 349 History of the Ottoman Empire (4 credits)
- HIST 375 Non-State Actors in the Islamic World (4 credits)
- HIST 394 Topics in European History (4 credits)
- HIST 395 Topics in History of Africa, Asia, Latin America, or the Middle East (4 credits)
- POLS 225 World Politics (4 credits)
- POLS 320 American Foreign Policy (4 credits)
- POLS 321 Comparative Foreign Policy (4 credits)
- POLS 326 International Law and Organizations (4 credits)
- POLS 328 International Security (4 credits)
- POLS 350 Comparative Politics of the New Europe (4 credits)
- POLS 352 Politics of the Developing World (4 credits)
- POLS 354 Politics of Post-Soviet States (4 credits)
- POLS 356 Politics of India, Pakistan, and South Asia (4 credits)
- POLS 358 Comparative Politics of Asia (4 credits)
- POLS 424 Seminar in International Relations(4 credits)
- POLS 454 Seminar in Comparative Politics (4 credits)

GEOG - The Department of Geography from time to time offers courses on the geography of selected regions of the world. With the approval of the director of international studies, these courses may be elected to fulfill non-concentration requirements.

JPST - The Justice and Peace Studies program has courses that may count toward the major. Ask the program director if a course qualifies.

WGSS - The Women, Gender, and Sexualities Studies program occasionally offers courses that may count toward the major. Ask the program director if a course qualifies.

Allied requirements:

- For languages in which UST offers a major (French, German, Spanish): Successful completion of the the 300-level course plus one higher-numbered course.
- For languages in which UST does not offer a major (Arabic, Chinese, Italian, Japanese) or "critical languages" (defined by the U.S. Department of State): completion of 212-level course OR 16 credits of study in that language.

Recommended courses:

The following courses may be of particular use to students with a long-term interest in international business or non-profit work:

- ACCT 210 Introduction to Financial Accounting (4 credits)
- BLAW 301 Legal Environment of Business (4 credits)
- MGMT 305 Management and Organizational Behavior (4 credits)
- MKTG 300 Principles of Marketing (4 credits)
- STAT 220 Statistics I (4 credits)
- CISC 200 Introduction to Computer Technology and Business Applications (4 credits)

ACTC courses:

A student with particular academic and/or career interests should consult with the director about courses offered by the Associated Colleges of the Twin Cities that would be appropriate to the major.

Opportunities for studying human diversity:

Students should particularly note the opportunities in the major for enhancement of their understanding of other cultures. Courses with a non-Western focus meeting the requirements of the major are available both on campus and at the other ACTC schools.

Opportunities for study abroad:

Students majoring in international studies should seriously consider one or more of the opportunities to study abroad offered by the International Education Center.

Opportunities for internships:

Students majoring in international studies should discuss with the director opportunities to relate academic and career interests through internship experiences in the Twin Cities or Washington, D.C.

JOURNALISM (JOUR)

College of Arts and Sciences, Department of Emerging Media

Major in Journalism

All Journalism majors must take 11 courses totaling 44 credits.

Required courses

- DIMA/JOUR 111 Introduction to Mass Media and Journalism (4 credits)
- DIMA/JOUR 232 Visual Media in Theory and Practice (4 credits)
- DIMA 240 Digital Imagery and Sound (4 credits)
- JOUR 252 Editing (4 credits)
- JOUR 251 Multimedia Reporting (4 credits)
- JOUR 451 Advanced Multimedia Reporting (4 credits)
- JOUR 480 Media Ethics (4 credits)

NOTE: DIMA/JOUR 111 is a prerequisite for all 200-400-level Journalism courses. The prerequisite can be waived by the instructor for non-Journalism majors.

Electives:

Choose four (4) additional approved courses from the Journalism, Communication or Digital Media Arts curriculum with at least one (1) at the 300-level or above. These electives can include individual study, experiential learning, study abroad or topics courses.

- COMM 326 Comm. & Popular Culture
- COMM 328 Communication of Race, Class and Gender
- COMM 332 Documentary in American Culture
- COMM 340 TV Criticism
- COMM 366 Persuasion & Social Influence
- JOUR 254 Photojournalism
- JOUR 298 Journalism Special Topics
- JOUR 330 Media History
- JOUR 334 Literary Journalism
- JOUR 350 Magazine Writing
- JOUR 355 Sports Broadcasting
- JOUR 372 Environmental Journalism
- JOUR 475 Experiential Learning 2 cr
- JOUR 476 Experiential Learning 2 cr
- JOUR 477 Experiential Learning 4 cr
- JOUR 478 Experiential Learning 4 cr
- JOUR 487 Topics 2 cr
- JOUR 488 Topics 2 cr
- JOUR 489 Topics 4 cr
- JOUR 490 Topics 4 cr
- JOUR 495 Individual Study 2 OR 4 cr
- DIMA 256 Design Concepts
- DIMA 342 Media, Culture and Society (4 credits)
- DIMA 358 Writing and Design for the Web
- DIMA 456 Graphic Design Studio
- JOUR 336 Media Law

- STCM 234 Principles of Strategic Communication
- STCM 346 Digital Content & Strategy in Strat. Comm.
- STCM 344 Writing for Strategic Communication

Minor in Journalism

All Communication and Journalism minors must take five courses totaling 20 credits, as follows:

- DIMA/JOUR 111 Introduction to Mass Media and Journalism (4 credits)
- DIMA 240 Digital Imagery and Sound (4 credits)
- JOUR 251 Multimedia Reporting (4 credits)
- JOUR 451 Advanced Multimedia Reporting (4 credits)
- One (1) elective from Journalism program courses.

JOUR Course Catalog

JOUR 111 Intro to Jour & Mass Media (4 credits)

This course will introduce the student to mass media, including news media, social media and entertainment media. The course examines the mass media as cultural industries. Students will consider how the mass media shape and are shaped by society, the history of particular media, current research and media trends. Students will be expected to obtain an understanding of how print, broadcast, social, film and other media work, as well as a sense of their influence. Students are also expected to learn to be critical media consumers, asking themselves why they watch or read or listen to what they do. Students are strongly encouraged to take this course before taking upper-level Journalism or Digital Media Arts courses. The course is cross listed as DIMA 111 and STCM 111.

JOUR 151 Internship: TommieMedia (1 credit)

This course covers the entry-level responsibilities and duties of working in a multimedia newsroom, including but not limited to reporting, opinion writing, video journalism, graphic design, web design, audio podcasting, advertising, public relations, and management. Students will earn internship credit for their work in TommieMedia, the department-advised and student-run news organization. There is no prerequisite. Non-majors are welcome.

JOUR 232 Visual Media Theory & Practice (4 credits)

Introduction to the history, theory and principles of communicating visually through art, illustration, photography, design, typography, film, video and other visual forms. Cross-listed as DIMA 232.

JOUR 251 Multimedia Reporting (4 credits)

This course concentrates on news reporting, teaching skills in news judgment, observation, interviewing, information gathering, organization and writing. Students learn to report news for a variety of media platforms, preparing text, audio and video versions of stories for the web, television, print and radio.

JOUR 252 Editing (4 credits)

Preparation of copy for publication; evaluation of news; headline and title writing; news display, including typography; picture editing; and editing magazines and web publications.

JOUR 254 Photojournalism (4 credits)

An entry-level course on still photography as used in the mass media. Imparts mechanical skills to practice photography, creates an awareness of the aesthetics involved and introduces principles of communicating via photojournalism. Students supply own camera. Lecture and laboratory.

JOUR 262 Literary Journalism (4 credits)

A look at journalistic writing style as a literary prose form, with emphasis upon late 19th- and 20th-century American writing, and upon the tradition of literary journalism. Newspaper and magazine articles from both centuries and book-length works from the past 50 years will be read and discussed. Students will have the option of writing a research essay or a literary journalistic article for the final project. Prerequisite: junior or senior standing and JOUR 111.

JOUR 297 Topics (4 credits)**JOUR 298 Topics (4 credits)****JOUR 330 Media History (4 credits)**

Early forms of communication, including art and symbols of ancient humans, civilizations without writing, the idea of an alphabet, medieval libraries, European background of the American news media system, development of American journalism, photography, film and telegraphy, and the mass media as a cultural institution

JOUR 336 Media Law (4 credits)

This course focuses on legal standards that protect and constrain communications in America,

particularly, but not exclusively, in the context of mass media. Students consider First Amendment philosophy, examine historic free-expression cases that have affected the collection and dissemination of information, and explore how recent legal and technological developments influence both the character and the content of communication in all facets of American society today. Prerequisites: Junior standing and COJO 111 or DIMA 111 or JOUR 111, or permission of instructor

JOUR 350 Magazine Writing (4 credits)

Explores the nature of writing for magazines as a staff writer or free-lance writer. Students will write service articles, profiles, human interest pieces and in-depth issue articles common to both commercial and trade magazines.

JOUR 355 Sports Broadcasting (4 credits)

This course introduces students to sports broadcasting. Students will develop a historical, ethical, theoretical, and practical foundation that is essential to a career in sports broadcasting. Practical skill development will include both performance and production for the current and emerging media industries. Transmedia skill development will be included as appropriate. Prerequisite: JOUR 251 or instructor permission.

JOUR 372 Environmental Journalism (4 credits)

This course focuses on mediated information about the environment, the environmental movement and its issues. Students will examine what makes (and what has made) the environmental journalism of today, beginning with early journalistic influences such as found in ancient texts to more current writing about agriculture, nature, science, outdoor adventures, and journalism from points of view.

JOUR 451 Advanced Multimedia (4 credits)

This course concentrates on refining skills in interviewing, storytelling, use of documents, choice of media format, and creation of multi-part news stories. Students report news for a variety of media platforms, preparing text, audio and video versions of stories for the web, television, print and radio. Prerequisite: JOUR 251.

JOUR 476 Experiential Learning (1 to 4 credits)**JOUR 478 Experiential Learning (4 credits)****JOUR 480 Journalism and Media Ethics (4 credits)**

This capstone seminar for graduating seniors explores ethical issues that confront professionals in journalism and other fields of mass media, and their audiences. Students explore theoretical

perspectives on ethics, work from case studies to understand professional ethical standards, discuss current ethical issues, work in teams to perfect oral and written ethical analysis skills and write an individual thesis paper. Prerequisites: graduating seniors only and permission of department chair.

JUSTICE AND PEACE STUDIES (JPST)

College of Arts and Sciences, Interdisciplinary Program

O'Shaughnessy Education Center (OEC) 470, (651) 962-5420

Finnegan (JPST), Okoi (JPST) and Klein (JPST)(Program Director).

[Justice and Peace Studies Department Web Site](#)

Justice and peace studies is an interdisciplinary department designed to prepare students to be responsible critics of contemporary societies and effective agents for positive social transformation. The program offers a general major or minor, along with three optional tracks for major concentrations:

- The Conflict Transformation concentration prepares students to analyze the dynamics and identify transformative opportunities in conflicts at multiple levels, from interpersonal to international, while developing practical skills in mediation and conflict resolution through partnerships with local practitioners and organizations that exemplify best practices in the field.
- The Public Policy Analysis and Advocacy concentration develops social analysis skills for public policy formation, evidence-based research and argumentation, as well as communication and networking skills for effective advocacy around issues such as environmental sustainability and climate change, foreign policy and peacebuilding, and economic justice and social welfare.
- The Leadership for Social Justice concentration helps students anticipate and begin preparing for the full arc of a career in which successful community organizing requires them to institutionalize the changes they seek, through social entrepreneurship and nonprofit management.

Core courses for the major and minor, and the pattern of the program in general, make use of the four stages of the Circle of Praxis:

1. Experience (actual and vicarious) of poverty, injustice, social conflict, or marginalization.
2. Descriptive analysis: Empirical study of the economic, political, social, and cultural realities of society, and the historical events that produce them.
3. Normative analysis: Moral judgment on existing societies; study of alternative possibilities; and analysis of the moral values at stake.
4. Action possibilities: Strategies and skills for transforming society from its present condition to a better condition.

The justice and peace studies program is strongly interdisciplinary and interfaith. It promotes understanding and appreciation of widely diverse ideologies, cultures, and world views. Special attention is given to the rich tradition of Roman Catholic social thought in the context of pluralistic world societies.

Students graduating with a major in justice and peace studies will understand how the circle of praxis works, as well as the role of each of its components. They will also know how to use skills associated with each component. They will know the principles of active nonviolence, how it operates to promote social change, and historical examples of its use. Students will also learn the techniques and appropriate uses of other methods of social change, with special focus on community organizing, social entrepreneurship, nonprofit management and public policy advocacy. They will be able to engage in respectful dialogue with people whose values and positions differ widely from their own. They will understand and be able to use conflict resolution skills in personal life and small groups, and they will understand how these techniques are used in inter-group and international conflicts. They will have developed the personal skills and confidence to work effectively in organizations committed to justice and peace.

While all core courses utilize all four steps of the Circle of Praxis, JPST 250 concentrates on experience and descriptive analysis, and THEO 421 concentrates on normative analysis. Others core courses focus on action possibilities. All students who major in justice and peace studies take each of

the signature courses from the three concentration areas: JPST 375 Conflict Analysis and Transformation, JPST 355 Public Policy Analysis and Advocacy, and JPST 365 Leadership for Social Justice.

Major in Justice and Peace Studies (generalist track)

Complete the following:

- JPST 250 Introduction to Justice and Peace Studies (4 credits)
- JPST 275 Qualitative Methods: Research for Social Justice (4 credits)
- JPST 280 Active Nonviolence (4 credits)
- JPST 355 Public Policy (4 credits)
- JPST 365 Leadership for Social Justice (4 credits)
- JPST 375 Conflict Analysis and Transformation (4 credits)
- JPST 473 Vocational Seminar (0 credits, Senior year)
- JPST 489 Topics (4 credits)
- THEO 227 Theologies of Justice and Peace (4 credits) – Based on student career interests, other THEO 225 or THEO 227 classes may substitute for this course, with permission of the program director.

Significant Experience and Essay - engaging student directly with situation of poverty, injustice, social conflict, or marginalization (0 credits – see section below for more information)

Internship during junior or senior year (0-4 credits – see section below for more information)

Plus four additional credits in descriptive analysis

Appropriate courses include:

- AMCD 200 Introduction to American Culture and Difference
- BIOL 102 Conservation Biology
- COMM 326 Communication in Pop Culture

- COMM 328 Communication of Race, Class, and Gender
- DIMA 345 Media, Culture and Society
- COJO 352 Media Structure and Power
- COMM 370 Intercultural Communication
- ECON 211 Current Economic Issues
- ECON 337 Economics of the Public Sector
- ECON 339 Labor Economics
- ECON 345 Economics of Development and Growth
- ENVR 151 Environmental Challenges and Sustainable Solutions
- ENVR 212 Social Dynamics and the Environment
- GEOG 111 Human Geography
- GEOG 113 World Geography
- GEOL 113 The Earth's Record of Climate
- GEOL 115 Environmental Geology
- HIST 116 African American History in Global Perspective
- HIST 210 Modern Latin America, 1800 to the Present
- HIST 371 History of U.S. Foreign Policy
- IDSC 399 HECUA Study Away Courses
- POLS 225 World Politics
- POLS 301 Political Identity and Participation
- POLS 302 Women and Politics
- POLS 314 Constitutional Rights and Liberties
- POLS 326 International Law and Organizations
- POLS 350 Comparative Politics of the New Europe
- POLS 352 Third World Politics and Government
- PSYC 121 Social Psychology
- PSYC 151 Cross-Cultural Psychology

- SOCI 110 Social Problems
- SOCI 200 Introduction to Criminal and Juvenile Justice
- SOCI 251 Race and Ethnicity
- SOCI 301 General Anthropology
- SOCI 350 Social Inequality: Privilege & Power
- SOCI 353 Global Perspectives on Gender
- SOCI 365 Social Psychology
- SOWK 340 Human Behavior and the Social Environment

Plus four additional credits in normative analysis

Appropriate courses include:

- BETH 301 Business Ethics (4 credits)
- BLAW 303 International Business Law (4 credits)
- BLAW 351 Environmental Law (4 credits)
- BLAW 352 Gender Issues and the Law (4 credits)
- CATH 340 Church and Culture: Social Dimensions of Catholicism (4 credits)
- COMM 250 Argumentation and Advocacy (4 credits)
- COMM 366 Persuasion (4 credits)
- ENGL 217 Multicultural Literature (4 credits)
- ENGL 218 Literature by Women: Critical History (4 credits)
- ENGL 337 The Literature of Human Diversity (4 credits)
- ENGL 341 Literature by Women: Critical Questions (4 credits)
- ENVR 301 Environmental Ethics (4 credits)
- IDSC 291 The Anatomy of Violence (4 credits)
- IDSC 466 City Arts: Reading Seminar (HECUA) (4 credits)

- IDSC 471 MUST Seminar: Research on Urban Issues (HECUA) (4 credits)
- PHIL 350 Advanced Ethical Theory (4 credits)
- PHIL 353 Machiavelli, Hobbes, and Nietzsche (4 credits)
- PHIL 357 Political Philosophy (4 credits)
- POLS 275 American Political Thought (4 credits)
- THEO 221: Bible: Prophetic Literature
- THEO 224: Bridges: Theo & Consumerism
- THEO 224: Bridges: Theo & Environment
- THEO 224: Bridges: Theo & Discourse
- THEO 225: Faith & Ethics: Social Thought
- THEO 225: Faith & Ethics: Morality & War
- THEO 225: Faith & Ethics: Immigration
- THEO 227: Contexts: Liberation Theology
- THEO 227: Contexts: Church in Latin Am
- THEO 227: Contexts: Culture & Bible
- THEO 227: Contexts: Justice & Bible
- THEO 227: Contexts: Justice & Peace
- THEO 229: Professions: Faith & Mgmt
- THEO 229: Professions: Faith & Social Wk
- THEO 229: Professions: Faith & ENGR

Note: Additional 300- and 400-level Theology courses may also qualify, with approval of the JPST director.

- WGSS 205 Foundations in Women, Gender, and Sexuality Studies (4 credits)

Plus:

Additional courses to be selected with the approval of the program director, to bring the total number of credits to 44 (40 for a double major). These courses may deal with any part of the Circle of Praxis. Students seeking further opportunities to learn the theories behind, or honing of, skills for action might consider:

- ENTR 360 Creativity and Change (4 credits)
- ENVR 351 Environmental Policy Formation (4 credits)
- JPST 385 Globalization and Social Movements (4 credits)
- SOWK 391 Social Policy for Social Change (4 credits)

Students majoring only in Justice and Peace Studies are strongly encouraged to take a “methods” course from a department that uses approaches relevant to the way they are choosing to complete the JPST major. The purpose of this recommendation is to strengthen abilities in data interpretation, manipulation and generation.

Possibilities include:

- GEOG 221 Computer Skills in Geography (4 credits)
- POLS 205 Citizen Participation and Public Policy (4 credits)
- SOCI 210 Research Methods in Sociology (4 credits)
- SOCI 220 Sociological Analysis (4 credits)

Concentration in Leadership for Social Justice

Complete the following:

- JPST 250 Introduction to Justice and Peace Studies (4 credits)
- JPST 275 Qualitative Methods: Research for Social Justice (4 credits)
- JPST 280 Active Nonviolence (4 credits)
- JPST 355 Public Policy (4 credits)
- JPST 365 Leadership for Social Justice (4 credits)
- JPST 375 Conflict Analysis and Transformation (4 credits)
- JPST 473 Vocational Seminar (0 credits, Senior year)
- JPST 489 Topics (4 credits)
- THEO 227 Theologies of Justice and Peace (4 credits) – Based on student career

interests, other THEO 225 or THEO 227 classes may substitute for this course, with permission of the program director.

Significant experience engaging student directly with situation of poverty, injustice, social conflict, or marginalization (0 credits – see section below for more information)

Internship during junior or senior year (0-4 credits – see section below or contact director for more information)

Plus:

- SOCI 110 Social Problems
- ENTR 200 Foundations of Entrepreneurship
- ENTR 490 Social Entrepreneurship
- SOCI 365 Social Psychology
- COMM111 Communication & Citizenship

One additional cultural awareness course from the following list:

- COMM 326 Communication in Pop Culture
- COMM 328 Communication of Race, Class, and Gender
- COJO 342 Media, Culture and Society
- COJO 352 Media Structure and Power
- COMM 370 Intercultural Communication
- PSYC 151 Cross-Cultural Psychology
- SOCI 251 Race and Ethnicity
- SOCI 301 General Anthropology
- SOCI 350 Social Inequality: Privilege & Power

Two applied communication courses from the following list:

- COMM 220 Interpersonal Communication
- COMM 250 Argumentation & Advocacy
- COMM 274 Small Group Communication
- COMM 320 Organizational Communication
- COMM 338 Political Communication

- COMM 366 Persuasion
- JPST 370 Conflict Mediation
- JPST 478 Experiential Learning [internship taken for credit]

Concentration in Conflict Transformation

Complete the following:

- JPST 250 Introduction to Justice and Peace Studies (4 credits)
- JPST 275 Qualitative Methods: Research for Social Justice (4 credits)
- JPST 280 Active Nonviolence (4 credits)
- JPST 355 Public Policy (4 credits)
- JPST 365 Leadership for Social Justice (4 credits)
- JPST 375 Conflict Analysis and Transformation (4 credits)
- JPST 473 Vocational Seminar (0 credits, Senior year)
- JPST 489 Topics (4 credits)
- THEO 227 Theologies of Justice and Peace (4 credits) – Based on student career interests, other THEO 225 or THEO 227 classes may substitute for this course, with permission of the program director.

Significant experience engaging student directly with situation of poverty, injustice, social conflict, or marginalization (0 credits – see section below for more information)

- SOCI 110 Social Problems
- COMM 111 Communication and Citizenship
- SOCI 365 Social Psychology
- COMM 376 Argumentation and Advocacy
- JPST 370 Conflict Mediation
- JPST 478 Experiential Learning [internship taken for 4 credit hours]

Plus one of the following:

- IDSC 291 The Anatomy of Violence
- SOCI 350 Social Inequality: Privilege & Power

Plus one of the following:

- COMM 328 Communication of Race, Class, and Gender
- COMM 370 Intercultural Communication
- PSYC 151 Cross-Cultural Psychology
- SOCI 251 Race and Ethnicity
- SOCI 301 General Anthropology

Concentration in Public Policy Analysis and Advocacy

Complete the following:

- JPST 250 Introduction to Justice and Peace Studies (4 credits)
- JPST 275 Qualitative Methods: Research for Social Justice (4 credits)
- JPST 280 Active Nonviolence (4 credits)
- JPST 355 Public Policy (4 credits)
- JPST 365 Leadership for Social Justice (4 credits)
- JPST 375 Conflict Analysis and Transformation (4 credits)
- JPST 473 Vocational Seminar (0 credits, Senior year)
- JPST 489 Topics (4 credits)
- THEO 227 Theologies of Justice and Peace (4 credits) – Based on student career interests, other THEO 225 or THEO 227 classes may substitute for this course, with permission of the program director.

Significant experience engaging student directly with situation of poverty, injustice, violence, and/or marginalization (0 credits – see section below for more information).

Internship during junior or senior year (0-4 credits – see section below for more information)

Recommendations:

As students fulfill their social analysis requirement in the core curriculum, they should anticipate which of the disciplines below they will focus upon, in order to meet prerequisites for classes in this concentration.

As students fulfill their lab science requirements in the core curriculum, they are encouraged to take one of the following courses:

- BIOL 102 Conservation Biology
- CHEM 101 Environmental Chemistry
- GEOL 113 Earth's Record

As students fulfill their third math and science requirement in the core curriculum, they are encouraged to take the following course:

- STAT 220—Statistics 1

Plus at least 3 courses in one discipline from the following clusters, plus 1 course each in 2 other disciplines (5 total):

Economics:

- ECON 211 Current Economic Issues (4 credits)
- ECON 252 Principles of Microeconomics (4 credits)
- ECON 326 Industry Studies (4 credits)
- ECON 333 Regional and Urban Economics (4 credits)
- ECON 370 Environmental and Natural Resource Economics (4 credits)

Environmental studies:

- ENVR 151 Environmental Challenges and Sustainable Solutions (4 credits)
- ENVR 212 Social Dynamics and the Environment (4 credits)
- ENVR 301 Environmental Ethics (4 credits)
- ENVR 351 Environmental Policy Formation (4 credits)

Geography:

- GEOG 298 Geography for Social Analysis (4 credits)

- GEOG 321 Geographic Information Systems (4 credits)

And one of the following:

- GEOG 322 Geographical Analysis (4 credits)
- GEOG 331 Conservation Geography (4 credits)
- GEOG 421 Applied GIS (4 credits)

Public policy in the U.S.:

- POLS 104 American Government in Comparative Perspective (4 credits)
- POLS 205 Citizen Participation and Public Policy (4 credits)
- POLS 303 Urban and Metro Politics (4 credits)
- Foreign policy and international relations:
- POLS 225 World Politics (4 credits)
- POLS 320 American Foreign Policy (4 credits)
- POLS 321 Comparative Foreign Policy (4 credits)

Sociology and Social Work:

- SOCI 110 Social Problems (4 credits)
- SOCI 251 Race and Ethnicity (4 credits)
- SOCI 350 Social Inequality: Privilege and Power (4 credits)
- SOWK 281 Introduction to Social Work (4 credits)
- SOWK 391 Social Policy for Social Change (4 credits)

Two applied communication courses:

- COMM 111 Communication & Citizenship (4 credits)
- COMM 320 Organizational Communication (4 credits)
- COMM 338 Political Communication (4 credits)

- COMM 366 Persuasion (4 credits)
- JOUR 372 Environmental Communication (4 credits)
- COJO 376 Argumentation & Advocacy (4 credits)
- JPST 370 Conflict Mediation (4 credits)
- JPST 478 Experiential Learning [internship taken for 4 hours credit]

Minor in Justice and Peace Studies

The peace engineering minor teaches students to work collaboratively and empower those experiencing injustice to develop innovative and sustainable solutions to serve people and advance the common good.

Complete the following:

- JPST 250 Introduction to Justice and Peace Studies (4 credits)
- JPST 280 Active Nonviolence (4 credits)
- THEO 227: Contexts: Justice & Peace (4 credits)

Plus one of the following:

- JPST 355 Public Policy (4 credits)
- JPST 365 Leadership for Social Justice (4 credits)
- JPST 375 Conflict Analysis and Transformation (4 credits)

Plus:

- Eight additional credits to be selected with the approval of the program director. At least four of these credits must be outside the student's major department. Any of the courses listed for the major may be applied to the minor.

Minor in Peace Engineering

The peace engineering minor may be combined with any undergraduate engineering degree (i.e. mechanical, computer, electrical, civil) by adding a Peace Engineering Minor through the Department of Justice and Peace Studies.

Complete the following:

- JPST 250 Introduction to Justice and Peace Studies (4 credits)
- THEO 421 Theology of Justice and Peace (4 credits)
- ENGR 480 & ENGR 481 Senior Design - with a peace engineering designated project (8 credits)
- JPST 473 Vocational Seminar (0-credits, in conjunction with ENGR 480 & ENGR 481 Senior Design).
- Significant Experience - see below for description.

Plus One of the following:

- JPST 355 Public Policy Analysis & Advocacy (4 credits)
- JPST 365 Leadership for Social Justice (4 credits)
- JPST 375 Conflict Analysis & Transformation (4 credits)

Significant experience:

Appropriate experience of poverty, injustice, social conflict, or marginalization. May be done for credit through 475-478 Experiential Learning.

It may also be done on a non-credit basis (e.g., in the context of another course or through volunteer activities). Possibilities include a trip taken as part of JPST 385, Campus Ministry programs, and off-campus study through programs that expose students to poverty and oppression.

Examples of appropriate off-campus study programs include those run by: HECUA (e.g., conflict resolution in Northern Ireland, poverty in the Twin Cities; development in Ecuador; environment in Guatemala; immigration in Norway); Augsburg's Center for Global Education (e.g., in Cuernavaca Mexico); American University's Washington Semester (e.g., on homelessness); and UMAIE. Campus Ministry programs include VISION trips during January term, spring break or summer sessions (to Guatemala, Appalachia, the border of Mexico, a Native American reservation, etc.), and VIA programs located in the Twin Cities (e.g., working at a shelter, tutoring immigrant students, etc.).

Internship and seminar in the area of justice and peace studies. The internship may, but need not, carry credit:

JPST 473 Vocational Internship Seminar (0 credit)

Students are required to take this seminar during the semester they are doing an internship. At the core of this mini course is a reflective process designed to lead students to: a deeper understanding of the practical means of working for social change; an evaluation of their internship experience (both in terms of gaining a deeper understanding of their own vocation and a better understanding of the type of institutions they are working with); and applying these insights to future course work and career planning. Five 2-hour seminars through the course of the semester provide opportunities for those engaged in individual placements to get peer support for their discernment process.

The internships themselves involve at least 7-10 hours a week of justice and peace work. Students doing internships for credit by enrolling for JPST 475-478 Experiential Learning are usually required to do a total of 100 hours of work for 2 credit hours, or 200 hours of work for 4 credit hours.

Students doing a concentration in Conflict Transformation, Public Policy Analysis and Advocacy, or Leadership for Social Justice must choose an internship that allows them to develop skills in their area. In general, acceptable placements include work with a nonprofit or governmental group doing direct service; education for peace and justice; political action for peace and justice; and leadership positions in UST's Students for Justice and Peace (SJP). There is no objection to using an appropriate internship from another major (such as social work) to fulfill this requirement as long as the student is enrolled in JPST 473 during the semester of the internship.

Alternatively, the internship and seminar requirement may sometimes be fulfilled by participating in appropriate off-campus academic programs which have reflective internship components, such as the programs of HECUA and Augsburg's Center for Global Education. Students may also get credit for doing further research on, and analysis of, their internship experience by enrolling in JPST 475-478 Experiential Learning.

JPST Course Catalog

JPST 243 Individual Study (2 or 4 credits)

JPST 250 Intro to Justice & Peace (4 credits)

Major aspects of world and local conflict, theories of social science relating to conflict and violence, and various proposals for solutions. Among the aspects of conflict studied are cultural differences, scarcity of resources, economic and social structures, international trade, the arms race, corruption, oppression and war. Proposed solutions assessed include development, structural changes, world governance, multinational agencies, military power, civilian-based defense, active nonviolence for social change, conflict resolution, disarmament, cultural exchange, religious revival and prayer. These topics are considered in the light of theory, history, and literature. Students apply these concepts by investigating one country or geographic area in depth through a semester long research project. Usually offered every semester.

JPST 269 Research (2 or 4 credits)

JPST 275 Qualitative Methods (4 credits)

This course introduces students to qualitative research theories, methods, and techniques focused on representing voices of women, people of color, people in poverty and others that are marginalized or excluded from dominant culture. Specifically, students will gain familiarity with the qualitative social science methods of interviews, ethnography, documentary research, and focus groups. Throughout the course, students will be guided through the process of designing and conducting their own unique research projects meanwhile learning from ongoing research with their instructors and partner organizations. In addition to training in data collection techniques, analysis, and varied epistemologies, the course thoroughly explores the ethics of research with marginalized communities and the ways in which research can and does relate to social change. Together, participants in this course will co-create a teaching/learning community wherein we all critically analyze and respectfully value each person's individual and particular contributions as well as our diverse understandings of social reality and how we position ourselves in the multiple worlds in which we live and work.

JPST 280 Active Nonviolence (4 credits)

Active nonviolence as a means for societal defense and social transformation analyzed through case studies of actual nonviolent movements, examining their political philosophy and how this philosophy is reflected in their methods and strategies. Examples of possible case studies include: Mahatma Gandhi's movement for a free India, Danish resistance to Nazi occupation, the struggle for interracial justice in the United State, an integrated Canada-to-Cuba peace-

and-freedom walk, the campaign to close the U.S. Army School of the Americas (WHINSEC), fair trade movements, and the Honeywell Project. The course emphasizes the theory and active practice of nonviolence as well as oral histories of successful nonviolent movements. Usually offered every semester.

JPST 297 Topics (4 credits)

JPST 298 Topics (4 credits)

JPST 355 Public Policy (4 credits)

In this class students will investigate how and why particular policies are developed, proposed, adopted, and implemented; will explore how social values shape and impact public policies; and will learn how to frame issues in ways that allow for more effective advocacy. The class will examine the relative power of diverse corporate and non-profit sectors in influencing policy debates and outcomes, including the role of think tanks. Students will analyze the limitations and strengths of diverse approaches to advocacy ranging from third-party appeals and solidarity efforts to elite decision makers, as well as the prospects for a politics of agency rooted in citizen-centered politics in which people mobilize to meet the needs of their communities. The course will integrate basic theory, interaction with public policy analysts and advocates, personal experience in persuasive advocacy, and case studies focused on issues such as climate change, economic inequality, land-food-hunger, and approaches to health care.

Assignments will introduce students to various tools for persuasive advocacy and allow them to develop skill sets for using them.

JPST 365 Leadership for Social Justice (4 credits)

Leadership for Social Justice examines the arc of leadership through the process of creating, sustaining, then institutionalizing positive social change. The course examines models and case studies of authoritative, positional, influential and situational leadership in diverse settings such as community organizing, social movements, social entrepreneurship and nonprofit management. The course also explores approaches to ethical leadership and provides opportunities for students to develop the skills and vision needed to become ethical leaders for social justice. Students will analyze the role of leadership in the tensions between preserving order and promoting transformation. They will develop a critical approach to the dynamics of power in order to effect systemic change.

JPST 370 Conflict Mediation (4 credits)

This course will focus on mediation and the third-party role of the mediator. Much class time will be spent learning the process of mediation and the skills needed to be a mediator whether in a formal sense or informally as a life skill. Experiential in nature, the course will elicit and build upon students' own experiences of conflict and will use various experiential learning tools to develop practical mediation skills. Students will also survey various streams in the practice of mediation as they have developed historically, along with its theoretical basis. Special attention will be given to arenas/situations in which mediation is and is not appropriate or indicated, to cultural implications of mediation and to some of the ethical dilemmas mediators face. For Justice and Peace Studies major doing a concentration in Conflict Transformation, the course will complement JPST 375 Conflict Analysis and Transformation, but there are no prerequisites and the course is open to students in other majors.

JPST 375 Conflict Analysis & Transform (4 credits)

An introduction to issues surrounding conflict and the resolution of conflict in today's world focusing primarily on its contextual manifestation at the international, regional and intrastate levels. The course will explore important structural, social and psychological explanations of conflict. Attention will be given to ethnic and nationalist themes surrounding conflicts and their resolution at the intrastate and international levels. The course will examine how different types of intervention affect conflicts (the media, force, other types of third party intervention). Effective methods that foster an environment conducive to resolving or managing disputes will be studied. As part of the final task, the course will critically study how institutions such as power-sharing arrangements, federalism, and the rule of law figure into establishing a lasting basis for peaceful co-existence. For Justice and Peace Studies majors doing a concentration in Conflict Transformation, the course will complement JPST 370 Conflict Mediation, but there are no prerequisites and the course is open to students in other majors.

JPST 385 Globalization & Social Mvmts (4 credits)

Our class will analyze social movements through the events that shape their struggles for justice in the context of an increasingly interconnected, globalized world. Historical survey and key theoretical concepts will provide context for

examining the methods used to advance social change and strengthen civil society. The course will give major attention to exploring the U.S. Civil Rights Movement through primary documents, video and classroom analysis, applying the lessons of this and other historical movements to contemporary movements. We will explore local manifestations of global movements through immersion, service-learning projects, guest speakers, student research and final presentations.

JPST 389 Research (2 or 4 credits)

JPST 393 Individual Study (2 or 4 credits)

JPST 473 Vocational Internship Seminar (0 credits)

Students are required to take this seminar during the semester they are doing an internship of 7-10 hrs/wk. The seminar meets three times (at the beginning, middle, and end of the semester), to provide opportunities for those engaged in individual placements to get peer support for their discernment process. At its core is a reflective process designed to lead students to: a deeper understanding of the practical means of working for social change; an evaluation of their internship experience (both in terms of gaining a deeper understanding of their own vocation and a better understanding of the type of institutions they are working with); and applying these insights to future course work and career planning.

JPST 476 Experiential Learning (1 to 4 credits)

JPST 488 Topics (2 credits)

JPST 489 Topics (4 credits)

JPST 495 Individual Study (2 or 4 credits)

Latin American and Caribbean Studies (LACS)

College of Arts and Sciences, Interdisciplinary Program

John Roach Center for the Liberal Arts - JRC 410,
(651) 962-5724

Director: Kari Zimmerman (HIST)

Latin American and Caribbean Studies is an interdisciplinary program that prepares students to understand and critically examine the complexities and diversity of the people and institutions of Latin America; the region comprised of countries in North, Central and South America, as well as the

Caribbean, whose distinct geography, political economies, and societies are unified by aspects of a common cultural heritage. The purpose of the minor is to enable students to analyze Latin America, at the national and regional level, and its relationship to major global trends. Relying on the perspectives and methodologies of several disciplines, students will acquire a deeper knowledge of Latin America and the Caribbean; its history, geopolitics, diverse populations, cultural traditions and contributions, and its crucial place in international development. The broad scope and analytical approach of Latin American and Caribbean Studies positions students with the critical framework and cultural competency necessary to be effective and socially responsible citizens of the Americas.

The minor offers two tracks that prepare students to become specialists on Latin America and its people or Latin America in Global Perspective. Students focused on either track will be proficient in analytical writing, foreign language aptitude and cross-cultural study. In addition, an integral part of the program includes an immersion experience either in Latin America and the Caribbean or locally among Latino communities. The goal of the immersion experience is to build on academic knowledge and help students gain a more nuanced understanding of lived experiences as related to contemporary issues and circumstances. In combination, these academic and experiential skills allow students to apply their knowledge of Latin America to a broad range of careers including government and diplomacy, international business and/or law, nonprofit and non-government organizations, and teaching. Students with a minor in Latin American and Caribbean Studies are also well prepared for graduate studies in related disciplines such as public policy, law, international relations, business, modern languages and literature, art history and museum studies. This comprehensive and flexible minor provides students with the opportunity to develop their academic, cultural, and/or vocational interests in Latin America.

Minor in Latin American and Caribbean Studies

Students Will Complete 24 Credits for the LACS Minor, Including 1 Immersion Experience.

Foundation Courses:

- LACS 200 Introduction to Latin American Studies (4 credits)

or HIST 117 Latin America in Global Perspective

- SPAN 212 Intermediate Spanish II (4 credits) or equivalent

Plus 16 Credits in 1 of 2 Tracks:

Latin American Studies Generalist

16 credits of the following with no more than 8 credits taken in any 1 Department.

- ARTH 265 Art of Mesoamerica (4 credits)
- ARTH 321 The Art and Culture of Modern Mexico (1824-1940) (4 credits)
- ARTH 323 Colonial Art of Latin America (4 credits)
- HIST 293 Topics in History of Latin America (4 credits)
- HIST 301 History of Urban Latin America (4 credits)
- HIST 303 History of Modern Brazil (4 credits)
- HIST 395: Topics in History of Latin America (4 credits)
- SPAN 316 Studies in Spanish Linguistics (4 credits)
- SPAN 332 Latin American Culture and Civilization (4 credits)
- SPAN 380 Themes in Latin American Literature (4 credits)
- SPAN 405 Spanish Genre Studies (4 credits) (Upon approval by the director)
- SPAN 410 Women and Discourse of the Spanish-speaking World (4 credits) (Upon approval by the director)
- SPAN 411 Ethnicity and Multiculturalism of the Spanish-speaking World (4 credits)
- SPAN 415 Hispanic Cinema Studies (4 credits)
- THEO 455 The Church in Latin America (4 credits)

Latin America in Global Perspective

8 credits chosen from the Latin American Studies Generalist List [above] and 8 credits of the following courses with partial coverage of Latin America, with no more than 8 credits in any 1 department.

Note: Students in partial coverage courses must focus their final project/assignment on the region and submit a copy of it to the LACS Director.

- ECON 341 Open Economy Macroeconomics (4 credits)
- ECON 342 International Trade (4 credits)
- ECON 345 Economics of Development and Growth (4 credits)
- ENGL 337 Latina Women Authors (4 credits)
- FILM courses as appropriate and approved by director of LACS. Examples include:
 - FILM 300 World Cinema
 - GEOG 113 Globalization & World Regions (4 credits)
 - GEOG 350 Geography of Global Health (4 credits)
 - HIST 207 Slavery in the Americas (4 credits)
 - HIST 211 Women & the Family in the Americas (4 credits)
- IBUS courses completed in Latin America & approved by the director of LACS
 - IBUS 450 Transnational Business Issues in Management, Marketing, or Business Law (4 credits)
 - IBUS 460 Transnational Business Issues in Finance or Accounting (4 credits)
 - IBUS 470 Transnational Issues in International Business (4 credits)
- JPST 250 Introduction to Justice and Peace Studies (4 credits)
- JPST 385 Globalization and Social Movements (4 credits)
- MGMT 391 Elements of Global Business (2 credits)
- MGMT 430 Global Strategy and Management (4 credits)

- MUSC 130 Intro to World Music (4 Credits)
- MUSC 217 Music of the Americas (4 credits)
- POLS 225 World Politics (4 credits)
- POLS 424 Seminar in International Relations (4 credits)
- POLS 454 Seminar in Comparative Politics (4 credits)
- POLS 321 Comparative Foreign Policy (4 credits)
- POLS 326 International Law and Organizations (4 credits)
- POLS 328 International Security (4 credits)
- POLS 352 Politics of the Developing World (4 credits)
- PUBH 225: Global Health and Development (4 credits)
- SOCI courses as appropriate and approved by director of LACS. Examples include:
- SOCI 251 Race and Ethnicity (4 credits)
- SOCI 350 Social Inequality: Privilege & Power (4 credits)
- SOCI 353 Global Perspectives on Gender (4 credits)
- SPAN 412 Chicano and U.S. Latino Culture(s) and Literature(s) (4 credits)
- THEO 421 Theologies of Justice and Peace (4 credits)

Immersion Experience:

At least 4 of the 24 required credits in either track must include an immersion experience (study abroad or campus affiliated courses/internship that includes community engagement) approved by the director of the program.

LACS Course Catalog

LACS 200 Intro Latin American Studies (4 credits)

Introduces students to the interdisciplinary field of Latin American Studies as well as the individuals, cultures, histories, politics, economics, and geographies that distinguish the region and its nations. Students learn different disciplinary approaches to analyzing Latin America (e.g. art history, political science, literature, sociology, and

history) through course content, readings, and instruction as the course is rotated among affiliated faculty each semester offered. The interdisciplinary framework provides a number of different ways to think about Latin American society and challenges us to recognize the linkages and tensions that define the region, explored through topics such as social and economic variations, democracy and dictatorship, slavery and race relations, urban and rural societies, (im)migrations, gender and sexuality, citizenship and resistance, popular culture, and the Church and social justice. Exploring the major themes and disciplinary studies of Latin America help us integrate ideas about the region and its communities.

LEGAL SKILLS

College of Arts and Sciences, Interdisciplinary Program

Caleb Goltz (Director)

The minor in Legal Skills prepares students for law school, law-related graduate study, and law-related employment. The Legal Skills minor equips students with skills necessary to succeed in the field of law by cultivating techniques and habits of mind that prepare them for future legal education and work. This skills-based minor focuses on developing and strengthening the skills of writing, reasoning, analysis, and oral communication. Several departments within the university offer courses that provide a framework for developing a set of core skills that form a solid foundation for legal education and careers.

Minor in Legal Skills

The minor in Legal Skills consists of six courses, completed from the four categories of Writing, Formal and Applied Reasoning, Analysis of Legal and Political Texts, and Oral Communication.

Writing (complete a and b, as well as c, d, or e)

- Complete the university's Writing Across the Curriculum requirements.
- POLS 115: Legal Research and Writing
- ENGL 256: Intro to Professional Writing
- ENGL 300: Writing Theory and Practice
- ENGL 304: Persuasive Writing

Formal and Applied Reasoning (complete one of the following courses)

- PHIL 220: Logic
- BLAW 401: Legal Research, Advocacy, and Dispute Resolution
- THEO 436: Christian Faith and the Legal Profession
- ECON 321: Law and Economics

Analysis of Legal and Political Texts (complete two of the following courses)

- POLS 313: Constitutional Powers of Government
- POLS 314: The Supreme Court, Civil Rights, and Civil Liberties
- POLS 326: International Law and Organization
- POLS 370: Exploration in Political Theory
- PHIL 357: Political Philosophy
- PHIL 359: Philosophy of Law
- HIST 365: U.S. Constitutional History
- CJUS 342: Criminal Law and Procedure

Oral Communication (complete one of the following courses)

- COMM 100: Public Speaking
- COMM 366: Persuasion & Social Influence
- COMM 376: Argumentation and Advocacy
- THEO 457: Theology and Public Discourse

A legal internship or experience is strongly recommended but not required. Consult with the program director.

LEGAL STUDIES

College of Arts and Sciences, Interdisciplinary Program

John Roach Center for the Liberal Arts - JRC 406,
(651) 962-5724

Director: Dr. Caleb Goltz (POLS)

The minor in legal studies enables students to undertake a multidisciplinary examination of the relationship of law to culture and society. Understanding the foundations and nature of law and legal process is an integral element of a liberal arts education. Several departments within the university offer courses that examine the sociological, political, philosophical, journalistic, historical, economic and business aspects of legal behavior and legal systems.

By drawing on those courses, the legal studies minor exposes students to a variety of perspectives on the study of law and provides a broad understanding of the role of law in society.

The legal studies minor is not intended as a pre-law program, although it may prove especially attractive to students interested in careers in law, public administration or related professions. Its objective is to allow students to undertake an examination of law and legal process within a liberal arts context.

Minor in Legal Studies

Twenty credits from the following list, or other courses selected with the approval of the program director. To ensure an interdisciplinary base of study, no more than eight credits may come from any one department.

- BLAW 301 Legal Environment of Business (4 credits)
- BLAW 302 Business Law for Accounting (4 credits)
- BLAW 303 International Business Law (4 credits)
- BLAW 304 Real Estate Law (4 credits)
- BLAW 351 Environmental Law (4 credits)
- BLAW 352 Gender Issues and the Law (4 credits)
- BLAW 353 Employment and Labor Law (4 credits)
- BLAW 401 Legal Research, Advocacy, and Dispute Resolution (4 credits)
- BLAW 402 Law of Electronic Commerce (4 credits)

- BLAW 403 Marketing Law (4 credits)
- CJUS 342 Criminal Law and Procedure (4 credits)
- COJO 336 Media Law (4 credits)
- ECON 321 Law and Economics (4 credits)
- HIST 365 U.S. Constitutional History (4 credits)
- PHIL 357 Political Philosophy (4 credits)
- PHIL 359 Philosophy of Law (4 credits)
- PHIL 398 Advanced Critical Thinking (4 credits)
- POLS 312 Judicial Process and Politics (4 credits)
- POLS 313 Constitutional Powers of Government (4 credits)
- POLS 314 Constitutional Rights and Liberties (4 credits)
- POLS 326 International Law and Organizations (4 credits)
- POLS 414 Seminar in Judicial Politics (4 credits)
- THEO 436 Christian Faith and the Legal Profession (4 credits)

Liberal Arts in Business

College of Arts and Sciences, Interdisciplinary Program

John Roach Center for the Liberal Arts (JRC) 323,
(651) 962-5693

MacKenzie (ENGL), director

[Liberal Arts in Business Program Department Web Site](#)

The Liberal Arts in Business Program is an interdisciplinary minor which provides students the opportunity to combine the distinct learning experiences of a concentration in a liberal or non-business related field with exposure to career-related studies and significant work experience. It is designed for students majoring in the liberal arts who want preparation for their career search.

Students who minor in the Liberal Arts in Business Program elect a major field of study from any of the liberal arts disciplines - that is, from the humanities, social sciences, natural sciences and the like.

Students who major in any of the Business fields or in Health and Human Performance are not eligible for the program.

The program's requirements consist of coursework and an internship. Students choose a set of six courses (detailed below) from a broad range of pre-professional and professional areas. In their senior year, students take IDSC 333 Liberal Arts in Business Program Studies, a capstone seminar that brings together the perspectives of economics, business, and the liberal arts. Students also complete an internship in a career-related field. A variety of options and opportunities are available through the Career Center; students are encouraged to be creative and to search for inventive ways of implementing a plan of practical work experience.

As part of its commitment to Liberal Arts in Business Program students, the University of St. Thomas extends to graduates of the program the opportunity to take undergraduate business courses tuition-free, on a space-available basis. There is no limit on the number of such courses the student may take. Students may take these courses either for credit or as audits, but may not use the courses toward a major or minor in business.

Application for admission is made through the Liberal Arts in Business Program director's office, currently in the Department of English. Application should normally take place during the second semester of the sophomore year, but may occur later.

Liberal Arts in Business Minor

This minor is only available for non-business majors.

Four credits from the following:

- ECON 251 Principles of Macroeconomics (4 credits)
- ECON 252 Principles of Microeconomics (4 credits)

Note: Other courses from the Department of Economics may be acceptable if the necessary prerequisites have been met, and on the approval of the director of the Liberal Arts in Business.

Plus four credits from the following:

- CISC 130 Introduction to Programming and Problem-Solving Sciences (4 credits)
- CISC 200 Introduction to Computer Business and Technical Applications (4 credits)
- STAT 220 Statistics I (4 credits)

Note: Other courses from the Department of CISC may be acceptable if the necessary prerequisites have been met, and on the approval of the director of the Liberal Arts in Business.

Plus a total of twelve credits in Business, chosen from among the following:

- ACCT 100 Principles of Accounting 1 (4 credits)
- ACCT 200 Principles of Accounting II (2 credits)
- BETH 300 Ethical Principles in Business (2 credits)
- BLAW 300 Law for Business Leaders (2 credits)
- BUSN 100 Business for the Common Good (2 credits)
- ENTR 100 Introduction to Entrepreneurship and Innovation (2 credits)
- FINC 310 Core Financial Management (2 credits)
- MGMT 200 Working Skillfully in Organizations (2 credits)
- MKTG 200 Introduction to Marketing (2 credits)
- OPMT 300 Operations and Supply Chain Management (2 credits)

Note: With the exception of BLAW 300, all these courses require prerequisites, generally BUSN 100. OPMT 300 requires STAT 220, MATH 101 or above, and sophomore standing. Sophomore standing is also required for MKTG 200 and MGMT 200.

Other courses from the Opus College of Business may be acceptable if the necessary prerequisites have been met, and on the approval of the Director of the Liberal Arts in Business.

Plus:

- LABM 330 Liberal Arts in Business Internship (0 credit)
- LABM 333 Liberal Arts in Business Studies (4 credits)

Note: Another course that integrates themes involving the relation between the liberal arts and the world of work may be acceptable provided the necessary prerequisites have been met, and on the approval of the director of the Liberal Arts in Business.

LABM Course Catalog

LABM 330 Liberal Arts Business Intern (0 credits)

Participants in the Renaissance Program complete one internship in a career-related field. Students are encouraged to be creative and to search for inventive ways of implementing a plan of practical work experience. A variety of options and opportunities is available through the Career Center.

LABM 333 Liberal Arts Business Studies (4 credits)

In accord with the Renaissance Program's commitment to foster the integration of theoretical and practical learning, the design of this course is to promote the investigation of some theme or problem having a particularly interdisciplinary focus. This course will rely upon concepts and models stemming from both theoretical and practical sources in an attempt to further integrate aspects of these distinct branches of higher learning. Among the types of issues or topics that could fall within the scope of this course are: the meaning and value of work; the nature and place of technology; the relationship of individual to community; views of self - as worker and theoretician; models and parameters of authority. Prerequisites: 80 completed credits.

Liberal Studies

Second major (B.A.) in Liberal Studies

Students can earn this second major by completing (in addition to the core curriculum courses):

- Proficiency in a second language and culture(s) through the 211 level

- One additional course in Quantitative Analysis or Natural Sciences
- One additional course in English
- One additional course in Philosophy or in Theology

Material Science and Engineering

B. Nelson-Cheeseman, Program Director: OSS 319
ex. 2-5773

The Materials Science and Engineering (MSE) Minor is an interdisciplinary program that helps science and engineering students develop the knowledge and skills to properly select current materials for design and engineer future materials for advanced applications. As MSE is a broad interdisciplinary field, the program begins with a basic foundation and is then tailored by the student to overlap with their major field and highlight their materials area(s) of interest. Students learn about materials properties, structure, and processing through a variety of courses and a hands-on practicum. This minor serves those who plan to go on to graduate school in a materials-related field, as well as those entering industry who wish to gain expertise in the overlap between science and engineering.

Students wishing to enter this program should contact the program director.

Minor in Material Science and Engineering

All students must complete the following:

- PHYS 211 Classical Physics I (4 credits)
- PHYS 212 Classical Physics II (4 credits)

Four (4) credits in thermodynamics. Choose one of

- CHEM 331
- ENGR 381
- GEOL 340
- PHYS 410
- ENGR 361 Engineering Materials (4 credits)

- IDSC 365 Materials Science and Engineering Practicum (0 credits)

Plus, eight (8) additional credits from approved materials-relevant course electives as listed here:

Key themes of MSE addressed by electives:

Processing-Structure-Property-Performance/Applications Relations

Crystal Structure and Bonding

Thermodynamics and Phase Transformations

Properties: Mechanical, Thermal, Electrical, Magnetic, Optical and Corrosive/Deteriorative

Materials Characterization

Materials Types: Metals, Ceramics, Polymers, Composites, Biomaterials, Nanomaterials, Smart Materials.

- BIOL 328 Environmental Toxicology and Health (4 credits)
- BIOL 353 Microscopic Anatomy (4 credits)
- BIOL 361 Medical Geology (4 credits)
- BIOL 371 Cell Biology (4 credits)
- CHEM 340 Organic Spectroscopy (2 credits)*
- CHEM 400 Advanced Inorganic Chemistry (4 credits)*
- CHEM 430 Polymer Chemistry (2 credits)*
- CHEM 487 Biomaterials (2 credits)*
- ENGR 221 Mechanics of Materials (4 credits)**
- ENGR 371 Manufacturing Processes (4 credits)**
- ENGR 381 Thermodynamics (4 credits)**
- ETLS 699 Technology of Thin Films (3 credits)
- ETLS 775 Polymers in Design (3 credits)
- GEOL 211 Earth Materials (4 credits)
- GEOL 340 Fundamentals of Lithosphere I (Petrology) (4 credits)

- GEOL 360 Fundamentals of Lithosphere II (Structural Geology) (4 credits)
- PHYS 225 Applications of Modern Physics (4 credits)
- PHYS 347 Optics (4 credits)
- PHYS 410 Statistical Mechanics and Thermodynamics (4 credits)
- Or as approved by the program director

Total credits: 24

* Chemistry majors may only have one elective count towards both the CHEM major and the MSE minor.

** These courses may not be used as an elective for Mechanical Engineering majors.

Between ENGR 361 and the eight (8) elective credits, four (4) credits must be outside the student's major field. Only four (4) elective credits may be from courses <300 level.

MATHEMATICS (MATH)

College of Arts and Sciences, Department of Mathematics

O'Shaughnessy Science Hall (OSS) 201, (651) 962-5520

Anderson, Axtell (Actuarial Science Director), Dokken, Glover, Hoft, Knudson, Kroschel, Loe(associate chair), Lopukhova, Peterson (MaRC Director) Rawdon, Rezac, Shakiban, Shemyakin (chair), Shvartsman, Stolarksa, Tang, Yang

[Mathematics Department Web Site](#)

The Department of Mathematics offers major tracks that can satisfy a variety of student interests and careers. Majors in mathematics can prepare themselves for graduate study in mathematics or related areas, for the teaching of mathematics at the secondary school level, for professional school in law or health science, or for the application of mathematics and statistics in science, business, industry and government.

Students majoring in mathematics are encouraged to use elective courses to broaden their background in mathematics or in a related area of special interest. Coursework in biology, chemistry, economics, engineering, finance, geology, physics, psychology and computer and information sciences combines well with a major in mathematics.

Students graduating with a major in mathematics will be able to demonstrate an understanding of the fundamental notions of mathematics, including rigorous proof. They will be able to model and solve real-world problems arising in business and industry. They will be able to effectively communicate, both orally and in writing, mathematical concepts to their peers and to an audience of non-majors. They will be able to learn and apply mathematics on their own through independent study, research and participation in non-class-related lectures.

In all of the department's major tracks, a student must successfully complete at least 16 credits in mathematics courses numbered 300 and above at the University of St. Thomas.

A minor in mathematics is available to support majors in many other departments. A strong mathematical background is of great benefit to students majoring in engineering, actuarial science and the physical sciences.

In addition to the mathematics tracks described below, the department offers a major in actuarial science (see Actuarial Science) and has programs to prepare students for teacher licensure (see Education). An interdisciplinary major in statistics is offered jointly with the Department of Computer and Information Sciences (see Statistics, Computer and Information Science).

Students should see the chair of the Department of Mathematics for advice in selecting courses for a particular purpose. The department offers a number of courses for non-majors to fulfill the mathematics portion of the core curriculum.

Center for Applied Mathematics

Within the Department of Mathematics, the Center for Applied Mathematics (CAM) provides opportunities for students to work on significant mathematical problems of current interest to business, industry, and government. The CAM summer student research program funds a number of student projects each year.

Major in Mathematics Complete the following:

- MATH 113 Calculus I (4 credits) (or 108 and 109)
- MATH 114 Calculus II (4 credits)

- MATH 200 Multi-Variable Calculus (4 credits)
- MATH 210 Introduction to Differential Equations and Systems (4 credits)
- MATH 240 Linear Algebra (4 credits)
- MATH 301 Abstract Algebra I (4 credits)
- MATH 317 Real Analysis (4 credits)

Allied requirement

- CISC 130 Introduction to Programming and Problem Solving in the Sciences (4 credits)
or CISC 131 Introduction to Programming and Problem Solving (4 credits)

Note: CISC 130 is recommended for this major

Plus one of the mathematics tracks below:

Pure Mathematics Track

Eight credits from the following:

- MATH 302 Abstract Algebra II (4 credits)
- MATH 419 Complex Variables (4 credits)
- MATH 420 Topology (4 credits)

Plus:

- Eight credits of courses MATH 300 or higher not already taken

Applied Mathematics Track

- MATH 315 Applied Mathematics and Modeling I (4 credits)
- MATH 316 Applied Mathematics and Modeling II (4 credits)

Plus eight credits from the following:

- MATH 300 Advanced Differential Equations (4 credits)
- MATH 302 Abstract Algebra II (4 credits)
- MATH 303 Statistics for the Applied Sciences (4 credits)
- MATH 313 Probability (4 credits)
- STAT 314 Mathematical Statistics (4 credits)

- MATH 385 Mathematical Methods of Numerical Analysis (4 credits)
- MATH 400 Dynamical Systems and Chaos (4 credits)
- MATH 419 Complex Variables (4 credits)
- MATH 420 Topology (4 credits)

Statistics Track

- MATH 313 Probability (4 credits)
- STAT 314 Mathematical Statistics (4 credits)
- STAT 333 Applied Statistical Methods: Regression, Time Series, Forecasting (4 credits)
- MATH 385 Mathematical Methods of Numerical Analysis (4 credits)

Plus:

- STAT 320 Statistics II (4 credits)
- Math Education Track
- MATH 325 Geometry (4 credits)
- MATH 450 Advanced Mathematics: Exploration and Exposition (4 credits)

Plus:

- MATH 313 Probability (4 credits) and STAT 314 Mathematical Statistics (4 credits)
or
- MATH 303 Statistics for the Applied Sciences and any MATH 300+ not already included

Minor in Mathematics

Complete the following:

- MATH 113 Calculus I (4 credits) (or 108-109)
- MATH 114 Calculus II (4 credits)
- Plus at least four credits from the following:
- MATH 200 Multi-Variable Calculus (4 credits)
- MATH 210 Introduction to Differential Equations and Systems (4 credits)

Plus:

- A minimum of twelve additional credits in courses numbered above 200 (or approved by the department chair)

A student minoring in mathematics must successfully complete a minimum of 8 credits in mathematics numbered 200 and above at St. Thomas.

Placement

Entry-level mathematics courses require students to have an appropriate Math Placement level. The student's ACT Math score or performance on the Math Placement Exam determines this placement level. Students that do not have the placement level required for their desired course can now take MATH 005 and/or MATH 006. These are 0-credit courses, offered every Fall, J-term and Spring semester. MATH 005 has no placement requirement, and successful completion would allow a student to take MATH 006, MATH 100 or MATH 101. MATH 006 requires a Math Placement Level of 101 or of MATH 005, and successful completion allows a student to take MATH 103 or MATH 108. Both MATH 005 and MATH 006 have affordable registration fees instead of regularly priced tuition, as they are 0-credit classes.

In some cases, students have earned AP credit for Math 113 Calculus I but elect not to transfer this credit to St. Thomas. In such a case, students should understand that if AP credit is declined, an ACT (or equivalent SAT) score of 28 or above or a St. Thomas math placement score of 76 or above is required in order to take Math 113 at St. Thomas.

MATH Course Catalog

MATH 005 Basic Math Skills (0 credits)

The objective of this course is to provide background knowledge necessary for students to place into MATH 006, MATH 100, or MATH 101. This course serves as a prerequisite for MATH 006, MATH 100, or MATH 101. Topics covered include the real numbers, operations with real numbers, first degree equations and inequalities, Cartesian coordinate system and lines, linear functions, and problem solving. This course does not satisfy the core requirement in Natural Science and Mathematical and Quantitative Reasoning. This non-credit course is typically offered during J-Term and the first half of the Fall and Spring semesters.

MATH 006 Basic Math Skills II (0 credits)

The objective of this course is to provide

background knowledge necessary for students to place into MATH 108. This course serves as a prerequisite for MATH 108. Topics covered include polynomials, rational expressions, exponents, and radicals, quadratic equations, problem solving. This course does not satisfy the core requirement in Natural Science and Mathematical and Quantitative Reasoning. Prerequisite: Successful completion of MATH 005 or a mathematics placement score of 101 or above. This non-credit course is typically offered during J-Term and the second half of Fall and Spring semesters.

MATH 100 Mathematical Sampler (4 credits)

This survey of basic mathematical concepts includes both modern and historical perspectives. Emphasis is on the development and appreciation of mathematical ideas and their relationship to other disciplines. Topics include, among others: mathematical problem-solving, set theory, graph theory, an introduction to randomness, counting and probability, statistics and data exploration, measurement and symmetry, and recursion. Prerequisite: Successful completion of Math 005 or placement of MATH 101 or above.

MATH 101 Finite Mathematics (4 credits)

Elementary set theory, linear equations and matrices, linear programming, finite probability, applications primarily in business and the social sciences. Offered Fall, J-Term, Spring and Summer. Prerequisite: Placement of MATH 101 or above, or successful completion of MATH 005.

MATH 103 College Algebra (2 credits)

The purpose of this course is to provide knowledge of pre-calculus topics necessary for MATH 111. This course serves as a prerequisite for MATH 111 and can also serve as a prerequisite for MATH 104. This two-credit course does not satisfy a student's core curriculum requirement in mathematics. Topics covered include solving equations, inequalities, and systems of equations; graphing functions; inverse functions, polynomials; complex numbers; rational functions; exponential functions; properties of logarithms and logarithmic functions; applications. Offered as a directed study in Fall and Spring. Note: Students who receive credit for this course may not receive credit for MATH 105, MATH 108, or MATH 109. Prerequisite: Math placement at 108 or above, or successful completion of MATH 006

MATH 104 Trigonometry (2 credits)

The purpose of this course is to provide knowledge of trigonometric topics necessary for MATH 113. This course serves as a prerequisite for MATH 113. This 2-credit course does not satisfy a student's core

curriculum requirement in mathematics. Topics covered include radian/degree measure; trigonometric and inverse trigonometric functions; graphs of trig functions; applications of trigonometry; analytic trigonometry; trigonometric formulae. Offered as a directed study in Fall and Spring. Prerequisite: Math placement at 111 or above, or a C- or above in MATH 103. NOTE: Students who receive credit for this course may not receive credit for MATH 105, MATH 108, or MATH 109.

MATH 105 Precalculus (4 credits)

The real numbers; basic algebra; analytical treatment of the elementary functions emphasizing the exponential, logarithmic and trigonometric functions and their graphs. (This course is intended as preparation for 113 and does not fulfill a general graduation requirement.) Prerequisite: Placement at MATH 105 or above. NOTE: Students who receive credit for MATH 105 may not receive credit for MATH 108 or 109.

MATH 108 Calculus with Review I (4 credits)

The first course of a two-course sequence designed to integrate introductory calculus material with the algebraic and trigonometric topics necessary to support that study. Review topics include: number systems, basic algebra, functions, the Cartesian coordinate system and graphing. Calculus topics include limits, continuity, derivatives for algebraic functions, applications of derivatives and more graphing. This course is intended only for students planning to take MATH 109 and does not satisfy the mathematics requirement in the core curriculum. Offered Fall, Spring and Summer. Prerequisite: Placement at MATH 108 or above, or successful completion of MATH 006. NOTE: Students who receive credit for MATH 108 may not receive credit for MATH 105, 111, or 113.

MATH 109 Calculus with Review II (4 credits)

The second course of a two-course sequence designed to integrate introductory calculus material with the algebraic and trigonometric topics necessary to support that study. Review topics include: exponential and logarithmic functions, trigonometric functions and their inverses and associated graphs. Calculus topics include: derivatives of the transcendental functions, applications of those derivatives and an introduction to integration. Offered Fall, Spring and Summer. Prerequisite: a grade of C- or better in MATH 108. NOTE: Students who receive credit for MATH 109 may not receive credit for MATH 105, 111, or 113.

MATH 111 Calculus/Business & Soc Sci (4 credits)

An introductory course in calculus with motivation and examples drawn from business and the social sciences whenever possible. Does not include the calculus of trigonometric functions. Offered Fall and Spring. Prerequisite: a grade of C- or above in MATH 103 or MATH 105 or placement at MATH 111 or above. Four years of high school mathematics, including college algebra, are also recommended as background for this course. Students who are considering taking MATH 114 should take MATH 113 instead of MATH 111. NOTE: Students who receive credit for MATH 111 may not receive credit for MATH 108, 109, or 113.

MATH 112 Calc of Trig Functions (2 credits)

This course is designed for students who have taken MATH 111 but need to have credit for MATH 113; it covers the material in MATH 113 that is not covered in MATH 111. This course serves as a prerequisite for MATH 114. This 2-credit course does not satisfy a student's core curriculum requirement in mathematics. Topics covered include trigonometric functions, inverse trig functions, trigonometric identities, solving trigonometric equations, limits of trigonometric functions, derivatives of trigonometric functions, and integrals of trigonometric functions, and applications. Successfully completing this course is equivalent to successfully completing MATH 113. Offered Fall and Spring as a directed study. Prerequisite: A C- or above in MATH 111.

MATH 113 Calculus I (4 credits)

An introductory course in calculus: limits; derivatives and integrals of algebraic, exponential, logarithmic and trigonometric functions of one real variable; applications of the derivative in engineering and the natural sciences. Offered Fall, Spring and Summer. Prerequisite: a grade of C- or above in MATH 104 or 105 or placement at MATH 113 or above. Four years of high school mathematics, including college algebra and trigonometry, also are recommended as background for this course. NOTE: Students who receive credit for MATH 113 may not receive credit for MATH 108, 109, or 111.

MATH 114 Calculus II (4 credits)

Techniques of integration; applications of integration; infinite series; parametric/polar equations. Offered Fall, Spring and Summer. Prerequisite: a grade of C- or above in MATH 112 or in MATH 113 or MATH 109

MATH 121 Structures of Elem Math I (4 credits)

An examination of the mathematical underpinnings of the K-8 school curriculum with an emphasis on the conceptual understanding of mathematics.

Topics include foundations of integer and rational arithmetic, notions of place-value and base, number sense and estimation, ratio and proportion, and mathematical problem-solving. This course is recommended as the first course in a three-course sequence in mathematics for prospective elementary teachers. Offered Fall and Spring. Prerequisites: MATH placement at or above 100 or a C- or above in MATH 005, and concurrent registration in any EDUC course (Click here for MaRC Placement Exam Information)

MATH 122 Structures of Elem. Math II (4 credits)

An examination of the mathematical underpinnings of the K-8 school curriculum with an emphasis on the conceptual understanding of mathematics. Concepts of shape and space will be covered, which will include geometry, measurement, area, volume, surface area, symmetry, the geometry of motion and change, and problem solving. This course is recommended as the second in a three-course sequence in mathematics for prospective elementary teachers. Offered Fall and Spring. Prerequisite: A C- or above in MATH 121 or permission of instructor

MATH 128 Intro to Discrete Math (4 credits)

A survey of basic discrete mathematical concepts. Topics include: Boolean algebra, logic, analysis of algorithms, mathematical induction and matrices. Focus on applications to computer science. Offered Fall and Spring. Prerequisite: A C- or better in either Math 109, Math 111, or Math 113 and a C- or better in either CISC 130 or CISC 131, or instructor permission

MATH 200 Multi-Variable Calculus (4 credits)

Vector algebra in two and three dimensions, partial derivatives, multiple integrals, line integrals, surface integrals, Green's Theorem, Stokes' Theorem, divergence theorem. Offered Fall and Spring. Prerequisite: a grade of C- or higher in MATH 109 or 113, and MATH 114

MATH 201 Bridge to Mathematical Proof (4 credits)

Introduction to mathematical proof with an emphasis on exploring mathematical ideas and developing initial cognitive skills needed for mathematical proof and written and oral communication of mathematical arguments. Topics covered include logic and truth tables, basic set theory, functions, and various types of proof and disproof, including direct, indirect, induction, and counterexamples. Prerequisites: A grade of C- or better in Math 109 or Math 113. This course can count towards the electives for all tracks in the

mathematics major after discussion with the department.

MATH 210 Intro-Differ Equations & Syst (4 credits)

An introduction to ordinary differential equations (ODEs), with an emphasis on linear differential equations and linear systems, including applications. Topics covered include first-order equations, ODE models in the physical and biological sciences and engineering, numerical methods of solution, higher order linear equations, matrix tools, the role of eigenvalues and eigenvectors, and LaPlace transforms. Offered Fall and Spring. Prerequisite: a grade of C- or above in MATH 114

MATH 223 Structures of Elem. Math III (4 credits)

An advanced examination of the mathematical underpinnings of the K-8 school curriculum with an emphasis on the conceptual understanding of mathematics. Topics include counting, graph theory and other discrete topics, number theory, recursion, algebra and functions, probability and statistics. As the third course in a three-course sequence in mathematics for prospective elementary teachers, this course integrates uses of technology and problem solving in STEM applications appropriate for the K-8 classroom. Offered Fall and Spring. Prerequisites: A C- or above in MATH 121 and a C- or above in MATH 122

MATH 230 Intro Applied Math (4 credits)

Introduction to foundational topics, methods, and algorithms in applied mathematics, with emphasis on computation. This course serves as a transition from mathematics as seen in the calculus sequence to applications of mathematics as seen in industry, applied mathematics, physics, computer science, engineering, and other disciplines. Topics include Taylor series, optimization, solving systems of equations, differential equations, and combinatorics. Prerequisite: A C- or higher in Math 114 or permission of the instructor. This course can be substituted for Math 210 in the mathematics major after discussion with the department.

MATH 240 Linear Algebra (4 credits)

An introductory course in linear algebra, beginning with linear equations and matrix algebra. Subsequent topics include study of vector spaces, orthogonality, eigenvectors and inner products. The course combines theoretical and applied perspectives, including concepts of rigorous proof. Offered Fall and Spring. Prerequisite: A grade of C- or above in MATH 200, concurrent enrollment allowed.

MATH 243 Individual Study (2 or 4 credits)**MATH 259 Elements of Geometry & Stat (4 credits)**

Intended for elementary education majors who plan a licensure endorsement in mathematics for grades 5-8. Includes intermediate concepts in geometry and statistics essential for a middle school teacher of mathematics. Topics will include: axiomatic systems of geometry with emphasis on Books I and VI of Euclid's Elements; an introduction to non-Euclidean geometry; geometric and inductive reasoning, with applications; introduction to geometric probability and the geometric display of data; organization and analysis of data sets; statistical support of decisions, including applications in education; prediction; the role of randomness in both formal and empirical probability. Prerequisites: MATH 100 and 121

MATH 269 Research (2 or 4 credits)**MATH 297 Topics (4 credits)****MATH 298 Topics (4 credits)****MATH 300 Advanced Differential Equation (4 credits)**

A second course in differential equations and their applications. Topics are selected from a continued study of linear differential equations and systems, Laplace transforms, series solution methods, non-linear equations and systems, partial differential equations and other topics chosen by the instructor. Offered spring of odd-numbered years. Prerequisite: A grade of C- or above in MATH 210

MATH 301 Abstract Algebra I (4 credits)

Properties of sets, relations and mappings; introduction to groups, rings and fields. Offered Spring. Prerequisite: A grade of C- or above in MATH 240

MATH 302 Abstract Algebra II (4 credits)

Topics in modern algebra with applications. Includes material selected from the theory of groups, rings, and fields; linear algebra; Boolean algebra and discrete structures. Offered fall of odd-numbered years. Prerequisite: A grade of C- or above MATH 301

MATH 303 Statistics/Applied Sciences (4 credits)

Probability, Estimation, Hypothesis Testing, Analysis of Variance, Regression Analysis, Topics selected from Experimental Design, Statistical Process Control, Non-Parametric Methods, Factor Analysis as time permits. Offered Fall of even-numbered years. Prerequisite: A grade of C- or above in MATH 114

NOTE: Students who receive credit for MATH 303 may not receive credit for MATH 313 or STAT 314.

MATH 313 Probability (4 credits)

Probability theory in discrete and continuous sample spaces; random variables and distribution functions; moments; the moment-generating function; functions of random variables; law of large numbers; central limit theorem. Offered Fall and Spring. Prerequisites: A grade of C- or above in MATH 200 (may be taken concurrently with consent of instructor) NOTE: Students who receive credit for MATH 313 may not receive credit for MATH 303.

MATH 315 Applied Math & Modeling I (4 credits)

This is a topics course in applied mathematics. Course content will be drawn from topics that coincide with expertise of department members. Recent topics include finite element methods, techniques in scientific computing, wavelets and applications, mathematical biology, and weather modeling. Offered Fall. Prerequisites: A grade of C- or above in MATH 210 and 240, or permission of instructor.

MATH 316 Applied Math & Modeling II (4 credits)

This is a second topics course in applied mathematics. It does not require MATH 315 as a prerequisite. Course content will be drawn from the topics listed under MATH 315. Offered Spring. Prerequisites: A grade of C- or above in MATH 210 and MATH 240, or permission of instructor.

MATH 317 Real Analysis (4 credits)

Topology of the real numbers. Functions of one real variable. Rigorous development of continuity and uniform continuity; differentiability; uniform convergence. Sequences and series. Offered Fall. Prerequisites: A grade of C- or above in MATH 240

MATH 325 Geometry (4 credits)

Axioms for geometries; geometrical transformations and their invariants; non-Euclidean geometries; additional topics. Offered Spring of even-numbered years. Prerequisites: A grade of C- or above in MATH 114; MATH 128 or MATH 240 recommended.

MATH 385 Math Meths/Numerical Anal (4 credits)

Rigorous mathematical treatment of standard topics in numerical analysis including solutions to linear and nonlinear systems, interpolation, numerical integration and differentiation, differential equations, and iterative techniques in matrix algebra. This course provides a theoretical foundation for the numerical solution of mathematical problems. Offered Fall of even-

numbered years. Prerequisites: A grade of C- or above in MATH 210 and 240, or permission of instructor

MATH 389 Research (2 or 4 credits)

MATH 393 Individual Study (2 or 4 credits)

MATH 400 Dynamical Systems & Chaos (4 credits)

An introduction to discrete and continuous dynamical systems and applications with topics including: iterated mappings in one and two dimensions, phase-plane theory, nonlinear differential equations, and chaos. Additional topics will be chosen from among bifurcations, stability, attractors, Lyapunov functions, Julia sets and Mandelbrot sets. Offered Spring of even-numbered years. Prerequisite: A grade of C- or above in MATH 210 or MATH 240, or permission of instructor

MATH 419 Complex Variables (4 credits)

Analytic functions; theorems of Cauchy; Laurent series; residue calculus; entire and meromorphic functions; conformal mapping. Offered in Fall of odd-numbered years. Prerequisite: A grade of C- or above in MATH 210 and MATH 240, or permission of instructor

MATH 420 Topology (4 credits)

Properties of Euclidean spaces; general spaces; mappings; separation properties; connectedness; compactness; metrizable spaces. Prerequisite: A grade of C- or above in MATH 240, or permission of instructor

MATH 450 Adv Math: Explor & Exposition (4 credits)

A capstone mathematics course for students seeking to teach secondary mathematics. Students make substantial oral and written presentations. Topics are included from discrete and continuous mathematics. Students use publications, e.g. The American Mathematical Monthly, Mathematics Magazine, Mathematical Intelligencer and Scientific American, as well as standard texts, as sources for their work. Offered in Fall of even-numbered years. Prerequisite: one of MATH 301 or 317 (a C- or above in the completed course) with concurrent registration in the other; or permission of instructor.

MATH 476 Experiential Learning (1 to 4 credits)

MATH 484 Seminar (2 credits)

MATH 489 Topics (4 credits)

MATH 495 Individual Study (2 or 4 credits)

MODERN AND CLASSICAL LANGUAGES

College of Arts and Sciences, Department of Modern and Classical Languages

O'Shaughnessy Education Center (OEC) 320, (651) 962-5150

Kroll, J. (chair), Tight, D. (associate chair); Arabic – Hamouchi; Chinese (Mandarin) – Wang; Classics – Quartarone (coordinator); French – Lohse (coordinator), Shams; German – Wagner (coordinator); Italian – Berge; Japanese – Kilau; Spanish – Domingo, Ehrmantraut, Kramer, Kroll (coordinator), Pérez-Castillejo, Pinto, Rey-Montejo, Tar, Tight, Vigil

[Modern and Classical Languages Department Web Site](#)

The Department of Modern and Classical Languages offers major and minor concentrations in Classics, French, German, and Spanish. Other language majors and minors are available through the Associated Colleges of the Twin Cities and through Individualized Majors/Minors at UST (contact department chair for details). Language classes are also available in American Sign Language, Arabic, Chinese, Greek, Italian, and Japanese and, in cooperation with the ACTC, in other languages not offered at UST.

Students graduating with a major in Classics will have acquired a working vocabulary and knowledge of the structures of Classical Greek and/or Latin adequate to read the works of Greek and/or Latin authors. They will have gained experience in reading major authors in the languages, and will perceive the relationship between the authors and their cultural context.

Students graduating with a major in French will have a solid understanding of the French language and the ability to use the language effectively in speaking, listening comprehension, reading, and writing. They will have developed the skills necessary for the study, analysis, and interpretation of a wide range of cultural texts, including literary texts.

Students graduating with a major in German will have acquired a command of the German language for use in academic and/or professional life. They will have become acquainted with the culture of the German-speaking countries and with the role these

countries and their culture have historically played and continue to play in the world today.

Students graduating with a major in Spanish will have a solid understanding of the Spanish language and the ability to use the language effectively in speaking, listening, reading, and writing. Additionally, they will have developed 1) the skills necessary for the study, analysis, and interpretation of a wide range of cultural and literary texts; or 2) a foundation in Hispanic linguistics from both a theoretical and an applied perspective.

The department also offers courses for the non-major to fulfill the Language and Culture requirement of the core curriculum.

Language options in Modern Classical and Languages:

- American Sign Language
- Arabic
- Chinese
- Classics (major and minor available)
- French (major and minor available)
- German (major and minor available)
- Italian
- Japanese
- Spanish (major and minor available)
- Teacher Licensure

American Sign Language (AMSL)

The American Sign Language program offers elementary core classes on a yearly basis (111 in the fall, 112 in the spring). Students interested in pursuing higher-level courses can do so through the ACTC consortium or other approved programs in consultation with the department.

The primary goal of the American Sign Language program at St. Thomas is to provide students with the opportunity to:

1. Learn elementary signing skills in order to be able to both produce and understand the language.

2. Develop cultural knowledge and intercultural skills
3. Equip students with the skills needed to interact with the deaf and hard of hearing community in the United States.
4. Explore the study of American Sign Language and culture as an integral part of a liberal arts education

AMSL Course Catalog

AMSL 111 Elem American Sign Language I (4 credits)

This course is designed for students with little or no previous knowledge of American Sign Language. Students will acquire basic grammatical skills and vocabulary that will enable them to communicate in routine social or professional situations within an authentic cultural context.

AMSL 112 Elem American Sign Language I (4 credits)

A continuation of AMSL 111, students in this course will advance their communicative proficiency in both social and professional contexts as well as increase their cultural knowledge of the Deaf community. Pre-requisite of AMSL 111 or its equivalent with a grade of C- or better.

AMSL 476 Experiential Learning (1 to 4 credits)

Arabic (ARAB)

The Arabic program offers elementary and intermediate-level core classes on a yearly basis (111 and 211 in the fall, 112 in the spring). Students interested in pursuing higher-level courses can do so through study abroad and/or the ACTC consortium in consultation with the department.

The primary goal of the Arabic program at St. Thomas is to provide students with the opportunity to:

1. Learn basic and intermediate levels of Modern Standard Arabic through speaking, listening, writing and reading activities
2. Develop cultural knowledge and intercultural skills
3. Explore the study of Arabic language and cultures as an integral part of a liberal arts education
4. Prepare for study abroad opportunities

ARAB Course Catalog

ARAB 111 Elementary Arabic I (4 credits)

The first year of elementary Arabic is designed for non-native beginners in the Arabic language to primarily learn the formal form of Arabic also known as Modern Standard Arabic. During the year, students will learn how to express basic communication idioms and needs in Arabic. The year begins with learning the alphabet and progresses into learning how to read elementary level Arabic, writing simple sentences, and speaking basic and introductory idioms. Listening drills and exercises are also practiced in class and in the language lab.

ARAB 112 Elementary Arabic II (4 credits)

Continuation of ARAB 111. Prerequisite: ARAB 111 or equivalent completed with a C- or better

ARAB 211 Intermediate Arabic I (4 credits)

Intermediate Arabic I is a continuation of Elementary Arabic II. It is designed to further develop language proficiency in Modern Standard Arabic in the four language skills. In speaking, the focus is on the use of everyday expressions through discussion and presentations. In reading, the focus is on reading authentic materials from Arabic journals and homework assignments. Listening exercises and drills are utilized in class as well as in the language lab by listening and watching audio and video materials. The course is also aimed at familiarizing students with the cultures of Arab world.

ARAB 212 Intermediate Arabic II (4 credits)

ARAB 243 Individual Study (2 or 4 credits)

ARAB 298 Topics Course (4 credits)

ARAB 393 Individual Study (2 or 4 credits)

ARAB 476 Experiential Learning (1 to 4 credits)

ARAB 495 Individual Study (2 or 4 credits)

ARAB 498 Advanced Arabic (4 credits)

Chinese (CHIN)

The Chinese program offers elementary and intermediate-level core classes on a yearly basis (111 and 211 in the fall, 112 in the spring). Students interested in pursuing higher-level courses can do so through study abroad and/or the ACTC consortium in consultation with the department.

The primary goal of the Chinese program at St. Thomas is to provide students with the opportunity to:

1. Learn basic and intermediate levels of Mandarin Chinese through speaking, listening, writing and reading activities
2. Develop cultural knowledge and intercultural skills
3. Explore the study of the Chinese language and culture as an integral part of a liberal arts education
4. Prepare for study abroad opportunities

CHIN Course Catalog

CHIN 111 Elementary Chinese I (4 credits)

Introduction to fundamentals of Chinese (Mandarin) language structure and vocabulary. Practice in speaking, reading, writing and listening/understanding. Basic rules of grammar will be introduced, along with instruction of approximately 300 words.

CHIN 112 Elementary Chinese II (4 credits)

Continuation of CHIN 111. Introduction to fundamentals of Mandarin (Chinese) language structure and vocabulary. Practice in speaking, reading, writing and listening/ understanding. Basic rules of grammar will be introduced, along with instruction of approximately 300 words. Prerequisite: CHIN 111 or equivalent with a C- or better

CHIN 211 Intermediate Chinese I (4 credits)

Continuation of CHIN 112. Introduction to fundamentals of Mandarin (Chinese) language structure and vocabulary. Practice in speaking, reading, writing and listening/ understanding. Basic rules of grammar will be introduced, along with instruction of approximately 300 words. Prerequisite: CHIN 112 or equivalent with a C- or better

CHIN 212 Intermediate Chinese II (4 credits)

CHIN 298 Topics (4 credits)

CHIN 476 Experiential Learning (1 to 4 credits)

CLASSICS (CLAS)

College of Arts and Sciences, Interdisciplinary Program

O'Shaughnessy Education Center (OEC) 320-M,
(651) 962-5163

Quartarone, director

Major in Classics - Culture Track

The study of Classical civilization – the cultures of ancient Greece and Rome and their relationship to the societies of the Mediterranean and the Near East – is the origin and foundation of the modern university. To this day, it continues to be a model of an interdisciplinary approach to the study of culture, combining fields of literature and language, history, archaeology and art history, religious studies, and philosophy.

As a major or minor field of study at St. Thomas, Classics provides the opportunity for students to include various disciplines under one rubric, thus allowing them to explore their talents and demonstrate their versatility. It also enhances students' understanding of the origins of modern Western culture – including its relationship to the ancient Near East -- while training them to work as different disciplines require. The senior paper required for the major will be composed in consultation with the program director.

The Classics major (Culture Track)

The Classics major (culture track) consists of 40 credits (10 courses) total.

Students will establish a minimum proficiency in either Latin or Greek in one of two ways:

- Completing the 212 course OR
- by completing at least 12 credits (3 courses) in sequential courses in one language. (e.g., 111-112-211 OR 112-211-212 OR 211-212 plus one upper division course of the 300 or 400 level)
- The remaining credits/courses will be selected from the approved list of language and culture courses (listed below).

Major in Classics - Language Track

The language track of the Classics major engages students in the study of the languages, literatures and cultures of two ancient civilizations that have left a lasting impact upon the modern world: classical Greece and Rome. This major prepares students to read either Latin or both Latin and Greek, depending on the student's interests. Courses in

either language introduce the significant works of essential authors, and provide analytical tools for examining the relationship between language and the unique identity of either culture. Upper division courses in Latin also focus on developing fluency through the use of Latin as a communicative tool; hence, students will develop skills in speaking, listening and writing as well as reading in Latin.

Major in Classics (Language Track)

The Classics major (language track) consists of 40 credits (10 courses) total.

- Students will take a minimum of 28 credits (7 courses) in language (Latin and/or Greek) courses, with at least 8 credits (2 courses) at the 300 level
- the remaining credits/courses will be selected from the approved list of language and culture courses.

Minor in Classics - Culture Track

The Classics minor (culture track) consists of 20 credits (5 courses) total.

Students will establish a minimum proficiency in either Latin or Greek, achieved by completing either:

- Latin or Greek at the 211 level OR
- by taking at least 2 sequential language courses (e.g., 111-112).
- The remaining courses will be selected from the approved list of language and culture courses.

Of the 20 credits, at least 8 credits (2 courses) must be at the 200 level or above.

Study abroad courses are eligible for inclusion; syllabi must be submitted to the program director for approval.

Minor in Classics - Language Track

The Classics minor (language track) consists of 16 credits (4 courses) total.

- Students will take at least 12 credits (3 courses) in one language (Latin or Greek), and may select the fourth course from the approved list of culture or language courses.

- All 16 credits (4 courses) must be above the 100 level, and include at least 4 credits (1 course) in Latin at the 300 level or Greek 212 (to establish minimum proficiency in one language).

For administrative purposes, students may be asked to complete assessment measures in their 212 course and will be asked to complete them during their final semester.

Approved list of courses -

All Latin and Greek language courses (4 credits each):

- GREK 111 Elementary Classical Greek I (4 credits)
- GREK 112 Elementary Classical Greek II (4 credits)
- GREK 211 Intermediate Classical Greek I (4 credits)
- GREK 212 Intermed Classical Greek II (4 credits)
- GREK 243 Individual Study (2 or 4 credits)
- GREK 269 Research (2 or 4 credits)
- GREK 393 Individual Study (2 or 4 credits)
- LATN 111 Elementary Latin I (4 credits)
- LATN 112 Elementary Latin II (4 credits)
- LATN 211 Intermediate Latin (4 credits)
- LATN 212 Intermediate Latin II (4 credits)
- LATN 243 Individual Study (2 to 4 credits)
- LATN 255 Latin: Old/New Testament (4 credits)
- LATN 269 Research (2 or 4 credits)
- LATN 296 Topics(2 credits)
- LATN 298 Topics(4 credits)
- LATN 305 Introduction to Medieval Latin (4 credits)
- LATN 311 Latin Composition (4 credits)
- LATN 320 St. Augustine (4 credits)
- LATN 360 Topics Phil & Scientific Latin (4 credits)

- LATN 393 Individual Study (2 or 4 credits)
- LATN 421 Vergil(4 credits)
- LATN 430 Caesar and Cicero (4 credits)
- LATN 490 Topics(4 credits)
- LATN 495 Individual Study (2 or 4 credits)

Classical Culture Courses (4 credits each):

- ARTH 260 Women in Ancient Art and Culture (4 credits)
- ARTH 305 Greek Art and Archaeology (4 credits)
- ARTH 310 Roman Art and Archaeology (4 credits)
- CLAS 225 The Classical Hero, Epic and Film (4 credits)
- CLAS 245 Classical Mythology (4 credits)
- CLAS 397 Topics (4 credits)
- CLAS 480 Senior Paper (0 credits)
- ENGL 220 The Classical Tradition (4 credits)
- HIST 203 Ancient Egypt and the Near East (4 credits)
- HIST 205 The Ancient Greek World (4 credits)
- HIST 208 History of the Roman World (4 credits)
- HIST 209 Historical Archaeology (4 credits)
- PHIL 200 Ancient Philosophy (4 credits)

CLAS Course Catalog

CLAS 225 Classical Hero & Film (4 credits)

This Course focuses on analyzing and understanding Classical epic poetry, the ancient presentation of heroic figures and heroic exploits, and recognizing the influence of epic/heroic literature on the modern storytelling device of film. While the genre of epic is central to the course, other genres (both literary and cinematic) which present he-roic figures, e.g., tragedy, history, comedy, action, fantasy, will also be explored. Analyzing the works read or viewed via writing and class discussion will constitute the primary course activities; students will engage in reading, viewing and writing outside of class, while class time will

include some writing, viewing and discussion. In order to allow ample time for discussion and analysis, the majority of films in their entirety will be viewed outside of class. The course grade will be based substantially on written analysis (i.e., essays, papers) of the texts and films studied. ENGL 203 may also be substituted for this course.

CLAS 243 Individual Study (2 or 4 credits)

CLAS 245 Classical Mythology (4 credits)

Mythology is the embodiment and encoding of the beliefs, principles, and aspirations of ancient cultures. This course provides an interdisciplinary introduction to mythology as an introduction and foundation to Classical civilization. Both Greek and Roman myths will be examined from a variety of theoretical perspectives, including aetiological, structuralist, and psychological theories. Consideration will also be given to the study of literature in translation, art history, religion, and history. The course grade will be principally based on writing assignments and class discussions. ENGL 203 may also be substituted for this course.

CLAS 269 Research (2 or 4 credits)

CLAS 298 Topics (4 credits)

CLAS 389 Research (2 or 4 credits)

CLAS 393 Individual Study (2 or 4 credits)

CLAS 397 Topics (4 credits)

CLAS 480 Senior Paper (0 credits)

During the senior year or earlier majors are expected to write a major research paper with an abstract and to describe the results of their research in a short oral presentation to a panel of faculty. Normally this requirement is accomplished by rewriting and submitting a paper from one of the major field courses. The topic should be chosen in consultation with the program director and should be completed no later than 6 weeks prior to graduation. Papers will be presented to students and faculty at least annually at a symposium.

French (FREN)

The primary goal of the French program is to provide students with the opportunity to:

1. Develop a solid command of the French language
2. Learn about the history, literature and culture of France and the French-speaking world

3. Become familiar with the role of French in today's global context
4. Prepare for a variety of potential careers in which their French skills will be an asset, including careers in the medical field, business, public relations, journalism, diplomacy, international NGOs, tourism and hospitality,
5. Acquire an intellectual background that characterizes those educated in a liberal arts setting

Please note that FREN 212, the pre-requisite for FREN 300, is offered in fall semesters only and FREN 300 in spring semesters only

Major in French

- A minimum of 28 credits at the 300-level or above is required for a French major.
- At least twelve of these credits must be completed at the University of St. Thomas.

The major normally consists of courses in the following areas:

- Eight credits in advanced language study at the 300-level or beyond (grammar, composition or oral-intensive)
- Eight credits in literature
- Eight credits in civilization or culture
- Four additional credits in French to be selected in consultation with the French faculty

Courses in a second foreign language are highly recommended.

The department strongly encourages all students planning a major in French to spend some time (a summer, a January term, a semester or an academic year) in a French-speaking country and to participate in a French course on campus upon their return.

For administrative purposes, students will complete assessment measures at the beginning of their major (in their 300 class) and during their final semester.

Minor in French

- A minimum of sixteen credits at the 300-level or above is required for a French minor.
- At least eight of these credits must be completed at St. Thomas.

A typical minor consists of courses in the following areas:

- Eight credits in French language study at the FREN 300-level or beyond (phonetics, grammar, composition or conversation)
- Four credits in French literature, civilization or culture.
- Four additional elective credits in FREN to be selected in consultation with the French faculty.

FREN Course Catalog

FREN 111 Elementary French I (4 credits)

Practice in understanding, speaking, reading and writing simple French for beginners. Students must be placed into FREN 111.

FREN 112 Elementary French II (4 credits)

Continuation of FREN 111. Prerequisite: FREN 111 or equivalent completed with a C- or better

FREN 211 Intermediate French I (4 credits)

Introduction to cultural and literary materials along with rapid review of basic skills in reading, speaking, writing and understanding oral French. Prerequisite: FREN 112 or equivalent completed with a C- or better

FREN 212 Intermediate French II (4 credits)

Continuation of FREN 211 with emphasis on oral and written use of complex sentence structure. Prerequisite: FREN 211 or equivalent completed with a C- or better

FREN 243 Individual Study (2 or 4 credits)

FREN 297 Topics (4 credits)

FREN 298 Topics (4 credits)

FREN 300 Adv Oral & Written French I (4 credits)

A course required for all potential majors or co-majors as a preliminary to the upper-division courses they may take, as well as for any student wishing to investigate fine points of grammar and inherently intricate areas of pronunciation and intonation. Oral and written skills will be assessed.

Prerequisite: FREN 212 or equivalent completed with a C- or better

FREN 301 French Poetry (4 credits)

Individualized and group exercise in oral expression and comprehension focusing on the study of the elements of French versification from the 16th century to the present. Prerequisite: FREN 300 or equivalent

FREN 302 Questions de langage (4 credits)

Intensive practice in both oral and written French using selected materials to acquire a high level of oral comprehension and communication as well as competence in writing French. Prerequisite: FREN 300 or its equivalent

FREN 309 Intro to French Lit I (4 credits)

Excerpts of French literature from the Middle Ages to the Age of Reason will be studied. Emphasis will be placed on reading skills and the tools for literary analysis. Recommended as a prerequisite for upper-level literature courses. Prerequisite: FREN 300 or equivalent

FREN 310 Intro to French Lit II (4 credits)

Excerpts of post-revolutionary French literature. Emphasis will be placed on reading skills and the tools for literary analysis. Recommended as a prerequisite for upper-level literature courses. Prerequisite: FREN 300 or equivalent

FREN 311 French Civilization I (4 credits)

An introduction to the most significant historical, cultural, social, religious and economic realities of France from the prehistoric period through the middle of the 17th century. Prerequisite: FREN 300 or equivalent

FREN 312 French Civilization II (4 credits)

An introduction to the most significant historical, cultural, social, religious and economic realities of France from the 18th century to the present. Prerequisite: FREN 300 or equivalent

FREN 370 French Phonetics (4 credits)

A course designed to improve pronunciation and intonation by means of phonetic transcription and technological aids. Prerequisite: FREN 300 or equivalent

FREN 371 Individualized Fren Conv (4 credits)

Individualized French conversation practice in comprehension and speaking involving group and individualized activities. Prerequisite: FREN 300 or permission of instructor

FREN 393 Individual Study (2 or 4 credits)

FREN 401 French Theater (4 credits)

Intensive study of the trends in French theater with analysis and interpretation of selected works from the seventeenth century to the present. Prerequisite: FREN 300 or equivalent

FREN 402 The French Novel (4 credits)

In depth study of selected works of fiction primarily from the 19th and 20th centuries. Prerequisite: FREN 300 or equivalent

FREN 489 Topics (4 credits)

FREN 490 Topics (4 credits)

FREN 495 Individual Study (2 or 4 credits)

German (GERM)

The program strives to offer a diversified curriculum capable of accommodating a variety of student interests and professional goals connected with German studies. The aims of the program are:

1. To give students a solid command of the German language(s) and Germanic cultures for use in professional, academic, and personal life.
2. To acquaint students with the history, literature, and cultures of the German-speaking countries and to familiarize students with the role these countries and their cultures play in the world today.
3. To prepare students for study abroad and a variety of careers in a global world through diverse course offerings.
4. To educate students in the tradition of a liberal arts setting.

German degrees and tracks offered

- Major in German (BA)
- Minor in German
- International Engineering Program (IEP), dual degree program with German (BA) and Engineering (BSCE, BSCPE, BSEE, BSME)

German Honor Society

The University of St. Thomas is chartered as the Tau Omicron chapter of Delta Phi Alpha

The German National Honor Society, Delta Phi Alpha (Deutsche Ehrenverbindung), seeks to

recognize excellence in the study of German and to provide an incentive for higher scholarship. The society aims to promote the study of the German language, literature, and civilization, and endeavors to emphasize those aspects of German life and culture which are of universal value, and which contribute to humankind's eternal search for peace and truth. Delta Phi Alpha was founded in 1929 at Wofford College in Spartanburg, South Carolina, where the Alpha Chapter still resides. Currently chapters are active on over 270 college and university campuses in the United States.

Qualifications for student membership are:

- A minimum of two years of college level German, or the equivalent.
- A minimum GPA of B+ (3.3) in German courses.
- A minimum cumulative GPA of B- (2.7).
- An indication of continued interest in the study of German language and literature.

Major in German

- Completion of GERM 212 or its equivalent
- GERM 300 Introduction to German Studies (4 credits)

Plus:

- Twenty-four additional credits numbered above GERM 300
- At least six of these 28 credits must be literature courses.
- At least twelve of these 28 credits must be completed at the University of St. Thomas.
- No more than twelve credits may be in the area of advanced language skills development.
- Elective courses for the major in German should be selected in consultation with a member of the German faculty.

For administrative purposes, students will complete assessment measures at the beginning of their major (in their 300 class) and during their final semester.

Recommended:

- Courses in a second foreign language.

The department strongly urges all students planning to major in German to spend some time, (a summer, a J-Term, one semester, or a year) studying in a German-speaking country and to enroll in a German course at St. Thomas upon their return. See a member of the German faculty for information on study-abroad opportunities and scholarships for University of St. Thomas' students in Germany or Austria.

Interdisciplinary courses offered at the University of St. Thomas with a German Studies component

Department of Theology

- THEO 222: HISTORY: Reformation
- THEO 224/433: Theology & Politics
- THEO 227: Contexts: Naziism & Apartheid

Department of History

- HIST 226 Modern Europe since 1914
- HIST 227 Global History of Genocide 1900-
- HIST 335 Nazi Germany and the Holocaust
- HIST 337 History of the First World War

Interdisciplinary Courses

- IDSC 287: German Cultural Heritage

Department of Philosophy

- PHIL 304: Modern Philosophy
- PHIL 306: Contemporary Philosophy

International Engineering Program (IEP), Dual Degree Program with German and Engineering:

(<https://www.stthomas.edu/catalog/current/engr/>)

The dual degree program in engineering and German is designed for students pursuing an international career. It provides engineers with language skills, international experience, and intellectual competence. Students in this dual program will have skills to prepare them for a wide variety of opportunities in industry.

Upon completing, students receive a B.A. in German and a Bachelor of Science in Mechanical (BSME),

Electrical (BSEE), Computer (BSCPE), or Civil Engineering (BSCE).

Students must complete the appropriate Engineering and German Major Requirements and the respective Engineering and German allied requirements. This dual degree requires approximately five years to complete.

Plans of study for dual degree programs are available online, through the German program director, or in the School of Engineering main Office.

For more information see:

<https://www.stthomas.edu/academics/undergraduate/german-engineering-dual-degree/index.html>

Minor in German

- Completion of GERM 212 or its equivalent
- GERM 300 Introduction to German Studies (4 credits)

Plus:

- Twelve additional credits numbered above GERM 300
- At least three of these credits must be a literature course.
- Elective courses for the minor in German should be selected in consultation with a member of the German faculty.

GERM Course Catalog

GERM 111 Elementary German I (4 credits)

Introduction to fundamentals of language structure and vocabulary. Practice in speaking, reading, writing and understanding. Students must be placed into GERM 111.

GERM 112 Elementary German II (4 credits)

Continuation of GERM 111. Prerequisite: GERM 111 or equivalent completed with a C- or better

GERM 211 Intermediate German I (4 credits)

Review of fundamentals. Study of cultural texts with practice in speaking, reading, writing and understanding. Prerequisite: GERM 112 or equivalent completed with a C- or better

GERM 212 Intermediate German II (4 credits)

Continuation of GERM 211. Prerequisite: GERM 211 or equivalent completed with a C- or better

GERM 243 Individual Study (2 or 4 credits)

GERM 297 Topics (4 credits)**GERM 298 Topics (4 credits)****GERM 300 Intro to German Studies (4 credits)**

Intended as an introduction to more advanced work in German, this course, which is required of all majors and minors, will offer an overview of the evolution of German culture and civilization (society, politics, the arts) within an historical context. The course will also contain a review of advanced grammar and offer students an opportunity to improve their reading, writing, and speaking skills. Oral and written skills will be assessed. Prerequisite: GERM 212 or equivalent completed with a C- or better

GERM 311 Conversation/Composition (4 credits)

Advanced practice in speaking and writing German in formal and informal situations. Instruction in the social patterns that govern language usage in various situations and discussion of contrasting linguistic and social practices among the German-speaking nations and among the regions within those nations. Prerequisite: GERM 300

GERM 315 Influential Ideas (4 credits)

A study of the initiation and development of influential ideas on the part of German-speaking thinkers such as Hildegard von Bingen, Luther, Angeles Silesius, Novalis, Buchner, Marx, Nietzsche and Freud. Works selected have had a profound impact not only in German-speaking areas, but also on a worldwide scale. In addition, students will read selections from the writings and speeches of influential German political figures, past and present. Prerequisite: GERM 300

GERM 320 Contemp Germany/Curr Events (4 credits)

Examinations of the development of the Federal Republic of Germany since 1949, and examination, evaluation and discussions of events as they develop during the course of the semester. Course materials include German pamphlets, newspapers, magazines, speeches by leading figures, and materials from the Internet. Attention is given to domestic developments in the Federal Republic of Germany as well as to international events as they concern Germany. Prerequisite: GERM 300

GERM 341 Highlights of German Lit I (4 credits)

A survey of German literature from 1770 to 1890. The course will focus on important works by Goethe and Schiller, German Romanticism, and the literature of the later-19th century. Prerequisite: GERM 300

GERM 342 Highlights of German Lit II (4 credits)

Continuation of GERM 341 with emphasis on literary developments in the 20th century. The course will focus on the period preceding World War I, on literary developments during the Weimar Republic, and on the attempts by postwar German authors to deal with the legacy of the World War II. The course also will discuss more recent literature. Prerequisite: GERM 300

GERM 345 Austria: the Golden Age (4 credits)

The course will examine historical and cultural developments in Austria from 1815 to 1918 with special emphasis on the literature and culture of turn-of-the-century Vienna. Students will read works by important Austrian writers such as Stifter, Nestoy, Schnitzler, Hofmannsthal, Freud and Stefan Zweig; listen to music by composers such as Schubert, Mahler and Lehar; and discuss relevant topics such as the Habsburg Empire, Biedermeier culture, art nouveau and operetta. Prerequisite: GERM 300

GERM 350 Genre Studies in German Lit. (4 credits)

This course will focus on genres of literature in German. The particular genres to be studied will vary with each offering. They will include German Drama, the German Novel of the 20th century, German Novellas, German Film, and German Poetry. May be taken twice with different topic. Prerequisite: GERM 300

GERM 393 Individual Study (2 or 4 credits)**GERM 401 German Poetry (4 credits)**

A critical study of selections from important German poets. Prerequisite: GERM 300

GERM 410 The German Opera (4 credits)

Operas of the German masters from Mozart to Weill are studied. The primary emphasis is given to the German texts of the operas, but students are given the opportunity to listen to German language recordings of the operas and to investigate the unity of poetry and music. Attention is given to the literary trends of the times. Prerequisite: GERM 300

GERM 440 Intro to Business German (4 credits)

An introduction to the vocabulary of business and economics in German. A survey of German business structure, economic principles, business-government-union interrelationships and international trade status. Readings, discussions and tests are primarily in the German language. Prerequisite: GERM 300

GERM 488 Topics (2 credits)

GERM 489 Topics (4 credits)

GERM 490 Topics (4 credits)

GERM 495 Individual Study (2 or 4 credits)

Greek (GREK)

Greek courses apply not only to the core language requirement but also to majors and minors in Classics (both Culture and Language tracks). For degree options, please see the Classics section of the catalog.

GREK Course Catalog

GREK 111 Elementary Classical Greek I (4 credits)

A beginning course, with emphasis on reading classical Greek prose in passages of increasing complexity. Introduction to essential forms, syntax and vocabulary. Practice in reading Greek aloud and composing simple sentences. Exploration of the social and cultural context of the Greek language.

GREK 112 Elementary Classical Greek II (4 credits)

Continuation of GREK 111. Prerequisite: GREK 111 or equivalent completed with a C- or better

GREK 211 Intermediate Classical Greek I (4 credits)

Selected readings in Greek prose; review of grammar. Prerequisite: GREK 112 or equivalent completed with a C- or better

GREK 212 Intermediate Clas. Greek II (4 credits)

Readings in classical Greek prose, particularly Plato. Prerequisite: GREK 211 or equivalent completed with a C- or better

GREK 243 Individual Study (2 or 4 credits)

GREK 269 Research (2 or 4 credits)

GREK 393 Individual Study (2 or 4 credits)

Italian (ITAL)

The Italian program offers elementary and intermediate-level core classes on a yearly basis (111 and 211 in the fall, 112 in the spring). Students interested in pursuing higher-level courses can do so through our St. Thomas study abroad programs or other approved programs in consultation with the department

The primary goal of the Italian program at St. Thomas is to provide students with the opportunity to:

1. Learn basic and intermediate levels of Italian through speaking, listening, writing and reading activities
2. Develop cultural knowledge and intercultural skills
3. Explore the study of the Italian language and culture as an integral part of a liberal arts education
4. Prepare for study abroad opportunities

ITAL Course Catalog

ITAL 111 Elementary Italian I (4 credits)

Pronunciation, essentials of grammatical structures, aural-oral practice, writing, reading of simple Italian prose, introduction to the cultures of the Italian-speaking world.

ITAL 112 Elementary Italian II (3 to 4 credits)

Continuation of ITAL 111. Emphasis on grammatical structures, aural-oral practice, writing, reading. Continuation of Italian culture. Prerequisite: ITAL 111 or its equivalent completed with a C- or better.

ITAL 211 Intermediate Italian I (4 credits)

Designed to increase listening, speaking, reading, and writing skills in Italian. Reinforcement and expansion of grammatical structures of Elementary Italian I and II. Continued exposure to Italian culture. Prerequisite: ITAL 112 or its equivalent completed with a C- or better.

ITAL 212 Intermediate Italian II (4 credits)

Continuation of ITAL 211. Focus on intermediate grammatical structures. Emphasis on Italian culture, conversation, writing, and expansion of vocabulary based on thematic discussions and cultural readings. Prerequisite: ITAL 211 or its equivalent completed with a C- or better.

ITAL 243 Individual Study (4 credits)

ITAL 269 Research (2 or 4 credits)

ITAL 297 Topics (2 or 4 credits)

ITAL 389 Research (2 or 4 credits)

ITAL 393 Individual Study (2 or 4 credits)

ITAL 485 Seminar (2 or 4 credits)

ITAL 489 Topics (2 or 4 credits)

ITAL 495 Individual Study (2 or 4 credits)

ITAL 497 Research (2 or 4 credits)

Japanese (JAPN)

The Japanese program offers elementary and intermediate-level core classes on a yearly basis (111 and 211 in the fall, 112 in the spring). Students interested in pursuing higher-level courses can do so through study abroad and/or the ACTC consortium in consultation with the department.

The primary goal of the Japanese program at St. Thomas is to provide students with the opportunity to:

1. Learn basic and intermediate levels of Japanese through speaking, listening, reading and writing activities (the three writing systems of hiragana, katakana and kanji are covered)
2. Develop cultural knowledge and intercultural skills
3. Explore the study of the Japanese language and culture as an integral part of a liberal arts education
4. Prepare for study abroad opportunities

JAPN Course Catalog

JAPN 111 Elementary Japanese I (4 credits)

Mastering 46 hiragana alphabets. Introduction to basic sentence structures, particles, polite forms of verbs, and simple kanjis (Chinese characters). Students are encouraged to converse in given situations utilizing whatever has been learned in the class.

JAPN 112 Elementary Japanese II (4 credits)

Continuation of JAPN 111. Mastering 46 katakana alphabets. Further study of kanjis. Conjugation of adjectives, plain forms, te-forms. Noun modification. Action-in-progress as well as resultant-state forms of verbs. Main and subordinate clause construction. Daily free speaking in Japanese at simple level. Prerequisite: JAPN 111 or equivalent completed with a C- or better

JAPN 211 Intermediate Japanese I (4 credits)

Continuation of JAPN 112. Some of the volitional forms, hypothetical forms, and desiderative forms are introduced. Continued study of kanjis. Daily free speaking. Introduction to the use of Japanese word processor. Prerequisite: JAPN 112 or equivalent completed with a C- or better

JAPN 212 Intermediate Japanese II (4 credits)

Continuation of JAPN 211. Potential forms, transitive- intransitive verbs, respectful-humble forms, giving-receiving verbs, and some more hypothetical forms are introduced. Practice in situational and functional Japanese. Daily free conversation and further study of kanjis are continued. Prerequisite: JAPN 211 or equivalent completed with a C- or better

JAPN 243 Individual Study (2 or 4 credits)

JAPN 311 Advanced Japanese (4 credits)

In-depth study of sentence patterns. Additional kanji characters will be presented to increase reading skills. Prerequisite: 212 or equivalent

JAPN 312 Advanced Japanese II (4 credits)

JAPN 393 Individual Study (2 or 4 credits)

JAPN 495 Individual Study (2 or 4 credits)

Latin (LATN)

Latin courses apply not only to the core language requirement but also to majors and minors in Classics (both Culture and Language tracks). For degree options, please see the Classics section of the catalog.

LATN Course Catalog

LATN 111 Elementary Latin I (4 credits)

A beginning course, with emphasis on reading Latin prose in passages of increasing complexity. Introduction to essential forms, syntax and vocabulary. Practice in reading Latin aloud and composing simple sentences. Exploration of the social and cultural context of the Latin language. Students must be placed into LATN 111.

LATN 112 Elementary Latin II (4 credits)

Continuation of LATN 111. More graded readings, further mastery of forms, syntax and vocabulary. Prerequisite: LATN 111 or equivalent completed with a C- or better

LATN 211 Intermediate Latin I (4 credits)

Readings of narrative prose. Review and further study of grammar. Prerequisite: LATN 112 or equivalent completed with a C- or better

LATN 212 Intermediate Latin II (4 credits)

This course focuses on solidifying the basic skills of language mastery through reading, writing, speaking and listening. Reading selections will be taken from various authors, both prose and poetry; stories will be drawn from the early history of Rome.

Prerequisite: LATN 211 or equivalent completed with a C- or better

LATN 243 Individual Study (2 or 4 credits)

LATN 255 Latin: Old/New Testament (4 credits)

Readings from St. Jerome's Latin translation of the Old and New Testament. Prerequisite: LATN 211 or equivalent

LATN 269 Research (2 or 4 credits)

LATN 296 Topics (2 credits)

LATN 298 Topics (4 credits)

LATN 305 Introduction to Medieval Latin (4 credits)

This course will focus on developing mastery of Latin through the four essential skills of reading, writing, speaking, and listening. We will read, discuss and write about (Latine!) selections drawn from various Medieval Latin authors, both Christian and secular, and further develop our literary exploration of various genres of writing. Readings will include texts drawn from the early Christian biographies and the history of the development of Christianity in Rome, as well as texts from the later medieval period. Prerequisite: LATN 212 or instructor permission.

LATN 311 Latin Composition (4 credits)

A thorough review of Latin grammar. Practice in the writing of continuous Latin prose. Prerequisite: LATN 212 or 255 or equivalent

LATN 320 St. Augustine (4 credits)

Selected readings from the text of St. Augustine. Focal points will include pertinent background on the author, his times, philosophical influences, and the grammatical and syntactical features of Medieval Latin.

LATN 360 Topics Phil & Scientific Latin (4 credits)

Topics in Philosophical and Scientific Latin. Work in this course explores Latin literature in the field of "natural history," from its origins in Greek philosophy through the medieval period to the flowering of modern science, and will introduce students to "classic" texts in the history of Science, in their original language. Students will develop their Latin skills and increase their mastery of the language through the basic tools of reading, writing, speaking, and listening. Readings will include elements of post-classical Latin that may be called "medieval," and to show the wide range of styles that "medieval" Latin attained, especially in technical or didactic writings. Prerequisite: LATN 212 or instructor permission.

LATN 393 Individual Study (2 or 4 credits)

LATN 421 Vergil (4 credits)

Reading of extensive selections from the Aeneid in Latin and of the entire poem in English translation. Discussion of the sources, themes and techniques of the epic. Prerequisite: LATN 212 or 255 or equivalent

LATN 430 Caesar and Cicero (4 credits)

Extensive reading of the Gallic War and of the Orations of Cicero. A study of the character and career of each author. Prerequisite: LATN 212 or 255 or equivalent

LATN 490 Topics (4 credits)

LATN 495 Individual Study (2 or 4 credits)

Spanish (SPAN)

The Spanish program provides students the opportunity to develop a solid command of the Spanish language, and an understanding of the literature, culture, and linguistics of the Hispanic world. Diverse course offerings allow students, in consultation with their advisers, to tailor a program of studies consistent with various goals: to prepare for graduate school, to usefully complement a variety of majors (business, political science, psychology, etc.), to interact with Spanish-speaking people in the US and abroad, to analyze the Spanish language and apply what is learned to a variety of contexts, and to read great Spanish and Spanish American literature. We offer (and strongly recommend) study abroad as a fundamental component of the Spanish major.

Major in Spanish

In consultation with their major field adviser, students must complete thirty-two (32) credits in courses numbered 300 and above:

Required Core Courses (12 credits):

- SPAN 300 Advanced Spanish Grammar (4 credits)
- SPAN 301 Advanced Written Spanish and Culture (4 credits)
- SPAN 305 Spanish Oral Expression and Culture (4 credits)
- Areas of Concentration: Cultural and Literary Studies or Linguistics and Applied Language Studies

- For the remaining 20 credits, students must choose an area of concentration and take a minimum of 12 credits in that area. Up to 8 of the remaining 20 credits may be taken from the other concentration or in courses numbered SPAN 393, SPAN 476, SPAN 478, SPAN 485, SPAN 487, SPAN 489, SPAN 490, or SPAN 495.

Cultural and Literary Studies

Required for concentration (8 credits):

- SPAN 335 Introduction to Spanish Literature (4 credits)
- SPAN 331 Spanish Culture and Civilization (4 credits) OR SPAN 332 Latin American Culture and Civilization
- For the remaining 12 credits, students may choose from the following electives.

Up to 8 credits may be taken from the Linguistics and Applied Language Studies area or in courses numbered SPAN 393, SPAN 476, SPAN 478, SPAN 485, SPAN 487, SPAN 489, SPAN 490, or SPAN 495. For the concentration in Cultural and Literary Studies, students must take a minimum of four (4) credits in courses numbered SPAN 340 or higher:

- SPAN 331 Spanish Culture and Civilization (4 credits)
- SPAN 332 Latin American Culture and Civilization (4 credits)
- SPAN 340 Themes in Spanish Literature (4 credits)
- SPAN 345 Transatlantic Visual Culture and Literature: Hispanic Connections (4 credits)
- SPAN 380 Themes in Latin American Literature (4 credits)
- SPAN 405 Spanish Genre Studies (4 credits)
- SPAN 410 Women and Discourse of the Spanish-speaking World (4 credits)
- SPAN 411 Ethnicity and Multiculturalism of the Spanish-speaking World (4 credits)
- SPAN 412 Chicano and U.S. Latino Culture(s) and Literature(s) (4 credits)
- SPAN 415 Hispanic Cinema Studies (4 credits)

Linguistics and Applied Language Studies

Required for concentration (4 credits):

- SPAN 315 Introduction to Hispanic Linguistics (4 credits)
- For the remaining 16 credits, students may choose from the following electives.

Up to eight (8) credits may be taken from the Cultural and Literary Studies area or in courses numbered SPAN 393, SPAN 476, SPAN 478, SPAN 485, SPAN 487, SPAN 489, SPAN 490, or SPAN 495:

- SPAN 316 Studies in Spanish Linguistics (4 credits)
- SPAN 317 Spanish Phonetics and Pronunciation (4 credits)
- SPAN 318 Introduction to Spanish Translation (4 credits)
- SPAN 320 Business Spanish (4 credits)
- SPAN 434 Spanish Applied Linguistics (4 credits)
- Students in teacher licensure programs must include a course in linguistics (recommended SPAN 315).

Students majoring in Spanish must take a minimum of twelve (12) credits in Spanish at the 300-level or above at St. Thomas or in a St. Thomas-approved study abroad program.

Students must complete the introductory and intermediate language program (SPAN 111, 112, 211, 212), or its equivalent, with a C- or above in all coursework before moving on to SPAN 300. Spanish majors/minors must complete SPAN 300, 301, and 305 with a C- or above in each course before proceeding on to further courses in the Spanish major/minor.

For administrative purposes, students will complete assessment measures at the beginning of their major (in their 300 class) and during their final semester.

Minor in Spanish

In consultation with their minor field adviser, students must complete twenty (20) credits in courses numbered 300 and above. After completing

the core courses (SPAN 300, 301, 305), students may select two additional courses from any of the remaining upper-division Spanish courses (numbered above 305). Students must complete the introductory and intermediate language program (SPAN 111, 112, 211, 212), or its equivalent, with a C- or above in all coursework before moving on to SPAN 300. Spanish minors must complete SPAN 300, 301 and 305 with a C- or above in each course before proceeding on to further courses in Spanish.

Students minoring in Spanish must take a minimum of eight (8) credits in Spanish at the 300-level or above at St. Thomas or in a St. Thomas-approved study abroad program.

SPAN Course Catalog

SPAN 111 Elementary Spanish I (4 credits)

Pronunciation, essentials of grammatical structures, aural-oral practice, writing, reading of simple Spanish prose, introduction to the cultures of the Spanish-speaking world. For those with fewer than two years of high school Spanish. Registration by permission. SPAN 111 cannot be taken if credit for a more advanced SPAN course has already been received.

SPAN 112 Elementary Spanish II (4 credits)

Continuation of SPAN 111. Emphasis on grammatical structure, aural-oral practice, writing, reading. Continuation of Hispanic culture. Prerequisite: SPAN 111 or its equivalent with a grade of C- or better.

SPAN 122 Elementary Spanish II With Rev (4 credits)

SPAN 122 is a beginning level Spanish course developed for students with previous language experience. It begins with an accelerated review of SPAN 111 followed by material covered in SPAN 112. The course prepares students to communicate in Spanish in everyday situations at an elementary level of proficiency. It also introduces students to cultural products, practices and perspectives from different parts of the Spanish-speaking world. Cannot be taken if credit for SPAN 111 was received.

SPAN 211 Intermediate Spanish I (4 credits)

Designed to increase listening, speaking, reading, and writing skills in Spanish. Intensive review of grammatical structures of Elementary Spanish I and II. Continued exposure to Hispanic culture. Prerequisite: SPAN 112 or SPAN 122 or their equivalent with a grade of C- or better.

SPAN 212 Intermediate Spanish II (4 credits)

Continuation of SPAN 211. Emphasis on Hispanic culture, conversation, writing, and expansion of vocabulary based on thematic discussions and cultural readings. Prerequisite: SPAN 211 or its equivalent with a grade of C- or better.

SPAN 220 Spanish for Health Care Profes (4 credits)

This is an intermediate level Spanish language and culture course for students who plan to work in health-related careers such as medicine, nursing, medical translation/interpretation, physical therapy, or health education. The course provides students with the medical Spanish terminology and intercultural competence to improve their interactions with Spanish-speaking patients and clients. Prerequisites: SPAN 211 or its equivalent with a grade of C- or better; placement beyond the SPAN211 level

SPAN 243 Individual Study (2 or 4 credits)

SPAN 297 Topics (4 credits)

SPAN 300 Advanced Spanish Grammar (4 credits)

Advanced Grammar with emphasis on review of grammatical structures, language development, mechanics, and expansion of vocabulary. Writing of basic structures in expository prose. Prerequisite: Completion of SPAN 212 or its equivalent with a C- or above in all lower division language courses (SPAN 111, 112, 211, 212).

SPAN 301 Adv Written Spanish & Culture (4 credits)

Intensive practice in written Spanish using selected materials to acquire a high level of competence in writing Spanish. This writing course aims to improve technique, expand syntactic depth, increase vocabulary and learn good writing through a process approach involving stages of idea development, thesis construction, structural development, bibliographic notation, evaluation of ideas and rewriting of the text. Lectures and class discussions are based on major topics that relate to the cultures of the Spanish-speaking world. Written skills will be assessed. Prerequisite: Completion of SPAN 300 or its equivalent with a C- or better.

SPAN 305 Span Oral Expression & Culture (4 credits)

The aim of this course is to develop aural and oral skills through the analysis and interpretation of representative cultural expressions of the Spanish-speaking world. This course is intended to stimulate creative, critical thinking in Spanish through

activities that require students to argue, persuade, analyze, and interpret other points of view. Oral skills will be assessed. Prerequisite: Successful completion of SPAN 300 or its equivalent with a C- or better. May be taken simultaneously with SPAN 301 or 315.

SPAN 315 Hispanic Linguistics (4 credits)

An introduction to both contemporary and historical Hispanic linguistics. Descriptive Spanish phonetics and phonology. History of the Spanish language with emphasis on historical sound-change phenomena. Systematic study of dialectal variation in both Spain and Spanish America. Prerequisites: Successful completion of SPAN 301 and 305 or their equivalents with a C- or better in each course, (may be taken simultaneously with SPAN 305).

SPAN 316 Studies in Spanish Linguistics (4 credits)

This course provides an in-depth study into a particular area of Spanish Linguistics. Topics may vary with each offering and may include Phonology/Morphology, Syntax, Dialectology, Semantics/Pragmatics, Discourse Analysis, and Second Language Acquisition. Credit may be earned more than once under this number for different emphases. Prerequisites: Successful completion of SPAN 301 and 305 or their equivalents with a C- or better in each course (may be taken simultaneously with SPAN 305).

SPAN 317 Spanish Phonetics and Pronunc. (4 credits)

This course provides undergraduate students with an understanding of the basic concepts of phonetics and phonology. Students apply these concepts to achieve more native-like pronunciation in Spanish. Tasks include recognizing, producing, transcribing and describing in linguistic terms the sounds of Spanish. Prerequisites: Successful completion of SPAN 301 and 305 or their equivalents with a C- or better in each course, (may be taken simultaneously with SPAN 305).

SPAN 318 Intro to Spanish Translation (4 credits)

In this course students will learn introductory techniques and principles of translation, review Spanish grammar and improve their reading and writing skills. The main objective of this course will be to develop the necessary skills in order to become proficient communicators in bilingual contexts. We will mainly use Spanish as a source language to translate an array of journalistic, literary, academic, and technical texts into English. At some specific instances, we will translate from English to Spanish to give students the opportunity to practice

this skill as well. To enhance the practical component of the course, we will reflect on key theoretical issues related to translation practice through selected readings on translation as a process and as a product, cultural issues in translation, and the role of the translator today. Prerequisites: Successful completion of SPAN 301 and 305 or their equivalents with a C- or better in each course, (may be taken simultaneously with SPAN 305).

SPAN 320 Business Spanish (4 credits)

Practice in the language skills and vocabulary needed to conduct business in the Hispanic world; an overview of political, economic, social and cultural factors which affect business in the Hispanic countries. Prerequisites: Successful completion of SPAN 301 and 305 or their equivalents with a C- or better in each course (may be taken simultaneously with SPAN 305).

SPAN 331 Spanish Culture & Civil (4 credits)

A study of the evolution of the civilization of Spain from the time of early human settlements through the present. This course examines socio-economic developments, political movements and artistic creations within an historical context. Prerequisites: Successful completion of SPAN 300, 301, 305 or their equivalent with a C- or better in each course.

SPAN 332 Latin Amer Cult & Civil (4 credits)

Physical and human geography. History of Latin America from pre-Hispanic civilizations through modern times. Political problems. Rural Latin America. Latin American society, cultural values. Religion. Economic problems. Prerequisites: Successful completion of SPAN 300, 301, 305 or their equivalents with a C- or better in each course.

SPAN 335 Intro to Spanish Literature (4 credits)

An introduction to Spanish and Spanish American narrative, drama and poetry. Strongly recommended for students who minor in Spanish. The course is designed to teach students the skills of critical reading and literary analysis. Prerequisites: Successful completion of SPAN 300, 301, 305 or their equivalent with a C- or better in each course.

SPAN 340 Themes in Spanish Literature (4 credits)

A comparative study of major themes in the literature of Spain with the goal of understanding their cultural relevance. Works studied represent several of the following: the medieval era, the Golden Age, the baroque, romanticism, naturalism, modernism, and texts of the twentieth and twenty-first centuries. Genres may include poetry, theater,

narrative, and essays, among others. Prerequisites: Successful completion of SPAN 300, 301, 305, and 335 or their equivalents with a C- or better in each course.

SPAN 345 Transatlantic Visual Cult&Lit (4 credits)

This course is an advanced survey of the literature and the arts produced within the Spanish-speaking transatlantic world. In this course, looking into the transatlantic world will mean paying attention to the Hispanic Atlantic beyond geographical borders. It will engage students in readings, discussions, and analysis of selected iconic paintings, prints, musical texts, maps, photographs, films, letters, short stories, poems and essays. These explorations will provide students with a broad understanding of Hispanic cultural, literary, and artistic production, and will build their familiarity with the movements, encounters, and connections between Hispanophone cultures from the Medieval Ages until today. Prerequisites: Successful completion of SPAN 300, 301, 305, or their equivalent with a C- or better in each course.

SPAN 380 Themes in Latin-Americ. Lit. (4 credits)

A comparative study of major themes in Latin American literature with the goal of understanding their cultural relevance. Works studied represent several of the following historical periods; the pre-Columbian era, the age of Spanish exploration of the Americas, the colonial era, the nineteenth and twentieth centuries, and beyond. Genres may include poetry, theater, narrative, and essays, among others. Prerequisites: Successful completion of SPAN 300, 301, 305, and 335 or their equivalents with a C- or better in each course.

SPAN 393 Individual Study (2 or 4 credits)

SPAN 395 UD Spanish Linguistics (4 credits)

SPAN 405 Spanish Genre Studies (4 credits)

An examination of particular genres of Spain and Spanish America during defined literary periods. Topics will vary with each offering and may include the novel, non-fictional prose, short story, poetry, and theater of Spain and Spanish America. Credit may be earned more than once under this number for different emphases. May be taken twice with different topics. Prerequisites: Successful completion of SPAN 300, 301, 305 and 335 or their equivalents with a C- or better in each course.

SPAN 411 Ethnicity and Multiculturalism (4 credits)

This course aims to analyze the concepts of race, ethnicity and multiculturalism in the Spanish-speaking world. Due to the multiculturalism and

diversity in the Hispanic world, this course could include topics such as literary/social interpretations of Islam, Judaism and Christianity in Muslim Spain, Gypsies in film, culture, music and poetry, Equatorial Guinean culture and the poetry of resistance and idealism, abolitionist and neo-slave narratives and their cultural contexts, indigenismo and indigenous cultures in Latin American literature, among many others. Emphasis will vary in the different offerings of the course. May be taken twice with different topics. Prerequisites: Successful completion of SPAN 300, 301, 305 and 335 or their equivalents with a C- or better in each course.

SPAN 412 Chicano/US Latino Lit/Culture (4 credits)

Overview of the different issues that concern the U.S. Latino population. This course studies cultural artifacts and literary texts (in Spanish) relating to the multiple cultures of the Spanish-speaking U.S. Topics of class discussion could include: The United Farmers Workers and the Chicano Power movement in the 1960s, the role of César Chávez and Luis Valdez, and literary interpretations of the Hispanic/Latino/Chicano experience. Authors will be selected from a broad range of writers such as Cherríe Moraga, Sandra Cisneros, Rolando Hinojosa, Miguel Mendez, Julia Alvarez, Cristina Garcia, Gustavo Perez Firmat, Achy Obejas, Esmeralda Santiago, among others. Prerequisites: Successful completion of SPAN 300, 301, 305, and 335 or their equivalents with a C- or better in each course

SPAN 415 Hispanic Cinema Studies (4 credits)

Examination of the cinematic arts as they relate to the cultures and literatures of the Spanish-speaking World. Course topics may include some of the following: gender, class, and/or ethnicity/race in Hispanic Cinema, discussion of film techniques, narrative structures, major directors, cinematic movements of Spain, Latin America, and/or U.S. Latino film, or the relationship of film to history, culture and society. May be taken twice with different topics. Prerequisites: Successful completion of SPAN 300, 301, 305 and 335 or their equivalents with a C- or better in each course.

SPAN 434 Spanish Applied Linguistics (4 credits)

This course focuses on the theory and development of the field of Spanish second language acquisition and pedagogy. Special attention will be dedicated to the most common grammatical, linguistic, and methodological issues related to teaching Spanish to English native speakers. Topics covered will also include the role of technology in language teaching and methods for evaluating the linguistic

competence of learners of Spanish. Prerequisites: Successful completion of SPAN 300, 301, 305, and 315 or their equivalents with a C- or better in each course.

SPAN 476 Experiential Learning (1 to 4 credits)

SPAN 485 Seminar (4 credits)

SPAN 487 Topics (2 credits)

SPAN 489 Topics (4 credits)

SPAN 490 Topics (4 credits)

SPAN 495 Individual Study (2 or 4 credits)

MUSIC (MUSC)

College of Arts and Sciences, Department of Music

Brady Education Center (BEC) 112, (651) 962-5850

Johnson(chair), Cole, Cornett-Murtada, Gleason, George, Howard, Kachian, Orzolek, Pinsonneault, Schmalenberger; Arons, Auerbach, Barker, Bauder, Berget, Capener, Carmack, Casey, Douglas, Ellingson, Eschedor, Gerth, Gonella, Griffith, Hauser, Itkin, Jenkins, Jorstad, Kemperman, Kreitzer, LeJeune, Linnihan, Mann, Melin Nelson, Mensah, Mitchell, Moore, Ostrander, Parker, Reed, Rinear, Schons, Schulz, Schwalbach, Skaar, Thomsen, Tietz, Volpe, Zimmerman, Zocchi

[Music Department Web Site](#)

The Mission of the University of St. Thomas Department of Music is to provide outstanding music instruction through our progressive curriculum; enable students to realize their full potential in the development of their musical, artistic and career goals; and instill ethical professional behavior. Our accomplished faculty offers musical and academic excellence while mentoring students in a creative environment, which enhances the cultural, spiritual and intellectual life of the university and community.

Beyond the specific area of study, all students majoring in music take courses in six areas: performance studies, ensembles, music theory, musicology, music media, and for some conducting. There is also a keyboard studies component.

Through the study of music, students develop an aural comprehension of tonal and non-tonal music, an understanding of harmonic language and voice-leading principles, and an understanding of musical vocabulary, analytical systems, and structural and

formal principles. Students develop the necessary skills to read musical scores and to write in standard musical notation for a variety of instruments and voices. Students develop the ability to understand a wide range of musical traditions and cultural practices, ranging from the western classical tradition to the music of selected non-western cultures to today's popular music. Students will be able to discuss music critically and will be prepared to engage in meaningful research in musical fields. Student performers will develop an expressive interpretation of solo repertoire through an understanding of compositional process and historical style with the necessary technical proficiency. Students will demonstrate advanced ensemble skills and contextual understanding of repertoire by artistically performing music representing a variety of genres, stylistic periods and cultures.

Transfer students must:

- Take a theory placement test. This placement test should be taken at the beginning of the first semester of studies at UST. Review sheets and information on time and place of the placement test are available from the Music Department Office (651) 962-5850.
- File an Application for Major Field with the department chair.
- Take at least one semester of music history at UST.
- Pass the performance level audition and/or present a portfolio of compositions/digital music as outlined on the Music Department website.
- Take at least four semesters of 2xx or 3xx level lessons at UST.
- Take at least four semesters of Student Convocation Hour - MUSC 001
- Perform their final level recital at UST.
- Take a minimum of four semesters of an appropriate ensemble.
- Complete 32 of their last 36 credits at UST.

Students intending on majoring in music must pass a performance/portfolio audition. Students majoring in music may not have a letter grade lower than C- in a required music course.

For information concerning the department's current policies and procedures, consult the Handbook for Music Majors and Minors, which is available on the Music Department website.

The department offers minors for those students who have an interest in music, but do not wish to major in the field.

A variety of ensembles and individual lessons are available to composers, producers, instrumentalists and vocalists, regardless of major.

The department also offers a number of courses for non-majors that fulfill the Fine Arts, Writing Across the Curriculum, First-year Experience, DISJ, and Global Perspectives components of the core curriculum.

The University of St. Thomas is fully accredited by the National Association of Schools of Music.

Major in Music - Performance **(B.M.)**

MUSC 001 Student Convocation Hour (0 credits) (6 semesters)

- MUSC 101 Piano Skills I* (1 credit)
- MUSC 102 Piano Skills II* (1 credit)
- MUSC 113 Music Theory and Aural Skills I (4 credits)
- MUSC 114 Music Theory and Aural Skills II (4 credits)
- MUSC 117 Historical Survey of Music in Western Culture (2 credits)
- MUSC 230 Music of the United States(4 credits)
- MUSC 140 Music Media (2 credits)
- MUSC 201 Piano Skills III* (1 credit)
- MUSC 202 Piano Skills IV* (1 credit)

***Students for whom piano or organ is the primary instrument will take the following courses in lieu of MUSC 101, 102, 201, and 202:**

- MUSC 192 Technical Skills for Keyboard Majors (1 credit)

- MUSC 292 Functional Skills for Keyboard Majors I (1 credit)
- MUSC 293 Functional Skills for Keyboard Majors II (1 credit)
- MUSC xxx Piano Elective (1 credit) to be chosen from the following: MUSP 121, 131 (organ majors only), 135 (piano majors only), 153, MUSN 171, 172, 182, or MUSW 501.
- MUSC 213 Music Theory and Aural Skills III (4 credits)
- MUSC 214 Music Theory and Aural Skills IV (4 credits)
- MUSC 231 Introduction to Conducting I (1 credit)
- MUSC 233 Music of the World: Aural and Written Traditions (4 credits)
- MUSC 263 Entrepreneurial Careers in Music & Professional Practice (1 credit)
- MUSC 412 Music History and Literature of the Western European Concert Tradition, Classical to Current Era (4 credits)
- MUSN 1xx Eight semesters of Ensemble participation (0 credits)

Guidelines for choosing an ensemble:

If principal instrument is:

- **Piano** - at least two semesters in MUSN 171; at least two semesters in MUSN 172; at least two semesters in one of: MUSN 140, 142, 143, 160, 181, 185, 186, 190: two semesters may be in 161, 182, 183.
- **Voice** - voice majors must participate in a minimum of eight semesters in MUSN 140, 142, 143, or 160.
- **Woodwind, Brass or Percussion** - at least eight semesters in MUSN 185 or 186.
- **Orchestral String** - at least eight semesters in MUSN 181.
- **Guitar** - at least six semesters in MUSN 173; at least two semesters in MUSN 174.

- **Other Instruments** - at least eight semesters chosen from: MUSN 140, 142, 143, 160, 171, 172, 181, 185, 186, 190.
- MUSP 3xx Eight semesters of performance studies in the same performance medium (2 credits per semester)
- MUSR 114 Aural-Skills Proficiency (0 credits)
- MUSR 200 Piano Proficiency (0 credits)
- MUSR 214 Aural-Skills Proficiency (0 credits)
- MUSR 270 Level I Recital (0 credits)
- MUSR 350 Level II Recital (0 credits)
- MUSR 450 Level III Recital (0 credits)

Plus:

- EDUC 308 Pedagogy and Literature for Music Performers I (2 credits)
- EDUC 309 Pedagogy and Literature for Music Performers II (2 credits)

Allied Requirements:

- PHYS 105 Musical Acoustics (4 credit hours)
- Music Education - Instrumental Music Education (K-12) (B.M.)

See Education

Music Education - Vocal Music Education (K-12) (B.M.)

See Education

Major in Music (B.A.)

- MUSC 001 Student Convocation Hour (0 credits) (6 semesters)
- MUSC 101 Piano Skills I* (1 credit)
- MUSC 102 Piano Skills II* (1 credit)
- MUSC 113 Music Theory and Aural Skills I (4 credits)
- MUSC 114 Music Theory and Aural Skills II (4 credits)
- MUSC 140 Music Media (2 credits)

- MUSC 230 Music of the United States (4 credits) or MUSC 233 Music of the World (4 credits)
- MUSC 201 Piano Skills III* (1 credit)
- MUSC 202 Piano Skills IV* (1 credit)

***Students for whom piano or organ is the primary instrument will take the following courses in lieu of MUSC 101, 102, 201, and 202:**

- MUSC 192 Technical Skills for Keyboard Majors (1 credit)
- MUSC 292 Functional Skills for Keyboard Majors I (1 credit)
- MUSC 293 Functional Skills for Keyboard Majors II (1 credit)
- MUSX xxx Piano Elective (1 credit) to be chosen from the following: MUSP 121, 131 (organ majors only), 135 (piano majors only), 153, MUSN 171, 172, 182, or MUSW 501.
- MUSC 213 Music Theory and Aural Skills III (4 credits)
- MUSC 214 Music Theory and Aural Skills IV (4 credits)
- MUSC 231 Introduction to Conducting (1 credit)
- MUSC 263 Entrepreneurial Careers in Music, & Professional Practice (1 credit)
- MUSC 412 Music History and Literature of the Western European Concert Tradition, Classical to Current Era (4 credits)
- MUSN 1xx Six semesters of Ensemble participation (0 credits)

Guidelines for choosing an ensemble:

If principal instrument or concentration is:

- **Piano** - two of the six semesters in MUSN 171: two semesters in MUSN 172; and two semesters in one of: MUSN 140, 142, 143, 160, 161, 181, 182, 183, 185, 186

- **Voice** - a minimum of six semesters in MUSN 140, 142, 143, or 160.
- **Woodwind, Brass or Percussion** - at least six semesters in MUSN 185 or 186
- **Orchestral String** - at least six semesters in MUSN 181.
- **Guitar** - at least four semesters in MUSN 173; at least two semesters in MUSN 174.
- **Composition** - consult with the chair/advisor
- MUSP 2xx Six semesters of composition studies, digital music lessons, or performance studies in the same performance medium (1 credit per semester)
- MUSR 114 Aural-Skills Proficiency (0 credits)
- MUSR 200 Piano Proficiency (0 credit)
- MUSR 214 Aural-Skills Proficiency (0 credits)
- MUSR 270 Level I Recital OR MUSR 271 Level 1 Composition Recital (0 credit)
- MUSR 350 Level II Recital (0 credit)
- MUSC 233 Music of the World: Aural and Written Traditions (4 credits)
- MUSC 260 Fundamentals of Musicianship in Popular Music (4 credits)
- MUSC 281 Introduction to Accompanying (2 credits)
- EDUC 308 Pedagogy and Literature for Music Performers I (2 credits)
- EDUC 309 Pedagogy and Literature for Music Performers II (2 credits)
- MUSC 340 Theory Elective: Topics (2 credits)
- MUSC 354 Advanced Conducting and Materials: Instrumental Concentration (2 credits)
- MUSC 355 Advanced Conducting and Materials: Vocal Concentration (2 credits)

*MUSC 230 is included along with MUSC 233 as an option for students who enroll for one in the compulsory studies and chooses to enroll in the other as well

Plus 4 credit hours selected from the following:

- MUSP 1xx Up to 2 credits on any secondary instrument, voice or composition (1 or 2 credit hours)
- MUSP 108 Class Voice (1 credit)
- MUSC 117 Historical Survey of Music in Western Culture (2 credits)
- MUSC 230 Music of the United States (4 credits)*
- MUSC 160 Introduction to Music Business (4 credits)
- MUSC 170 The Music of Film (4 credits)
- MUSC 216 Jazz in America (4 credits)
- MUSC 224 Songwriting/Composition (2 credits)

Allied requirements

- PHYS 105 Musical Acoustics (4 credits)

Major in Music Business (B.A.)

- MUSC 001 Student Convocation Hour (6 semesters) (0 credits)
- MUSC 101 Piano Skills I* (1 credit)
- MUSC 102 Piano Skills II* (1 credit)

***Students for whom piano or organ is the primary instrument will take the following courses in lieu of MUSC 101 and 102:**

- MUSC 192 Technical Skills for Keyboard Majors (1 credit) or MUSC 292 Functional Skills for Keyboard Majors I (1 credit)
- MUSC 113 Music Theory and Aural Skills I (4 credits)
- MUSC 114 Music Theory and Aural Skills II (4 credits)

- MUSC 117 Survey of Music in Western Culture (2 credits)
- MUSC 140 Music Media (2 credits)
- MUSC 160 Introduction to Music Business (4 credits)
- MUSC 233 Music of the World: Aural and Written Traditions (4 credits)
- MUSC 260 Fundamentals of Musicianship in Popular Music (4 credits)
- MUSC 263 Entrepreneurial Careers in Music, & Professional Practice (1 credit)
- MUSC 363 Emerging Models in Music Industry (4 credits)
- MUSC 480 Music Business Seminar (4 credits)
- MUSN 1xx Six semesters of Ensemble participation (0 credits)
- **Voice** - at least two semesters in MUSN175; four semesters may be in MUSN 140, 142, 143, 160, 183, or other ensemble chosen in consultation with the chair and program director.
- **Woodwind, Brass or Drums** - at least two semesters in MUSN 175; four additional semesters in MUSN 175, 182, 185 or 186.
- **Orchestral String** - at least two semesters in MUSN 175; at least two semesters in MUSN 181; two additional semesters in MUSN175 or 181
- **Guitar** - at least two semesters in MUSN175; two semesters in MUSN173; two semesters may be in MUSN174 or 182
- **Producers & Composers** - at least six semesters in MUSN175, or other ensemble chosen in consultation with the chair and program director.
- **Other Instruments** - at least six semesters in ensemble chosen in consultation with the chair and program director.

Guidelines for Choosing an Ensemble:

If principal instrument is-

Traditional Music track:

- **Piano** - at least one semester in MUSN 171; at least one semester in MUSN 172; at least four semesters selected from: MUSN 140, 142, 143, 160, 161, 171, 173, 181, 182, 183, 185, 186, or 190 in consultation with the chair and program director.
- **Voice** - a minimum of six semesters in MUSN 140, 142, 143, or 160.
- **Woodwind, Brass or Percussion** - at least six semesters in MUSN 185 or 186.
- **Orchestral String** - at least six semesters in MUSN 181.
- **Guitar** - at least four semesters in MUSN 173; at least two semesters in MUSN 174.

Contemporary/Pop/Jazz Music track:

- **Piano/Keyboards** - at least two semesters in MUSN175; four semesters may be in MUSN 161, 182, 183, or other ensemble chosen in consultation with the chair and program director.

Plus

- MUSP 2xx Six semesters of performance studies in the same performance medium (1 credit per semester)
- MUSR 114 Aural-Skills Proficiency (0 credits)
- MUSR 200 Piano Proficiency (0 credit)
- MUSR 270 Level I Recital (0 credit)
- MUSR 350 Level II Recital (0 credit)
- Allied requirements
- ECON 252 Principles of Microeconomics (4 credits) (Social Analysis Core)
- PHYS 105 Musical Acoustics (4 credits) (Lab Science Core)

Business Courses:

- ACCT 100 Principles of Accounting I (4 credits)
- BUSN 100 Business for the Common Good (2 credits)

- ENTR 100 Introduction to Entrepreneurship and Innovation (2 credits)
- MGMT 200 Working Skillfully in Organizations (2 credits)
- MKTG 200 Principles of Marketing (2 credits)

Choose 8 credits:

- ACCT 200 Principles of Accounting II (2 credits)
- BETH 300 Law for Business Leaders (2 credits)
- BLAW 300 Ethical Principles in Business (2 credits)
- ENTR 250 Fundamentals of Innovation (4 credits)
- FINC 310* Core Financial Management (2 credits)
- MKTG 380 Digital Marketing (4 credits)
- OPMT 300 Operations and Supply Chain Management (2 credits)

*requires completion of STAT 220, ACCT 100 and ECON 251 or ECON 252

Minor in Music

Select from one of these tracks:

- **Classic Track:** Instrumental/Vocal Performance or Composition (Focus on Art Music, Musical Theater, and other styles)
- **Contemporary Track:** Pop, Electronic Music Performance (Focus on Blues, Rock, Country, R&B/Hip Hop, Jazz, Electronic Dance Music, House, Techno and other popular styles)

Performance Studies:

4 credits. Four Semesters in same medium.

- **Classic Track** (instruments/voice/composition): MUSP 1xx Performance Studies (1 credit per semester)
- **Contemporary Track** (voice, guitar, piano, drums, digital music production, etc):

MUSP 1xx Performance Studies (1 credit per semester)

Ensemble Experiences:

(both tracks). 4 credits.

- MUSN 1xx Four semesters of appropriate Ensemble for principal instrument, voice, or electronic production (1 credit per semester)

Music Fundamentals:

(both tracks). 8 credits.

- **Classic Track:** MUSC 113 Music Theory and Aural Skills I (4 credits) and MUSC 114 Music Theory and Aural Skills II (4 credits)
- **Contemporary Track:** MUSC 112 Introduction to Music or MUSC 113 Music Theory and Aural Skills (4 credits) and MUSC 260 Fundamentals of Popular Music (4 credits)

Music History:

(both tracks). 4 credits.

- MUSC 115 Understanding Music and Culture (4 credits)
- MUSC 130 Introduction to World Music (4 credits)
- MUSC 162 Roots of Blues, Rock and Country (4 credits)
- MUSC 170 The Music of Film (4 credits)
- MUSC 216 Jazz in America (4 credits)
- MUSC 230 Music of the United States (4 credits)
- MUSC 233 Music of the World (4 credits)

Elective:

(both tracks). 2 credits. Select from the following:

- MUSC 117 Music History Survey (2 credits)
- MUSC 140 Music Media (2 credits)
- MUSC 204 Music and the Creative Process (2 credits)
- MUSC 224 Songwriting (2 credits)

Minor in Recording Arts

- MUSC 140 Music Media (2 credits)
- MUSC 160 Introduction to Music Business (4 credits)
- MUSC 162 Roots of Blues, Rock, and Country Music (4 credits)
- MUSC 205 Advanced Studio Recording (4 credits)
- MUSC 224 Songwriting/Composition (2 credits)
- MUSC 305 The Art of Mixing (4 credits)

Minor in Music Composition

- MUSC 113 Music Theory and Aural Skills I (4 credits)
- MUSC 114 Music Theory and Aural Skills II (4 credits)
- MUSC 140 Music Media (2 credits)
- MUSC 231 Intro to Conducting I (1 credit)
- MUSN 1xx Four semesters of Ensemble (1 credit per semester)
- Including at least one semester of MUSN 176 New Music Ensemble.
- MUSP 165 Four semesters of Composition Studies (50 minute lessons) (1 credit per semester)
- MUSR 271 Level 1 Composition Recital (0 credits)

Plus four credits from the following, two of which need to be at the 200 level or above:

- MUSC 101 Piano Skills I (1 credit)
- MUSC 102 Piano Skills II (1 credit)
- MUSC 201 Piano Skills III (1 credit)
- MUSC 202 Piano Skills IV (1 credit)
- MUSC 213 Music Theory and Aural Skills III (4 credits)
- MUSC 224 Songwriting (2 credits)

- MUSC 260 Fundamentals of Musicianship in Popular Music (4 credits)
- MUSC 340 Music Theory Elective: Topics (2 credits)
- MUSC 354 Advanced Conducting and Materials: Instrumental Concentration (2 credits)
- MUSC 355 Advanced Conducting and Materials: Vocal Concentration (2 credits)

Minor in Music Industry

Required Courses

- MUSC 160 Introduction to Music Business (4 credits)
- MUSC 363 Emerging Models in Music Industry (4 credits)

Allied Requirement

- BUSN 100 Business for the Common Good (2 cr.)

Choose Four Credits in Music Context

- MUSC 130 Music of the World (4 credits)
- MUSC 162 Roots of Blues, Rock & Country Music (4 credits)
- MUSC 170 The Music of Film (4 credits)
- MUSC 216 Jazz in America (4 credits)

Choose 6 Credits in Business/Entrepreneurship

- ENTR 100 Introduction to Entrepreneurship & Innovation (2 cr.)
- ENTR 250 Fundamentals of Innovation (4 cr.)
- BLAW 300 Law for Business Leaders I (2 cr.)
- BETH 300 Ethical Principles in Business (2 cr.)
- MGMT 200 Working Skillfully in Organizations (2 cr.)
- MGMT 382 Management and Leadership (4 cr.)

- MKTG 200 Introduction to Marketing (2 cr.)
- MKTG 380 Digital Marketing (4 cr.)
- ACCT 100 Principles of Accounting I (4 cr.)
- ACCT 200 Principles of Accounting II (2 cr.)

Minor in Music in Faith **Required Courses**

- MUSC 101 Piano Skills I (1 credit)*
- MUSC 102 Piano Skills II (1 credit)*
- MUSP 108 Class Voice (1 credit)*
- MUSC 231 Intro to Conducting (1 credit)
- MUSC 113 Music Theory and Aural Skills I (4 credits)

Plus 4 credits from the following:**

- MUSC 115 Understanding Music and Culture (4 credits)
- MUSC 233 Music of the World: Aural and Written Trad. (4 credits)

Plus 4 credits from the following:**

- THEO 240 Protestant and Catholic Reformation (4 credits)
- THEO 251 Global Christianity (4 credits)
- THEO 310 Christian Worship (4 credits)
- THEO 314 Christian Spirituality (4 credits)
- THEO 357: Sacred Music of the Catholic heritage (4 credits)
- THEO 424 Christianity and World Religions (4 credits)
- THEO 425 Judaism (4 credits)
- THEO 426 Islam (4 credits)
- THEO 432 Black Religious Experience (4 credits)
- THEO 440 Hinduism and Buddhism (4 credits)
- THEO 452 Theology and Beauty (4 credits)
- THEO 466 The Qur'an and the Bible (4 credits)

- THEO 467 Muslim Christian Dialogue (4 credits)

Plus 2 credits from the following (may be repeated):

- MUSN 143 Liturgical Choir (1 credit)
- MUSN 1xx Ensemble (1 credit)
- MUSP 131 Piano: Elective (1 credit)
- MUSP 133 Voice: Elective (1 credit)
- MUSP 135 Organ: Elective (1 credit)
- MUSP 158 Guitar: Elective (1 credit)
- MUSP 1xx Performance Studies: Elective (1 credit)

Plus 2-4 credits from the following:

- IDSC 476 Experiential Learning (2 credits)
- THEO 417 Internship in Ministry (2 credits)

No more than 8 credits may apply to another degree.

*Proficient keyboard players and/or vocalists can audition to substitute MUSP 131, 133, and/or 135 (may be repeated).

**Other courses may be substituted with approval from the chair.

Music Performer's Certificate

UST Music Performer's Certificate is intended to provide recognition to the many students who participate in our program, but do not wish to major or minor. The requirements include:

- Minimum of 4 Semesters of Large Ensemble (1 cr. Each) - Using Guidelines for Instrument found in UST Catalog.
- Minimum of 4 Semesters of Lessons (1 cr. Each) - All on Same Instrument
- Select MUSC Course with Music Advisor (4 cr.)

MUSC Course Catalog

MUSC 001 Student Convocation Hour (0 credits)

The student convocation hour is for all music majors regardless of specialization. This course meets three times per semester for each semester of enrollment and gives the community of learners performance

opportunities, lectures/ discussions on topics applicable to all music concentrations; and lecture/discussions on topics specific to each music concentration.

MUSC 101 Piano Skills I (1 credit)

This course teaches the keyboard skills required for music majors whose principal instrument is not piano. It includes training in basic keyboard technique, sight reading, score reading, accompanying, transposing, playing by ear, harmonizing melodies, and making practical applications of music theory. Prerequisite: MUSC 113 (concurrent registration preferred)

MUSC 102 Piano Skills II (1 credit)

This course teaches the keyboard skills required for music majors whose principal instrument is not piano. It includes training in basic keyboard technique, sight reading, score reading, accompanying, transposing, playing by ear, harmonizing melodies, making practical applications of music theory, and the development of other skills studied in Piano Skills I. The final exam for this class will serve as the piano proficiency exam for BA in Music Business major students. Prerequisite: MUSC 101, and MUSC 114 (concurrent registration preferred)

MUSC 113 Music Theory & Aural Skills I (4 credits)

This course, designed for those intending to major or minor in music, covers basic materials and structures of music, approached through analysis and experience. This course is the first of a four-semester sequence that integrates sight-singing and ear training with the analysis of harmony, form and contrapuntal procedures from the 16th through the 21st centuries. Assignments include the development of compositional and arranging skills. Lecture plus 90 minutes laboratory per week. Offered fall semester.

MUSC 114 Music Theory & Aural Skills II (4 credits)

Continuation of MUSC 113. Offered in spring semester. Prerequisite: MUSC 113 or successful placement test

MUSC 115 Understanding Music & Culture (4 credits)

This survey course explores the classics of European and American music in their historical, cultural and social contexts. It will investigate the many ethnic, religious, political, philosophical, economic and scientific influences that have shaped these traditions. This course is designed to enable

students, regardless of musical background, to increase their understanding of music. The listening skill and knowledge acquired will provide a foundation for students to become more critical and discerning listeners of music of all types. NOTE: Students who receive credit for MUSC 115 may not receive credit for MUSC 118 or 119.

MUSC 117 Survey Music in West Culture (2 credits)

This fully online survey course explores the historical foundations of western European concert music traditions. It will explore the various ethnic, religious, political, economic, and scientific influences that have shaped our understanding of "classical" western music into stylistic periods or eras - Medieval, Renaissance, Baroque, Classical, Romantic, and Twenty/Twenty-First Century. Students will conduct listening fieldwork by attending live concert events as approved by the instructor. The listening skills and knowledge gained in this course will provide an essential foundation for students seeking a degree in music.

MUSC 130 Introduction to World Music (4 credits)

This course provides students a foundation for developing critical thinking and self-analysis, by way of exploring the diversity of musical traditions across the world. Students will develop attentive listening skills and analytical perspectives that engage with music's distinctive sounds, settings, and meanings. Students will gain awareness and appreciation of music as expressions of human experience at the individual, community, and global level.

MUSC 140 Music Media (2 credits)

This course will serve to introduce first semester freshman music majors to software, hardware, techniques and issues surrounding digital music media. Learners will engage in the retrieval, generation, and distribution of musical notation, digital recordings, and MIDI sequences.

MUSC 160 Introduction to Music Business (4 credits)

This course provides an overview of the music industry, exploring and examining aspects of technology, economics, industry structures, marketing, audiences, and artistic innovations and trends. Students will begin exploring personal career interests.

MUSC 162 Roots of Blues, Rock, Country (4 credits)

This course traces the development of American popular music from its roots through multiple

genres such as minstrelsy, jazz, big band, swing, crooning, jump blues, gospel, rhythm and blues, country, western, folk/protest, and rock 'n' roll, concluding with the British Invasion. Popular music development is critically examined through four interrelated driving forces: identity (ethnicity, gender, culture, generation), centers vs. peripheries (the established vs. the innovative), technology (impact on musical performance and listening), and business/law (commercial competition and development). Multimedia presentations include extensive audio and video support. Designed for the Popular Music minor.

MUSC 170 The Music of Film (4 credits)

Film is a form of communication that can be analyzed in terms of its images, as a historical record, and as a critical statement of the audience for which it is intended. Film music is a discreet yet complementary component used in some way and to some degree by nearly every filmmaker throughout history. Through readings, class discussion, and extensive directed viewing of movies, this course will provide a framework for analyzing the images and the sounds of films throughout the 20th and 21st centuries. Students will prepare and deliver oral presentations analyzing the images and sounds of select films.

MUSC 192 Techn. Skills for Keyboard Maj (1 credit)

This course teaches the technical keyboard skills required for music majors whose principal instrument is piano or organ. It includes study and performance of all major and minor scales, triad and seventh arpeggios, and chord progressions in every key.

MUSC 201 Piano Skills III (1 credit)

This course teaches the keyboard skills required for music majors whose principal instrument is not piano. It includes training in basic keyboard technique, sight reading, score reading, accompanying, transposing, playing by ear, harmonizing melodies, making practical applications of music theory, and the development of other skills studied in Piano Skills II. Prerequisites: MUSC 102, and MUSC 213 (concurrent registration preferred).

MUSC 202 Piano Skills IV (1 credit)

This course teaches the keyboard skills required for music majors whose principal instrument is not piano, and will culminate in the piano proficiency exam for all music students except for Music Business majors. It includes training in basic keyboard technique, sight reading, score reading,

accompanying, transposing, playing by ear, harmonizing melodies, making practical applications of music theory, and the development of other skills studied in Piano Skills III. Prerequisite: MUSC 201, and MUSC 214 (concurrent registration preferred)

MUSC 204 Music and the Creative Process (4 credits)

This unique course welcomes students of all musical backgrounds and abilities to explore the creative processes of collaborative music making. In the absence of notated music, the techniques and principles of Soundpainting will be studied toward understanding music's creative structures. Students will meet in class twice a week, study learning materials for the course (reading, listening, discussion activities), toward applying ideas and skills to create together musical works of their own design. All students will learn to direct, improvise, and co-create music that reflects the expressive input of the group. Reflective study and dialogue on the creative process will facilitate critical understanding of how music expresses ideas about self, others, and community, and can generate deeply transformational change to those identities. Course assignment toward the final grade include: Three compositions; Two short written essays analyzing the creative processes of selected musicians; Low-Stakes reading summaries; Attendance and Engagement; Collaborative Community Vision.

MUSC 205 Advanced Studio Recording (4 credits)

This course is a continuation and further practice of the studio production techniques explored in MUSC 140 - Music Media. Students will become more autonomous in the studio as they learn to manage and run sessions. As students delve deeper into the many layers of Pro Tools, they will begin to discover how this technology is at its best when it serves the music, its performers, and creators. Students will also further explore digital signal processing, plug-in's, editing, and mixing. Students will also further their command of microphone applications and placement thus producing fully tracked projects of their own, and preparing them for the intensive mixing course, MUSC 305 - The Art of Mixing.

MUSC 213 Music Theory & Aural Skill III (4 credits)

Continuation of MUSC 114. Offered in fall semester. Prerequisites: MUSC 114 or successful placement exam.

MUSC 214 Music Theory & Aural Skill IV (4 credits)

Continuation of MUSC 213. Offered in spring semester. Prerequisite: MUSC 213 or successful placement test

MUSC 216 Jazz in America (4 credits)

The origins and history of jazz in the United States. Various phases in the development of jazz style are discussed. Blues, ragtime, Dixieland, swing, bop, cool jazz, fusion, as well as other recent developments in jazz performances are investigated. An essential part of the course is the analysis and evaluation of recorded performances by outstanding jazz musicians. Designed for non-majors as well as an elective for music majors interested in jazz. Offered fall semester.

MUSC 224 Songwriting/Composition (2 credits)

This course presents the basic principles related to the composition of popular vocal and instrumental forms: lyric, melody, progression, and rhythm. Applications of these elements in Rock, Pop, Jazz, Blues, Hip-Hop, Christian, and Country are explored.

MUSC 230 Music of the United States (4 credits)

This course focuses on the study of music in the United States within its historical, cultural, and sociological contexts. The course will develop skills in critical listening analysis using appropriate musical terminology, to describe both aural and written traditions of music. Repertoire to be explored include homeland traditions of cultures and population groups brought over through migration/immigration, blends of popular and concert traditions, and new and emerging styles unique to the United States. Historical, cultural, and social contexts will facilitate and understanding of how music reflects particular identities, ideas, values, and issues among population groups in the United States.

MUSC 231 Intro to Conducting I (1 credit)

This course includes basic conducting patterns and gestures, general knowledge of score types (choral, band, orchestral, etc.), score study and basic rehearsal planning. Practice in conducting small ensembles will be provided.

MUSC 233 Music of the Wrld: Aural/Writt (4 credits)

This course studies music as a ritual activity among the peoples of the non-Western world. It employs an anthropological approach that analyzes music in cultural context rather than as an object of art. The music and cultural activities of a diverse number of countries will be investigated each semester.

MUSC 242 Children's Artistic Culture (4 credits)

This course explores the role of the arts in children's lives. The course provides elementary education majors with performative experiences and pedagogical models of best practices in creating music, movement, and visual art experiences for, with, and by children. Students will investigate principles, strategies, and materials for use and will have guided practice in performing, creating, planning, delivering, and assessing learning. Available to Elementary Education majors only.

MUSC 243 Individual Study (2 or 4 credits)**MUSC 260 Fund-Musicianship in Popul Mus (4 credits)**

This course is designed to give the student a working knowledge of the skills required for popular music improvisation and performance. Study will include practical application of the rhythm, melody, and harmony of all styles of popular music. Genres that will be examined include: rock, blues, jazz, hip-hop, country and pop. This course is open to all instrumentalists and singers.

MUSC 263 Entrepreneurial Careers Music (1 credit)

With special emphasis on entrepreneurship, innovation, & self-efficacy, this course will explore the skills, values and practices that are essential to creating successful and fulfilling careers in music. Through case study, class discussion, and individual/group projects, students will explore best practices for creating successful careers in the creative industries, as well as the modern media tools necessary for sustainable career growth. Assignments in this class will guide you in the processes of defining your career vision and articulating your goals; developing a portfolio to represent your work; developing skills to respond to emerging opportunities; and developing an actionable plan for activating your professional career. This course is restricted to music major and minor students.

MUSC 269 Research (2 or 4 credits)**MUSC 292 Functl Skills Keyboard Maj I (1 credit)**

This course teaches the functional keyboard skills required for music majors whose principal instrument is piano or organ. It includes practical training in sight reading, harmonization, improvisation, playing by ear, transposing, score reading, and other applications of basic musicianship. Prerequisite: MUSC 192

MUSC 293 Funct Skills Keyboard Majr II (1 credit)

This course teaches the advanced functional

keyboard skills required for music majors whose principal instrument is piano or organ. It includes practical training in sight reading, harmonization, improvisation, playing by ear, transposing, score reading, and other applications of basic musicianship. Prerequisite: MUSC 292

MUSC 295 Topics (2 credits)

MUSC 296 Topics (2 credits)

MUSC 297 Topics (4 credits)

MUSC 302 Intro to Liturgical Music (2 credits)

Introduction to Liturgical Music is a study of instructions and guidelines for music in divine worship, and a survey of repertoire appropriate for use in liturgical celebrations. Prerequisites: THEO 101 and MUSC 113 and MUSC 101

MUSC 305 The Art of Mixing (4 credits)

This course will introduce students to current audio mixing techniques in a variety of musical styles. Independent mixing projects and hands-on experience will support coursework with a focus on advanced concepts, developing mixing skills and preparing mixes for various media. This course serves as a solid foundation for future mix engineers

MUSC 308 Pedagogy & Lit for Musc Perf I (2 credits)

This class will survey methods and materials for performance studies. Discussions will include principles of technique, learning theories, musicianship, and performance based upon a wide and diverse body of literature. Students should sign up for the section number that corresponds with their primary area of performance. Section 1: Voice; Section 2: Keyboard; Section 3: Guitar; Section 4: Winds/Percussion/Brass.

MUSC 309 Pedagogy & Lit for Musc Per II (2 credits)

A continuation of Pedagogy and Literature for Music Performers I, this class will survey methods and materials for performance studies. Discussions will include principles of technique, learning theories, musicianship, and performance based upon a wide and diverse body of literature. Students should sign up for the section number that corresponds with their primary area of performance. Section 1: Voice; Section 2: Keyboard; Section 3: Guitar; Section 4: Winds/Percussion/Brass. Prerequisites: EDUC 308/MUSC 308

MUSC 340 Theory Elective: Topics (2 credits)

MUSC 354 Adv Conducting & Materials (2 credits)
Advanced Conducting and Materials: Instrumental Concentration : Continuation of Introduction to Conducting I and II. Study of advanced conducting patterns and refined expressive gestures. Survey of orchestral and band literature and in-depth study of selected pieces. Rehearsal planning, rehearsal techniques, and classroom management. Offered fall semester of even years. Prerequisites: MUSC 231.

MUSC 355 Adv Conducting & Mat: Vocal (2 credits)

Continuation of Introduction to Conducting I and II. Study of advanced conducting patterns and refined expressive gestures. Survey of choral literature and in-depth study of selected pieces. Rehearsal planning, rehearsal techniques, and classroom management. Offered fall semester of even years. Prerequisites: MUSC 231

MUSC 363 Emerging Models in Music Indus (4 credits)

This course will explore the evolution of the music industry and the emerging trends technologies and business models that continue to transform the music industry in all of its aspects. Topics addressed in the course will include but not be limited to analysis of innovation in multiple modes of the music industry; remix culture, copyright, and licensing limitation/innovation; the impact of social media on management, agency, and artist fan engagement; growth sectors of the music economy including concert promotion, & touring; crowd funding, and its impact on new ventures in music; and the impact of technology on communications culture, and the creative sector. Students will move regularly between theory and practice as they use evidence from the past and present to formulate new possibilities for the future architecture of the music industry. Prerequisite: MUSC 160 or ENTR 260 or permission of the instructor

MUSC 389 Research (2 or 4 credits)

MUSC 393 Individual Study (2 or 4 credits)

MUSC 411 History & Lit Music I (4 credits)

A survey of Western European music to 1750: the medieval, Renaissance, Baroque eras. Historical development, social context, forms, styles and issues of expression are explored. Writing assignments are designed for teaching to the "Writing in the Discipline" objectives for the Writing Across the Curriculum initiative. This is a core course for students seeking a major degree in music. Students must be at junior-level standing and have passed at

least Theory II before enrolling in this course.
Offered in fall semester.

MUSC 412 Hist&Lit of West European (4 credits)

A survey of Western European music from 1750 to the present: the Classical and Romantic eras and the Twentieth century. Emphasis of study is on social context and issues of meaning and expression. Continuation of MUSC 411. Writing assignments are designed for teaching to the "Writing in the Discipline" objectives for the Writing Across the Curriculum initiative. This is a core course for students seeking a major degree in music. Students must be at junior-level standing and have passed at least Theory II before enrolling in the course. Offered in spring semester.

MUSC 420 Senior Research Paper (2 credits)

This course allows music students to demonstrate research and writing skills by utilizing standard music resources (Music Index, RILM, Grove, Baker's, etc.). The paper may contain theoretical analysis, and/or it may be connected to the student's performance area or degree focus. Prerequisite: MUSC 412

MUSC 476 Experiential Learning (1 to 4 credits)

MUSC 479 Internship (2 credits)

MUSC 480 Music Business Seminar (4 credits)

A course involving individual research that is shared among the participants. Guest speakers from various areas of music business, the electronic media industries and arts management make presentations to the seminar, which is under the direction of a faculty coordinator. A major research project is required. Prerequisite: At least Junior standing

MUSC 495 Individual Study (2 or 4 credits)

MUSC 497 Individual Study (4 credits)

Music Ensembles (MUSN)

Membership in music ensembles is based upon a successful audition. Students may register for the same ensemble in as many semesters as desired.

The Fine Arts requirement may be fulfilled by four semesters of participation in one of the following ensembles: MUSN 140, 142, 143, 160, 181, 185, 186. A total of four semesters in MUSN 140, 142, 143 and 160; or 185 and 186 will also fulfill the requirement. Other combinations must be approved by the department chair.

See specific ensemble requirements for various music major emphases in the first part of the music section of this catalog, or consult the Handbook for Music Majors and Minors available from the Department of Music office. Music majors audit all ensembles.

MUSN Course Catalog

MUSN 140 Donne Unite (0 or 1 credit)

A vocal ensemble that explores the wide variety of secular and sacred repertoire composed for women's voices. Major performances are given each semester and may include exchange/joint concerts with other choirs. Three rehearsals a week. Membership by audition. A combination of four semesters in 140, 142, 143, and 160.

MUSN 142 Chamber Singers (0 or 1 credit)

A mixed vocal ensemble of 30-40 members that will study and perform materials appropriate to the chamber ensemble; repertoire will include secular and sacred literature. Major performances are given each semester and may include exchange/joint concerts with other choirs. Three rehearsals per week. Membership by audition. A combination of four semesters in 140, 142, 143, and 160.

MUSN 143 Liturgical Choir (0 or 1 credit)

Liturgical Choir is an ensemble of students of varied faith and cultural backgrounds that sings for services in the UST chapel. Local, regional and international tours are part of the choir's ministry as well as concert performances with other Music Department ensembles. Two rehearsals a week plus bi-weekly Sunday chapel liturgies. Membership by audition. A combination of four semesters in 140, 142, 143, and 160.

MUSN 151 Schola Cantorum (0 or 1 credit)

This vocal ensemble focuses primarily on early Plainchant from the Gregorian chant tradition as well as contemporary chant repertoire. Historical and modern chant notations are studied and repertoire will be performed in the context of both liturgical service and concert. Membership by audition.

MUSN 160 Concert Choir (0 or 1 credit)

A mixed vocal ensemble that performs a variety of secular and sacred repertoire from the Middle Ages to the 21st century. Choral literature performed includes unaccompanied works as well as works with professional chamber orchestra. Major performances are given each semester and may include exchange/joint concerts with other choirs. Tours locally, nationally and internationally. Three rehearsals a week. Membership by audition. A

combination of four semesters in 140, 142, 143, and 160.

MUSN 161 String Ensembles (0 or 1 credit)

Ensemble meets weekly and are coached by a member of the string faculty. Membership by audition.

MUSN 162 Flute Ensembles (0 or 1 credit)

Formation of trios, quartets and other small ensembles, dependent upon personnel available. Ensembles may include piccolo, soprano flutes, alto flute and bass flute. Ensembles meet once a week and are coached by a member of the woodwind faculty. Membership by audition.

MUSN 163 Clarinet Ensembles (0 or 1 credit)

Formation of small ensembles involving various members of the clarinet family. Ensembles meet once a week and are coached by a member of the woodwind faculty. Membership by audition.

MUSN 164 Saxophone Ensembles (0 or 1 credit)

Formation of small ensembles involving various members of the saxophone family. Ensembles meet once a week and are coached by a member of the woodwind faculty. Membership by audition.

MUSN 165 Chamber Wind Ensembles (0 or 1 credit)

This ensemble is comprised of small mixed chamber ensembles. This course is designed as a student/faculty collaborative ensemble, where students are mentored in ensemble via side by side performance with studio faculty. Chamber Winds is instructed and conducted by a member of the faculty. Membership is by approval of the course instructor.

MUSN 166 Brass Choir (0 or 1 credit)

Formation of small and large ensembles using only brass and sometimes percussion instruments. The choir, directed by a member of the brass faculty, gives regularly scheduled public performances. Membership by audition.

MUSN 167 Percussion Ensembles (0 or 1 credit)

A variety of mallet and stick instruments are used to form these ensembles. Ensembles meet once a week and are coached by a member of the percussion faculty. Membership by audition.

MUSN 169 African Music Ensemble (0 or 1 credit)

This course provides a non-Western music performance experience. The repertoire to be studied includes traditional genres such as Adowa, Agbadza, Gota, Kpanlogo, Boboobo, and includes contemporary compositions. Three main areas in

the ensemble are drumming, flutes and vocal. No prior experience is necessary for this ensemble. An audition is required.

MUSN 170 Handbell Choir (0 or 1 credit)

This instrumental ensemble performs with both English and Dutch handbells. Repertoire consists of arrangements for two to five octaves from a variety of musical periods and styles as well as music composed specifically for the expanding contemporary handbell literature. Performances include monthly appearances in chapel liturgical settings as well as regular campus and public performances. No previous handbell experience necessary but ability to read music is required. Membership by audition or permission of instructor.

MUSN 171 Piano Ensembles (0 or 1 credit)

Study and performance of duets and two-piano music. One major performance per semester. Membership by audition.

MUSN 172 Accompanying Ensembles (0 or 1 credit)

Qualified pianists have the opportunity to accompany solo vocalists and solo instrumentalists through individual instruction. Membership by audition.

MUSN 173 Guitar Ensemble (0 or 1 credit)

Study, performance and recording of music for multiple guitars and bass from Renaissance through twentieth-century composers including American jazz and rock styles. Repertoire includes original works, transcriptions, and arrangements. Opportunities provided for students to learn improvisation, composition, and arrangement.

MUSN 174 Guitar Small Ensemble (0 or 1 credit)

The study and performance of all styles in popular and classical music for guitar and diverse instruments, including bass and drums.

MUSN 175 Popular Music Ensemble (0 or 1 credit)

This course provides individual coaching for small ensembles on the performance of all genres and types of American popular music.

MUSN 176 New Music Ensemble (0 or 1 credit)

A mixed instrumental ensemble devoted to the study and performance of new music. Repertoire may include non-tonal, avant-garde, indeterminate, and experimental genres, collaborative improvisation, and original composition. The ensemble meets once per week and presents at least one major performance per semester. Membership by audition.

MUSN 177 Indonesian Gamelan Ensemble (0 or 1 credit)

Hands-on experience in learning to play Javanese gamelan music, an Indonesian percussion ensemble, one of the great non-Western music-making traditions that is readily accessible to beginners. This course will also include insights into the role of gamelan music and dance in Indonesian culture. This ensemble is open to all students and majors. No previous musical background required.

MUSN 181 Orchestra (0 or 1 credit)

This course is designed for experienced orchestra string musicians (primarily) as well as woodwind, brass and percussionists (on select pieces). The content of the course is based on study, rehearsal and performance of music primarily written for string and symphonic orchestra performance mediums. Literature studied and performed comes from a diversity of cultures and style periods. The Orchestra gives public performances on a regular basis throughout the school year including regional, national and international tours. Meets two times a week. Membership by audition.

MUSN 182 Instr Jazz Ensemble (0 or 1 credit)

Study and performance of instrumental jazz in various styles with exposure to improvisation. Formal concert is presented each semester, and informal campus appearances occur on a regular basis. Membership by audition.

MUSN 183 Jazz Singers (0 or 1 credit)

Study and performance of vocal jazz in various styles. Group is limited in size, thus allowing each member to develop independence in singing and microphone technique. Membership by audition.

MUSN 185 Symphonic Band (0 or 1 credit)

Study and performance of original works for wind-band; transcriptions, manuscripts, and solo repertoire with band accompaniment. Two rehearsals per week; regular series of concerts, tours. Private lessons recommended. Membership by audition. Four semesters of participation or a combination with MUSN 186 fulfills the Fine Arts requirement in the core curriculum.

MUSN 186 Symphonic Wind Ensemble (0 or 1 credit)

This course is designed for the advanced woodwind, brass and percussion student. A select group of approximately forty musicians studies and performs music primarily written for the wind ensemble genre. Literature studied and performed comes from a diversity of cultures and style periods. The Wind Ensemble gives public performances on a

regular basis throughout the school year including regional, national and international tours. Meets two times a week. Membership by audition. Four semesters of participation or a combination with MUSN 185 fulfill the Fine Arts requirement in the core curriculum.

MUSN 196 Topics Ensembles (0 or 1 credit)

The ensemble(s) will be announced in the annual Class Schedule. Content will vary but will not duplicate existing ensembles.

Performance Studies (MUSP)

Performance studies are generally on an individual basis, although some group lessons are available. Consult with the Music Department office to ensure that you enroll in the correct course number. Twelve lessons are scheduled each semester. A minimum of six hours of practice per week is required. These courses must be taken for credit. They cannot be audited. Performance studies do not fulfill the Fine Arts requirement.

A course fee is charged for all performance studies, based on the length of the lesson.

Music Major and Minor lessons are 50 minutes in length. Major lessons are available only by audition. Please see the Degree Requirements for more information

Elective Level Performance studies (1xx) are available for all students. No audition is required for elective studies. These courses are designed for non-majors who are interested in beginning or continuing study on an instrument or voice. Students wishing to study piano, having little or no previous study on the instrument, are encouraged to register for group lessons. 30-minute or 50-minute lessons are available.

The Fine Arts requirement may be fulfilled by four semesters of participation in one of the following areas of 50-minute performance studies: MUSP 110, 121, 122, 128, 131, 135, 152, 153, 159, 160, 161, 162, 165, 168, 187, 188. Other performance studies or combinations may be approved by the department chair.

MUSP Course Catalog

MUSP 101 Group Piano (0 to 1 credit)**MUSP 108 Class Voice (0 to 1 credit)****MUSP 110 Digital Music Lessons (0 to 1 credit)**

MUSP 113 Aural Skills Proficiency (0 to 1 credit)
MUSP 121 Harpsichord: Elective (0 to 1 credit)
MUSP 122 Lute: Elective (0 to 1 credit)
MUSP 128 Recorder: Elective (0 to 1 credit)
MUSP 131 Piano: Elective (0 to 1 credit)
MUSP 133 Voice: Elective (0 to 1 credit)
MUSP 135 Organ: Elective (0 to 1 credit)
MUSP 136 Flute: Elective (0 to 1 credit)
MUSP 137 Oboe: Elective (0 to 1 credit)
MUSP 138 Clarinet: Elective (0 to 1 credit)
MUSP 139 Bassoon: Elective (0 to 1 credit)
MUSP 141 Saxophone: Elective (0 to 1 credit)
MUSP 144 Trumpet: Elective (0 to 1 credit)
MUSP 145 French Horn: Elective (0 to 1 credit)
MUSP 146 Trombone: Elective (0 to 1 credit)
MUSP 147 Euphonium: Elective (0 to 1 credit)
MUSP 148 Tuba: Elective (0 to 1 credit)
MUSP 149 Percussion: Elective (0 to 1 credit)
MUSP 152 Jazz/Pop Vocal: Elective (0 to 1 credit)
MUSP 153 Jazz Piano: Elective (0 to 1 credit)
MUSP 154 Violin: Elective (0 to 1 credit)
MUSP 155 Viola: Elective (0 to 1 credit)
MUSP 156 Cello: Elective (0 to 1 credit)
MUSP 157 Double Bass: Elective (0 to 1 credit)
MUSP 158 Guitar: Elective (0 to 1 credit)
MUSP 159 Harp: Elective (0 to 1 credit)
MUSP 160 Banjo: Elective (0 to 1 credit)
MUSP 161 Harmonica: Elective (0 to 1 credit)
MUSP 162 Mandolin: Elective (0 to 1 credit)
MUSP 165 Music Composition (0 to 1 credit)
MUSP 168 African Drumming: Elective (0 to 1 credit)
MUSP 187 Electric Guitar: Elective (0 to 1 credit)
MUSP 188 Flamenco Guitar: Elective (0 to 1 credit)
MUSP 210 Digital Music Lessons (0 to 1 credit)
MUSP 221 Harpsichord: Performance (0 to 1 credit)
MUSP 231 Piano: Performance (0 to 1 credit)
MUSP 233 Voice: Performance (0 to 1 credit)
MUSP 235 Organ: Performance (0 to 1 credit)
MUSP 236 Flute: Performance (0 to 1 credit)
MUSP 237 Oboe: Performance (0 to 1 credit)
MUSP 238 Clarinet: Performance (0 to 1 credit)
MUSP 239 Bassoon: Performance (0 to 1 credit)
MUSP 241 Saxophone: Performance (0 to 1 credit)
MUSP 244 Trumpet: Performance (0 to 1 credit)
MUSP 245 French Horn: Performance (0 to 1 credit)
MUSP 246 Trombone: Performance (0 to 1 credit)
MUSP 247 Euphonium: Performance (0 to 1 credit)
MUSP 248 Tuba: Performance (0 to 1 credit)
MUSP 249 Percussion: Performance (0 to 1 credit)
MUSP 252 Jazz/Pop Vocal: Performance (0 to 1 credit)
MUSP 253 Jazz Piano: Elective (0 to 2 credits)
MUSP 254 Violin: Performance (0 to 1 credit)
MUSP 255 Viola: Performance (0 to 1 credit)
MUSP 256 Cello: Performance (0 to 1 credit)
MUSP 257 Double Bass: Performance (0 to 1 credit)
MUSP 258 Guitar: Performance (0 to 1 credit)
MUSP 259 Harp: Performance (0 to 1 credit)
MUSP 265 Music Composition (0 to 1 credit)
MUSP 321 Harpsichord: Performance (0 to 2 credits)

MUSP 331 Piano: Performance (0 to 2 credits)

MUSP 333 Voice: Performance (0 to 2 credits)

MUSP 335 Organ: Performance (0 to 2 credits)

MUSP 336 Flute: Performance (0 to 2 credits)

MUSP 337 Oboe: Performance (0 to 2 credits)

MUSP 338 Clarinet: Performance (0 to 2 credits)

MUSP 339 Bassoon: Performance (0 to 2 credits)

MUSP 341 Saxophone: Performance (0 to 2 credits)

MUSP 344 Trumpet: Performance (0 to 2 credits)

MUSP 345 French Horn: Performance (0 to 2 credits)

MUSP 346 Trombone: Performance (0 to 2 credits)

MUSP 347 Euphonium: Performance (0 to 2 credits)

MUSP 348 Tuba: Performance (0 to 2 credits)

MUSP 349 Percussion: Performance (0 to 4 credits)

MUSP 354 Violin: Performance (0 to 2 credits)

MUSP 355 Viola: Performance (0 to 2 credits)

MUSP 356 Cello: Performance (0 to 2 credits)

MUSP 357 Double Bass: Performance (0 to 2 credits)

MUSP 358 Guitar: Performance (0 to 2 credits)

MUSP 359 Harp: Performance (0 to 2 credits)

MUSP 365 Music Composition (0 to 2 credits)

Music Proficiencies and Recitals (MUSR)

Piano and Aural-Skills Proficiencies are required in all of the major emphases.

Recitals are required in all major emphases and in some minor emphases.

Recitals and proficiencies carry no course credit. All MUSR courses are graded on an S-R (pass/no-pass) basis.

MUSR Course Catalog

MUSR 114 Aural Skills Proficiency (0 credits)

MUSR 114 Aural Skills Proficiency: Required of all students completing MUSC 114 (Music Theory and Aural Skills II). A combined grade for the final ear-training and sight-singing quizzes in Theory II Aural Skill Lab of C- or above will result in a grade of Satisfactory for this proficiency designation. See the Handbook for Music Majors and Minors for specific details. Taken concurrently with MUSC 114. Prerequisite: MUSC 113 or successful placement test.

MUSR 200 Piano Proficiency (0 credits)

Required of all majors, piano proficiency should be completed by the end of the last semester of Piano Skills study. See Handbook for Music Students for specific details of the proficiency examination.

MUSR 214 Aural Skills Proficiency (0 credits)

MUSR 214 Aural Skills Proficiency: Required of all students completing MUSC 214 (Music Theory and Aural Skills IV). A combined grade for the final ear-training and sight-singing quizzes in Theory IV Aural Skills Lab of C- or above will result in a grade of Satisfactory for this proficiency designation. See the Handbook for Music Majors and Minors for specific details. Taken concurrently with MUSC 214. Prerequisite: MUSC 213 or successful placement test.

MUSR 270 Level I Recital (0 credits)

A Level I recital can be given in any semester. It requires a minimum of 15 minutes of music. A student performing at this level usually will be presented on a program with two or three other students.

MUSR 271 Level I Composition Recital (0 credits)

A level I composition recital can be given in any semester. It requires a minimum of 15 minutes of music. A recital of this length will usually be presented on a program with two or three other student performers or composers.

MUSR 290 Jazz Recital (0 credits)

A Jazz recital is required of all students in the Jazz Studies minor. A minimum of five songs is required with one from each of the following categories: standard; ballad; swing; bossa nova, samba or other Latin style; and bop. Brass, winds and singers must be accompanied by piano, bass and drums. Piano and guitar must be accompanied by bass and drums and play one selection as a soloist without the rhythm section. Bassists will be accompanied by piano and drums and must play the melody on all selections. Percussionists will appear with piano and

bass, and will be required to play one selection on vibraphone.

MUSR 350 Level II Recital (0 credits)

A Level II recital can be given in any semester. It requires a minimum of 25 minutes of music. Students performing at this level usually will be presented with one or two other students in the recital. Prerequisite: MUSR 270

MUSR 400 Orchestra Honors Concert (0 credits)

This concert is presented in the spring semester. Professional musicians from the Twin Cities area are hired to form the orchestra, and students are auditioned in December to perform vocal or instrumental music that originally was intended to be presented with orchestra. Festival Orchestra auditions are open to all full-time St. Thomas undergraduate students and graduate students currently enrolled in performance studies. See the Handbook for Music Students for details.

MUSR 450 Level III Recital (0 credits)

A Level III recital usually is given in the last semester of the student's work. This is a solo recital and requires a minimum of 45 minutes of music. Prerequisite: MUSR 350

NEUROSCIENCE (NSCI)

College of Arts and Sciences, Interdisciplinary Program

John Roach Center for the Liberal Arts (JRC) LL56, (651) 962-5030

Hankerson (PSYC); Heimovics (BIOL); Husak (BIOL); Illig (BIOL); Prichard (PSYC); Tong (BIOL); Vetter (BIOL); Wolfe (PSYC)

[Neuroscience Department Web Site](#)

The Neuroscience Program is an interdisciplinary, research-intensive major leading to the Bachelor of Science degree. Training in neuroscience requires a broad foundation in the natural sciences, and the major requires students to complete foundational courses in Biology, Chemistry, Mathematics and Psychology. Flexibility in course selection at the upper division level allows specialization in concert with student interest. Students who successfully complete this major will be well-prepared for graduate study in neuroscience or in related disciplines. The Program is administered in consultation with the Biology and Psychology Departments. Students choosing this major may not take a second major in either Biology or Psychology, or a minor in Biology.

Neuroscience Honor Society

Nu Rho Psi, the national Neuroscience Honor Society encourages professional interest and excellence in scholarship, particularly in neuroscience. The St. Thomas chapter was established in 2007. To qualify, students who must have a 3.2 or higher overall grade point average and a 3.5 or higher grade point average in specific neuroscience courses.

Major in Neuroscience (B.S.) Required Foundational Courses (32 credits)

- BIOL 207 Genetics, Ecology, and Evolution (4 credits)
- BIOL 208 Biological Communication and Energetics (4 credits)
- BIOL 209 Biology of Sustainability (4 credits)
- CHEM 111 General Chemistry I (4 credits) and CHEM 112 General Chemistry II (4 credits) or CHEM 115 Accelerated General Chemistry (4 credits)
- STAT 220 Statistics 1 (4 credits)
- MATH 113 Calculus 1 (4 credits) or MATH 109 Calculus with review II (4 credits)
- PSYC 111 General Psychology (4 credits)

Plus Introductory Neuroscience Core Courses (8 credits)

- PSYC 212 Research Methods (4 credits)
- NSCI 301 Principles of Neuroscience (4 credits)

Plus Advanced Neuroscience Core Courses, (8 credits, including at least four from * courses)

- BIOL 330 Animal Behavior (4 credits)
- BIOL 354 Neurobiology (4 credits)*
- PSYC 322 Sensation and Perception (4 credits)
- PSYC 401 Physiological Psychology (4 credits)*

Plus Electives (20 credits)

Elective credits should be chosen from the selected courses and should reflect the student's academic or professional goals. Courses completed to fulfill the Advanced Neuroscience Core requirements do not double-count as electives. Students may complete up-to four (4) credits of NSCI 389 for elective credit. Students must complete at least eight credits from the Neuroscience Elective category other than NSCI 389. Only one of PSYC 301, PSYC 315, PSYC 407, MATH 114 and STAT 320 may count for the degree.

Neuroscience Electives (must complete at least two):

- NSCI 310 Cognitive Neuroscience (4 credits)
- NSCI 320 Human and Comparative Neurology (4 credits)
- NSCI 330 Neuropharmacology (4 credits)
- NSCI 340 Computational Neuroscience (4 credits)
- NSCI 350: Neurobiology of Social Behavior (4 credits)
- NSCI 360: Neurobiology of Drug Use and Abuse (4 credits)
- NSCI 389 Research* (2 or 4 credits)
- NSCI 398 Topics (4 credits)

Biology Electives:

- BIOL 328 Environmental Toxicology and Health (4 credits)
- BIOL 330 Animal Behavior (4 credits) * If not counted as Adv Core
- BIOL 340 Principles of Biochemistry (4 credits)
- BIOL 349 Comparative Anatomy and Physiology I (4 credits)
- BIOL 353 Microscopic Anatomy (4 credits)
- BIOL 354 Neurobiology (4 credits) *If not counted as Adv Core
- BIOL 360 Genetics (4 credits)

- BIOL 365 Developmental Biology (4 credits)
- BIOL 371 Cell Biology (4 credits)
- BIOL 375 Endocrinology (4 credits)

Psychology Electives:

- PSYC 301 Psychopathology (no lab) (4 credits)
- PSYC 315 Cognition (no lab) (4 credits)
- PSYC 322 Sensation & Perception (4 credits)
- PSYC 323 Learning & Memory (4 credits)
- PSYC 365 Health Psychology (4 credits)
- PSYC 401 Physiological Psychology (4 credits)
- PSYC 407 Seminar in Behavioral Neuroscience (no lab)(4 credits)

Allied Electives (no more than one may count for the degree):

- CHEM 201 Organic Chemistry 1 (4 credits)
- CISC 130 Introduction to Programming and Problem Solving in the Sciences (4 credits)
- MATH 114 Calculus 2 (no lab)(4 credits)
- PHYS 109 Physics I or PHYS 211 Physics I with Calculus (4 credits)
- STAT 320 Statistics II (no lab)(4 credits)

Plus Capstone Experience Course (4 credits)

- BIOL 462 Molecular Biology (4 credits)
- BIOL 486 Seminar in Physiology (4 credits)
- BIOL 464 Bioinformatics (4 credits)
- NSCI 420 Sleep & Circadian Rhythms (4 credits)
- NSCI 430 Neuroecology (4 credits)
- NSCI 450 Integrative Neuroscience (4 credits)

- NSCI 490 Topics in Neuroscience (4 credits)
- PSYC 415 Research Issues in Cognition (4 credits)

NSCI Course Catalog

NSCI 201 Introduction to Neuroscience (4 credits)

This course is an introduction to the field of neuroscience and explores the biological and psychological foundations of the brain and behavior. The course introduces cell biology and covers the basic principles of nervous system cells and organization, brain function, and how the nervous system contributes to our behaviors and experiences. Two laboratory hours per week.

NSCI 202 Principles of Neuroscience (4 credits)

This course is an in-depth introduction to the fundamental biological processes that are key for understanding how the brain controls behavior in humans and animals. Content will range from neuronal communication to higher order brain functions. The course will provide a detailed examination of how environmental influences impact the cellular processes in the brain and behavior. The laboratory component of the course will examine clinical connections between neuroscience foundational knowledge and human disease. Three laboratory hours per week. Prerequisites: NSCI 201 OR BIOL 208 with a C- or better. CHEM 112 OR CHEM 115 recommended. This course will replace the current NSCI 301 Principles of Neuroscience. Students cannot get credit for both NSCI 202 and the current NSCI 301.

NSCI 203 Neuroscience Literacy (4 credits)

This course emphasizes understanding the scientific method in the context of modern neuroscience research and covers research design and writing in neuroscience. Course content focuses on developing skills in reading primary neuroscience literature, designing neuroscience experiments, analyzing neuroscience data, and presenting neuroscience research. Three laboratory hours per week. Prerequisites: NSCI 202 AND STAT 220 with a strong recommendation in taking the SPSS, R, or Excel sections. Note: Students cannot get credit for both NSCI 203 and PSYC 212.

NSCI 243 Individual Study (2 to 4 credits)

NSCI 298 Topics (0 to 4 credits)

NSCI 301 Principles of Neuroscience (4 credits)

Human understanding of the brain and nervous system has improved dramatically over the past

three decades. With the rapid expansion of knowledge has come an understanding that behavioral and cognitive disorders associated with both childhood development and with aging have a biological basis, and many have their origins in the interaction between the nervous system and environmental factors. Recent research has revealed that a healthy brain and nervous system depends on sound biologic function. Therefore, a basic understanding of the biology of the brain and nervous system, and of how the nervous system interacts with environmental factors, is necessary. This course will cover fundamental biological processes in the brain and nervous system, the role of the nervous system in human and animal behavior, and how environmental influences impact these processes at the cellular and organismal levels. Prerequisite: BIOL 208

NSCI 302 Neuroanatomy (4 credits)

This course is an in-depth study of the structure and organization of the vertebrate nervous system. The course will build upon foundational neuroscience knowledge and will provide a detailed examination of the anatomy of the nervous system. The course will examine the structures of the nervous system, how these structures support critical functions, and disorders/diseases of these structures and their clinical manifestations. Laboratory sessions will focus on gross dissections, neuroanatomical techniques, and clinical methods used to investigate nervous system morphology and connectivity. Four laboratory hours per week. Prerequisites: NSCI 202.

NSCI 303 Neurophysiology (4 credits)

This course is an in-depth study of the molecular, genetic, and cellular components of the vertebrate nervous system, and how these components interact to allow neurons to communicate. The course will build upon foundational neuroscience knowledge and will provide a detailed examination of the components of neuronal signaling, including the molecular structure of ion channels; proteins responsible for synaptic signaling; extracellular matrix structure and function; glial cell function; mRNA transfer between neurons. Laboratory topics will include training in the techniques and data analysis for modern neurophysiological techniques, including optogenetics, EEG, and multi-electrode neurophysiology. Four laboratory hours per week. Prerequisites: NSCI 202 and CHEM 112 OR CHEM 115.

NSCI 310 Cognitive Neuroscience (4 credits)

Cognitive neuroscience is the study of "how the brain enables the mind." The purpose of this course is for you to develop an advanced understanding of

the biological basis of mental activity. We will examine the biological roots of various mental phenomena including perception, attention, learning, memory, language, emotion and consciousness. In particular, we will focus on the roles of plasticity and evolutionary pressure in shaping the mind, and on the treatment of cognitive neuroscience in popular media. Prerequisite: C- or better in NSCI 301 or permission of the instructor.

NSCI 320 Human & Comparative Neurology (4 credits)

All neuroscience is a multidisciplinary enterprise that draws on findings from diverse fields, ranging from molecular genetics to comparative psychology. Comparative Neurology involves scrutinizing brain anatomy and physiology, relating brain structure to function, and linking each of these to behavior and ecology. In this course, we will explore how the human brain has emerged, discover some rules of how brains generally evolve (and develop some of our own), and determine what factors have guided the phylogenetic development of this complex structure. Throughout the course, laboratory projects and problem sets will support our classroom discussions. Prerequisite: C- or better in NSCI 301 or permission of the instructor.

NSCI 330 Neuropharmacology (4 credits)

Neuropharmacology is the study of how drugs affect the cells of the nervous system and their ability to communicate with other target systems in the body. This course will cover different classes of neurotransmitters and neurohormones and the receptors on target cells that recognize and bind these substances, using a "clinical model" framework that ties these principles to the therapeutic use of drugs. A significant amount of time will be spent covering the transduction mechanisms involved in converting the signals into a biological response, the gaps in a therapeutic approach, and new technologies that are improving the study and application of neurochemistry in modern neuroscience. Prerequisite: C- or better in NSCI 301 or permission of the instructor.

NSCI 340 Computational Neuroscience (4 credits)

The brain is a complex, dynamical system consisting of billions of neurons. Computational models are essential for understanding how brain functions arise through neuronal interactions. This course covers current computational approaches of studying neural codes, network dynamics, and learning. In the process, we will learn how to characterize the coding and decoding in nervous systems, how the visual and auditory systems work,

how to model individual neurons and network of dynamics, how neural integrators function, and how learning occurs through synaptic plasticity, self-organization, and reinforcement learning. The goal is to understand how cognitive growth and human-level cognition emerge from interactions of neuronal networks. Prerequisite: C- or better in NSCI 301 or permission of the instructor.

NSCI 350 Neurobio of Social Behavior (4 credits)

In this course, we will examine the neural and hormonal correlates of social behavior including vocal communication, aggressive behavior, reproductive behavior, pair bonding, parental behavior, and human sociality. We will consider how hormones influence the development and activation of behavior and, in turn, how behavior influences neural and endocrine physiology. A comparative approach will be emphasized to facilitate understanding the adaptive function of molecular and physiological mechanisms of behavior as well as the translational nature of behavioral neuroendocrinology research. In the laboratory component of the course, students will design and implement an experiment investigating the neuroendocrine regulation of social behavior in a non-human animal model. Prerequisite: A C- or better in NSCI 301 (or permission of the instructor).

NSCI 360 Neurobiology: Drug Use & Abuse (4 credits)

This course will explore the biological actions of drugs in the brain and how drugs affect behavior. Drug addiction will be explored from a psychological and biological perspective. Content pertaining to drug laws and how our society perceives drug use and treatment will be incorporated into the lectures. Labs will focus on the techniques used to study drug effects on the brain and behavior. Students will gain a strong understanding of the biological actions of drugs in the brain and how drugs affect behavior. Prerequisites: Completed NSCI 301 required, recommended completion of PSYC 212

NSCI 389 Research (2 or 4 credits)

NSCI 393 Individual Study (2 to 4 credits)

NSCI 398 Topics in Neuroscience (4 credits)

NSCI 420 Sleep and Circadian Rhythms (4 credits)

This capstone neuroscience course uses the physiological process of sleep as a lens to evaluate neural connectivity, neurochemical modulation, and sensory integration. This course will emphasize sleep as central to neural development, learning,

and health. As part of the laboratory work, students will track their own sleep and circadian rhythms through temperature, behavioral, and hormonal assessment. Prerequisites: NSCI 301 and senior standing (or permission from the instructor).

NSCI 430 Neuroecology (4 credits)

This international field course will focus on the development, structure and function of nervous systems in aquatic and terrestrial animals that populate various habitats. The course will explore a site that contains geomorphological and ecological variety, and which contains diverse terrestrial and aquatic habitats that are home to an array of vertebrate and invertebrate fauna. We will examine sensory, motor and integrative components of nervous system function and organization in the context of the unique environmental niche that each species populates, to learn about how animals orient, navigate, communicate, find food and avoid predation. Typically based at a biological research station, students engage in geological, morphological, physiological, behavioral and ecological research in both field and lab settings, and explore the ways that organisms and their environment are interrelated. Prerequisites: BIOL 209 and one 300-level BIOL or NSCI course with a grade of C- or better and 80 completed credits.

NSCI 450 Integrative Neuroscience (4 credits)

If we are to understand how behavior is guided by environmental cues, we must first understand how sensory information about the world is represented and processed in brain. In this seminar-style course, we will examine the neural organization of sensory systems, particularly the organization of cortical structures. We will first explore how various organizational strategies are used in different systems to perform specific functions, leading to the focus of our course: how information from different sensory modalities is integrated in higher-order cortical areas, and how this integration ultimately influences behavior. Prerequisite: C- or better in any two neuroscience elective courses or permission of the instructor and 80 completed credits

NSCI 490 Topics (4 credits)

NSCI 491 Research (2 or 4 credits)

NSCI 495 Individual Study (2 or 4 credits)

Nursing (NRSNG)

The Bachelor of Science in Nursing prepares students for entry into professional Registered Nurse practice through integrating natural and

social sciences with theories and concepts unique to the discipline of nursing. Our program prepares students to provide nursing care across the spectrum of health care settings, including community-based settings, hospitals, and clinics. Our program's unique focus on whole person wellness, social determinants of health and health equity, healthcare advocacy and systems change, and interprofessional collaboration prepares students to provide culturally responsive care with clinical excellence and ingenuity.

Major in Nursing (BSN)

- NRSNG 110: Foundations of Nursing Practice (2 credits)
- NRSNG 220: Nursing Clinical Skills and Health Assessment* (4 credits)
- NRSNG 240: Pathophysiology and Pharmacology for Nursing Practice I (2 credits)
- NRSNG 250: Pathophysiology and Pharmacology for Nursing Practice II (4 credits)
- NRSNG 300: Psychiatric/Mental Health Nursing* (4 credits)
- NRSNG 305: Complex Nursing Care I* (4 credits)
- NRSNG 350: Complex Nursing Care II* (4 credits)
- NRSNG 360: Nursing Research and Evidence-Based Practice (4 credits)
- NRSNG 370: Nursing Care for Children and Families* (4 credits)
- NRSNG 410: Healthcare Ethics, Policy and Advocacy (4 credits)
- NRSNG 420: Population Health Nursing* (4 credits)
- NRSNG 430: Nursing Care for Women and Childbearing Families* (4 credits)
- NRSNG 440: Informatics and Healthcare Technologies in Nursing Practice (4 credits)
- NRSNG 450: Complex Care III* (4 credits)
- NRSNG 470: Leadership in Nursing Practice (4 credits)

*Indicates a NRSNG course that includes a significant laboratory, simulation and/or clinical component.

Allied requirements

- MATH 100 Mathematical Sampler
or MATH 101: Finite Mathematics (4 credits)
or math placement into MATH 108
- CHEM 108: Principles of General, Organic, and Biochemistry (4 credits)
- BIOL 105: Human Biology (4 credits)
- BIOL 256: Foundations of Microbio/Health (4 credits)
- STAT 220: Statistics I, recommended with JMP or SPSS lab (4 credits)
- PSYC 111: General Psychology (4 credits)
- PSYC 102: Lifespan Development (2 credits)
- EXSC 213: Human Anatomy (4 credits)
- EXSC 214: Human Physiology (4 credits)

NRSNG Course Catalog

NRSNG 110 Foundations of Nursing Practic (2 credits)

This course introduces students to nursing practice in the context of nursing's metaparadigm: person, environment, health and nursing. Emphasis is on understanding nursing as a profession, person-centered care, and issues and trends in health and health care. The course will include examination of nursing care within health care systems and nurses' role in influencing health outcomes. Students will be introduced to whole person wellness, social determinants of health and health equity, healthcare advocacy and systems change, and interprofessional collaboration. Prerequisites: None

NRSNG 220 Nursing Skills and Assessment (4 credits)

This course introduces students to person-centered clinical skills and health assessment techniques. Emphasis is on whole person wellness, understanding persons in the context of their environments, clinical judgement, and safety and quality. The course will include examining the influence of social determinants of health and health equity, healthcare advocacy and systems change, and interprofessional collaboration on the provision of clinical skills and health assessment.

Prerequisites: C- or better in Nursing 110: Foundations of Nursing Practice; Co-Requisites: EXSC 213: Human Anatomy and EXSC 214: Human Physiology and being a declared nursing major.

NRSNG 240 Patho/Pharm for Nursing I (2 credits)

This course introduces students to the integration of pathophysiology and pharmacology. Emphasis is on mechanisms underlying disease and concomitant therapeutic agents to treat disease. The course will encompass pathophysiology and pharmacology in the context of whole person wellness, social determinants of health and health equity, healthcare advocacy and systems change, and interprofessional collaboration. Prerequisite: C- or better in NRSNG 220: Nursing Clinical Skills and Health Assessment and being a declared Nursing student.

NRSNG 250 Patho/Pharm for Nursing II (4 credits)

This course advances students' knowledge about the integration of pathophysiology and pharmacology. Emphasis is on analyzing multifaceted disease processes and concomitant pharmacotherapies. The course will build on Pathophysiology and Pharmacology for Nursing Practice I and continue encompassing pathophysiology and pharmacology in the context of whole person wellness, social determinants of health and health equity, healthcare advocacy and systems change, and interprofessional collaboration. Prerequisite: C- or better in NRSNG 240: Pathophysiology and Pharmacology for Nursing Practice I and restricted to declared nursing majors.

NRSNG 300 Psychiatric/Mental Health Nurs (4 credits)

This course prepares students in concepts and theories related to the provision of psychiatric/mental health nursing practice. Emphasis will be on nursing therapeutics aimed at mental health and the care of persons with mental illnesses within the context of disease prevention/promotion of health and well-being, chronic disease care, and hospice/palliative/supportive care, whole person wellness, social determinants of health and health equity, healthcare advocacy and systems change, and interprofessional collaboration. The course includes integration of didactic and clinical learning in a variety of settings. Prerequisite: C- or better in NRSNG 305: Pathophysiology and Pharmacology for Nursing II and being a declared nursing student.

NRSNG 305 Complex Nursing Care I (4 credits)

This course introduces students to the spheres of care essential for entry level nursing practice. Emphasis is on disease prevention/promotion of health and well-being, chronic disease care, and

hospice/palliative care/supportive care. The study and application of the spheres of care are within the context of whole person wellness, social determinants of health and health equity, healthcare advocacy and systems change, and interprofessional collaboration. The course includes integration of didactic and clinical learning in a variety of settings across the lifespan within families and communities. Prerequisite: C- or better in NRS 240: Pathophysiology and Pharmacology for Nursing Practice I and being a declared nursing student.

NRS 350 Complex Nursing Care II (4 credits)

This course advances students' knowledge of and skills in the spheres of care essential for entry level nursing practice. Emphasis will be on restorative care, including critical/trauma care, complex acute care, chronic disease care, and hospice/palliative care/supportive care. The study and application of the spheres of care are within the context of whole person wellness, social determinants of health and health equity, healthcare advocacy and systems change, and interprofessional collaboration. The course includes integration of didactic and clinical learning in a variety of settings across the lifespan within families and communities. Prerequisites: C- or better in NRS 250: Complex Nursing Care I and BIOL 256: Microbiology for Allied Health and restricted to declared nursing majors.

NRS 360 Nursing Research/EBP (4 credits)

This course prepares students to apply research and evidence-based practice in providing nursing care. Emphasis will be on relationships between professional, scholarly nursing practice, health systems and the spheres of care (disease prevention/promotion of health and well-being, chronic disease care, restorative care, and hospice/palliative/supportive care), whole person wellness, social determinants of health and health equity, healthcare advocacy and systems change, and interprofessional collaboration. Prerequisite: Junior status, at least 20 NRS credits and being a declared nursing student.

NRS 370 Nursing Care Children/Families (4 credits)

This course prepares students to care for children and families across the spheres of care (disease prevention/promotion of health and well-being, chronic disease care, restorative care, and hospice/palliative/supportive care). The study and application of these spheres are within the context of pediatric nursing, care of the family, whole person wellness, social determinants of health and health equity, healthcare advocacy and systems change, and interprofessional collaboration. The course

includes integration of didactic and clinical learning in a variety of settings. Prerequisite: C or better in NRS 305: Pathophysiology and Pharmacology for Nursing Practice II and restricted to declared nursing majors.

NRS 410 Healthcare Ethics/Adv/Policy (4 credits)

This course prepares students in concepts and theories to practice safe and ethical care within an advocacy framework. Emphasis will be on ethical principles, health policy analysis, political competence, and principles and practices of advocacy in the context of spheres of care (disease prevention/promotion of health and well-being, chronic disease care, restorative care, and hospice/palliative/supportive care), whole person wellness, social determinants of health and health equity, healthcare advocacy and systems change, and interprofessional collaboration. Prerequisite: Junior Status, at least 20 NRS credits and a declared nursing students.

NRS 420 Population Health Nursing (4 credits)

This course prepares students in concepts and theories related to the provision of public health nursing practice. Emphasis will be on promoting and protecting the health of the public within the context of disease prevention/promotion of health and well-being, chronic disease care, and hospice/palliative/supportive care, whole person wellness, social determinants of health and health equity, healthcare advocacy and systems change, and interprofessional collaboration. The course includes integration of didactic and clinical learning in a variety of community and public health settings. Prerequisites: C- or better in NRS 340: Pathophysiology and Pharmacology for Nursing II and being a declared nursing student.

NRS 430 Nursing Care Women/Childbearing (4 credits)

This course prepares students to care for women, infants, and childbearing families across the spheres of care (disease prevention/promotion of health and well-being, chronic disease care, restorative care, and hospice/palliative/supportive care). The study and application of these spheres are within the context of maternal-newborn nursing, women's health, care of families, whole person wellness, social determinants of health and health equity, healthcare advocacy and systems change, and interprofessional collaboration. The course includes integration of didactic and clinical learning in a variety of settings. Prerequisite: C or better in NRS 305: Pathophysiology and Pharmacology for

Nursing Practice II and being a declared nursing student.

NRS 440 Informatics and HCT in Nursg (4 credits)

This course prepares students in informatics concepts, theories and practices to prepare them to use technology responsibly, ethically, and creatively to meet the health care needs of patients/families/communities. Emphasis will be on technology tools, technological systems, informatics processes, and care documentation processes across the spheres of care (disease prevention/promotion of health and well-being, chronic disease care, restorative care, and hospice/palliative/supportive care) within the context of whole person wellness, social determinants of health and health equity, healthcare advocacy and systems change, and interprofessional collaboration. Prerequisites: Junior status, at least 20 NRS credits and being a declared nursing student.

NRS 450 Capstone: Cmplx Nrsng Care III (4 credits)

This course positions students to summarize, evaluate, and integrate the most remarkable, influential, and transformative aspects of their professional Registered Nurse preparation. Their transition to professional Registered Nurse practice requires them to integrate the spheres of care and Morrison Family College of Health principles along with knowledge, concepts, theories, practices and/or perspectives encountered in the core and nursing curriculum with important issues in nursing practice and health care delivery. The course includes a precepted practicum with final preparation for the NCLEX-RN examination. Prerequisites: C- or better in all nursing courses through the first semester of the senior year (NRS 110, 220, 240, 250, 300, 305, 340, 350 and 360) as well as being a declared nursing student.

NRS 470 Leadership in Nursing Prac (4 credits)

This course prepares students to apply leadership concepts and theories to skillfully practice as leaders to achieve clinical excellence and improve nursing care and health outcomes. Emphasis will be on professional Registered Nurse leadership role development, complexity theory, innovation and ingenuity, courage and resilience within the context of the spheres of care (disease prevention/promotion of health and well-being, chronic disease care, restorative care, and hospice/palliative/supportive care), whole person wellness, social determinants of health and health equity, healthcare advocacy and systems change, and interprofessional collaboration. Prerequisites:

Senior Status, at least 30 NRS credits and being a declared nursing student.

Nutrition (NUTR)

The purpose of the nutrition minor is to provide students an opportunity to further study the area of nutrition. This minor includes opportunities for students to apply knowledge of nutrient metabolism, functions, food sources and physiological systems, to communicate behaviors that align with healthy eating patterns and meet nutrient requirements for different stages and diverse populations, and to critically evaluate nutrition-related information.

Minor in Nutrition

All students must take:

- NUTR 245: Introduction to Nutrition (4 credits)
- NUTR 260: Introduction to Food Science (4 credits)
- NUTR 360: Sports Nutrition (4 credits)
- NUTR 460: Food & Nutrition Seminar (4 credits)

NUTR Course Catalog

NUTR 245 Introduction to Nutrition (4 credits)

An overview of essential nutrients and metabolism, food sources, energy balancing, navigating nutrition information, and the impact of eating patterns on health and disease risk. Other topics include nutritional needs across the lifespan, nutritional status, food security and sustainability, food safety, disordered eating, and nutrition for sports and fitness. This course is open to all students from all fields of study.

NUTR 260 Introduction to Food Science (4 credits)

This course is an overview of food science from a consumer viewpoint. The course covers various eating patterns and nutrition recommendations, sensory evaluation of food, cooking methods, recipe modification and food preservation. The course includes opportunities to apply learning by building skills in food preparation and analysis. This course is open to all students from all fields of study.

NUTR 360 Nutrition for Sports & Fitness (4 credits)

The focus of this course is to develop a deeper understanding of how metabolism and nutritional requirements may be altered in physically active individuals (from general fitness enthusiasts to elite athletes). We will study how supplements and other ergogenic aids may or may not impact metabolism and performance. We will critically analyze common sports nutrition claims and discuss topics such as nutrient timing, fat adaptation, and the training effect. Pre-requisites: C- or above in HLTH 345 or NUTR 245 AND C- or above in either BIOL 100 or CHEM 100 or higher.

NUTR 460 Food & Nutrition Seminar (4 credits)

This course serves as a culminating course for the Nutrition Minor. Students will develop skills needed to understand and interpret various types of food science and nutrition information sources, as well as contribute to the scholarly discussion about food and nutrition. Pre-requisites: C- or above in HLTH/NUTR 245 AND C- or above in either BIOL 100 or CHEM 100 or higher.

PHILOSOPHY (PHIL)

College of Arts and Sciences, Department of Philosophy

John Roach Center for the Liberal Arts (JRC) 241,
(651) 962-5350

W. Matthews Grant (chair), Clemenson, Coulter, Deavel, Distelzweig, Feeney, Frost, Giebel, Grant, Heaney, Kronen, Laumakis, Lemmons, Lu, Menssen, Pawl, Rota, Spencer, Stoltz, Stuchlik, Toner, Winter

[Philosophy Department Web Site](#)

Philosophy engages questions such as:

- Is the human mind just a very complicated machine?
- Can we have free will if the mind is a machine?
- Must we have free will in order for life to be meaningful?
- What makes an act moral or immoral?
- When, if ever, can a government mandate moral acts or outlaw immoral acts?
- Is it ever permissible to start a war with a preemptive strike?
- Is the design in the world evidence that there is a God?

- Do the world's evils show that a good God cannot exist?
- What is the role of philosophy in dealing with questions about God?
- What is knowledge?
- Can we know anything with certainty?
- Are warrants for knowledge relative to particular cultures?

Philosophy considers these questions, and countless others, from the standpoint of human reason and experience. It emphasizes precise and careful argument, and sharpens your thinking skills.

The philosophy program at St. Thomas will introduce you to distinguished philosophical work over the centuries and into our own time. While attending carefully to philosophers whose works are foundational to the Catholic intellectual tradition, particularly Aristotle and Aquinas, the program is committed to broad integration of our understanding of reality. As you work to construct a philosophical worldview you will engage a variety of traditions, including non-Western, and confront questions prompted by the study of such subjects as the natural and social sciences, mathematics, medicine, business, law, theology, the fine arts, and literature.

Major in Philosophy

- PHIL 110 or PHIL 115 or PHIL 197
Philosophy of the Human Person (4 credits)
- PHIL 220 Logic (4 credits)
- PHIL 350 Ethics (4 credits)
- Plus eight credits in the history of philosophy

Four credits in classical Western philosophy

- PHIL 202 Ancient Philosophy (4 credits)
- PHIL 303 Medieval Philosophy (4 credits)
- PHIL 340 Thought of Thomas Aquinas (4 credits)
- or another course approved by the department

Four credits in an elective in the history of philosophy

- PHIL 202 Ancient Philosophy (4 credits)
- PHIL 210 Chinese Philosophy (4 credits)
- PHIL 303 Medieval Philosophy (4 credits)
- PHIL 304 Modern Philosophy (4 credits)
- PHIL 306 Contemporary Philosophy (4 credits)
- PHIL 308 Indian Philosophy (4 credits)
- PHIL 340 Thought of Thomas Aquinas (4 credits)
- PHIL 353 Machiavelli, Hobbes, and Nietzsche (4 credits)
- or another course approved by the department

Plus:

- Sixteen credits at the 300-level or above, including four credits at the 400-level (all 400-level courses require public presentation of a paper)

Plus:

- Additional coursework in Philosophy to bring the total number of credits in philosophy either to forty-four (for single majors) or thirty-six (for double or triple majors).

Philosophy majors who are single majors must complete twenty-eight of their credits in philosophy at St. Thomas's St. Paul campus; philosophy majors who are double majors must complete twenty-four of their credits in philosophy at St. Thomas's St. Paul campus.

Minor in Philosophy

Either:

- PHIL 110 (or PHIL 197) The Person and the Good
- or PHIL 115 Philosophy of the Human Person

Plus:

- Twelve additional credits in philosophy. It is recommended that minors take PHIL 220 Logic (4 credits)

Philosophy minors must complete twelve of their credits in philosophy at St. Thomas, unless they receive a waiver from the department chair.

A student may have more than one philosophy minor provided there is no more than an eight-credit overlap, but may not minor in philosophy while also majoring in philosophy.

Minor in Global Philosophy

Expand your perspective with the department's experts in Buddhist, Chinese, Indian, and Tibetan philosophy. Benefit from the insights these traditions provide and be prepared to navigate a globalized world.

All minors take either:

- PHIL 110 (or 197) The Person and the Good (4 credits), or
- PHIL 115 Philosophy of the Human Person (4 credits)

Plus twelve credits from the following:

- PHIL 210 Chinese Philosophy (4 credits)
- PHIL 211 Buddhist Philosophy (4 credits)
- PHIL 213 Comparative Applied Ethics East and West (4 credits)
- PHIL 220 Logic (4 credits)
- PHIL 260 Global Philosophy of Religion (4 credits)
- PHIL 308 Indian Philosophy (4 credits)
- Another course approved by the department.

*A student may have more than one philosophy minor provided there is no more than an eight-credit overlap, but may not minor in philosophy while also majoring in philosophy.

Minor in Philosophy, Ethics, and Society

Explore the foundations of morality and the application of moral and ethical principles to

complex challenges facing the world today. The track will prepare you to work for the common good both professionally and personally.

All minors take either:

- PHIL 110 (or 197) The Person and the Good (4 credits), or
- PHIL 115 Philosophy of the Human Person (4 credits)
- PHIL 350 Ethics (4 credits)

Plus twelve credits from the following:

- PHIL 213 Comparative Applied Ethics East and West (4 credits)
- PHIL 220 Logic (4 credits)
- PHIL 234 Love, Sex, and Friendship (4 credits)
- PHIL 235 Politics, Law, and the Common Good (4 credits)
- PHIL 254 Biomedical Ethics (4 credits)
- PHIL 255 Technology and Ethics (4 credits)
- PHIL 256 Contemporary Social Issues (4 credits)
- PHIL 258 Environmental Ethics (4 credits)
- Another course approved by the department.

*A student may have more than one philosophy minor provided there is no more than an eight-credit overlap, but may not minor in philosophy while also majoring in philosophy.

Minor in Philosophy of Law and Politics

Develop philosophical tools and perspectives to think critically, creatively and constructively about the foundations of political, legal and policy questions. This track can enhance and complement degrees in Business, Economics, History, Sociology, Political Science, and help prepare you for careers engaging law, policy and politics.

All minors take either:

- PHIL 110 (or 197) The Person and the Good (4 credits), or
- PHIL 115 Philosophy of the Human Person (4 credits)

Plus twelve credits from the following:

- PHIL 220 Logic (4 credits)
- PHIL 235 Politics, Law, and the Common Good (4 credits)
- PHIL 256 Contemporary Social Issues (4 credits)
- PHIL 357 Political Philosophy (4 credits)
- PHIL 359 Philosophy of Law (4 credits)
- Another course approved by the department.

*A student may have more than one philosophy minor provided there is no more than an eight-credit overlap, but may not minor in philosophy while also majoring in philosophy.

Minor in Philosophy of Mind and Brain

Integrate and contextualize insights from psychology, neuroscience, and even computer science by developing and applying philosophical tools and perspectives to examine the nature of the mind and the relationship between mind and brain.

All minors take either:

- PHIL 110 (or 197) The Person and the Good (4 credits), or
- PHIL 115 Philosophy of the Human Person (4 credits)

Plus one of the following:

- PHIL 265: Minds, Brains, and Computers (4 credits), or
- PHIL 330: Philosophy of Mind (4 credits)

Plus eight credits from the following:

- PHIL 220 Logic (4 credits)

- PHIL 265: Minds, Brains, and Computers (4 credits)
- PHIL 304: Modern Philosophy (4 credits)
- PHIL 330: Philosophy of Mind (4 credits)
- PHIL 385: Philosophy of Science (4 credits)
- Another course approved by the department.

*A student may have more than one philosophy minor provided there is no more than an eight-credit overlap, but may not minor in philosophy while also majoring in philosophy.

Minor in Philosophy of Religion

Develop and apply philosophical perspectives and tools to address questions concerning the existence and nature of God, the compatibility of faith and reason, and the nature and meaning of religious belief and experience. An ideal track to complement study in Theology or Catholic Studies, for those interested in apologetics, or for anyone who wants to think philosophically about the nature of religion and its place in the world.

All minors take either:

- PHIL 110 (or 197) The Person and the Good (4 credits), or
- PHIL 115 Philosophy of the Human Person (4 credits)

Plus twelve credits from the following:

- PHIL 220 Logic (4 credits)
- PHIL 240 Faith and Doubt (4 credits)
- PHIL 250 Christian Mysteries from a Philosophical Viewpoint (4 credits)
- PHIL 260 Global Philosophy of Religion (4 credits)
- PHIL 272 Evolution and Creation (4 credits)
- PHIL 303 Medieval Philosophy (4 credits)
- PHIL 340 Thought of Aquinas (4 credits)
- PHIL 365 Natural Philosophy and Metaphysics (4 credits)
- PHIL 460 Philosophy of God (4 credits)

- Another course approved by the department.

*A student may have more than one philosophy minor provided there is no more than an eight-credit overlap, but may not minor in philosophy while also majoring in philosophy.

Minor in Philosophy and Science

Develop philosophical tools with which to examine fundamental questions about the nature of scientific methods and findings. This track is designed for students in STEM and related fields and for those concerned to deepen and sharpen their philosophical perspective on the sciences and their place in society.

All minors take either:

- PHIL 110 (or 197) The Person and the Good (4 credits), or
- PHIL 115 Philosophy of the Human Person (4 credits)

Plus:

- PHIL 385 Philosophy of Science (4 credits)

Plus eight credits from the following:

- PHIL 220 Logic (4 credits)
- PHIL 241 History and Philosophy of Medicine (4 credits)
- PHIL 254 Biomedical Ethics (4 credits)
- PHIL 255 Technology and Ethics (4 credits)
- PHIL 265 Minds, Brains, and Computers (4 credits)
- PHIL 272 Evolution and Creation (4 credits)
- PHIL 380 Epistemology (4 credits)

Another course approved by the department.

*A student may have more than one philosophy minor provided there is no more than an eight-credit overlap, but may not minor in philosophy while also majoring in philosophy.

PHIL Course Catalog

PHIL 110 The Person and the Good (4 credits)

Using philosophical methodology, and with substantial attention to Catholic intellectual tradition, this course enquires into the foundations of ethics, including how our conception of the human person affects our understanding of the moral life. It considers also the question of the rationality of belief in God and the difference (if any) God makes to our understanding of the person and the good. In addressing these topics, the course develops and applies basic logic skills, introduced as an essential part of philosophical method and an indispensable tool of critical thinking.

PHIL 115 Philosophy of Human Person (0 to 4 credits)

An examination of fundamental conceptions of the human person in ancient, medieval and modern philosophy. Possible topics include: the existence and immortality of the human soul, free will and determinism, the immateriality of the intellect, the relationship between mind and body, and the relevance of different conceptions of the human person for ethics and religion. Attention is given to relevant issues of human diversity. The development of logical and critical thinking receives special attention.

PHIL 197 Topics (4 credits)

PHIL 210 Chinese Philosophy (4 credits)

An examination of the primary texts and problems that form the basis of Confucianism, Daoism, or Chinese Buddhism. Metaphysical and ethical themes will be considered. Prerequisite: PHIL 110 or PHIL 115.

PHIL 211 Buddhist Philosophy (4 credits)

An examination of the history, primary texts, and philosophical problems that form the basis of Buddhist philosophy in India, China, Japan, and the West. Metaphysical, epistemological, and ethical themes will be considered. Prerequisites: PHIL 110 or PHIL 115

PHIL 213 Applied Ethics: East and West (4 credits)

A comparison of Eastern and Western moral theories with an emphasis on their application to contemporary moral issues. Eastern theories may include Confucian, Hindu, Buddhist, or Taoist accounts of ethics. Western theories will include significant attention to accounts important to Catholic intellectual tradition. Contemporary moral issues to be considered will vary from semester to semester, but may include ...sexual morality,

abortion, suicide and euthanasia, family morality, race, sex, gender, war, capital punishment, technology, media ethics, business ethics, environmental ethics, and questions about Hawaiian sovereignty. Prerequisite: PHIL 110 or PHIL 115.

PHIL 214 Introductory Ethics (4 credits)

An inquiry into the rational foundations and methods of ethics, with attention to the application of ethical principles to areas of personal conduct, institutional behavior and public policy, and diversity within and across cultures. Prerequisite: PHIL 110 or 115. NOTE: Students who receive credit for PHIL 214 may not receive credit for PHIL 215.

PHIL 218 Philosophy of Sport (4 credits)

An in-depth philosophical examination of conceptual, moral, cultural, and legal issues surrounding regulating, watching, and participating in sports. Possible topics include: the definition of sport; the nature of competition; sportsmanship; being a fan; performance-enhancing drugs; gender; race; and the relationships among athletics, moral education, the law, and social responsibility in high school, collegiate, and professional sports. The course will integrate various disciplinary perspectives on the nature and practice of sport, especially perspectives from philosophical ethics, law, and sociology. Students cannot receive credit for both PHIL 218 and the less in-depth 2-credit version of the course, PHIL 219. Prerequisites: PHIL 110 or PHIL 115

PHIL 219 Philosophy of Sport (2 credits)

A philosophical survey of conceptual, moral, cultural, and legal issues surrounding regulating, watching, and participating in sports. Possible topics include: the definition of sport; the nature of competition; sportsmanship; being a fan; performance-enhancing drugs; gender; race; and the relationships among athletics, moral education, the law, and social responsibility in high school, collegiate, and professional sports. The course will integrate various disciplinary perspectives on the nature and practice of sport, especially perspectives from philosophical ethics, law, and sociology. Students cannot receive credit for both PHIL 219 and the more in-depth 4-credit version of the course, PHIL 218. Prerequisites: PHIL 110 or PHIL 115

PHIL 220 Logic (4 credits)

This course provides students with skills for identifying, analyzing, and evaluating the sorts of reasoning encountered in natural language. Emphasis will be placed on attaining facility with different formal systems for representing and

evaluating arguments - including propositional logic, Aristotelian syllogistic, first-order predicate calculus, - as well as on acquiring the ability to apply these systems in the analysis and evaluation of arguments in ordinary and philosophical discourse. Prerequisite: PHIL 110 or PHIL 115.

PHIL 221 Critical & Inductive Reasoning (4 credits)

Drawing on insights from philosophy as well as research from cognitive science, psychology, and behavioral economics, this course aims to help students learn to reason better. Emphasis is on inductive and probabilistic reasoning rather than on deductive logic (which is the focus in PHIL 220). Possible topics covered include cognitive biases to which humans are naturally subject, intellectual virtues that promote the attainment of truth, the nature of evidence, the assessment of the quality of an information source, inference to the best explanation, probabilistic reasoning, and decision-making under uncertainty and risk. Prerequisite: PHIL 110

PHIL 230 Disability and Human Dignity (4 credits)

This course is a comprehensive introduction to the most pressing issues and questions concerning disability. Students will encounter and critically evaluate longstanding stereotypes and biases about the disadvantages of disability. This course examines disability primarily from a philosophical perspective, yet readings from other disciplines will also be used throughout the course. Some of the central questions examined in the course include: What is disability? Is disability merely a medical condition? In what ways do societal barriers disable? How does economic class impact access to educational, medical and social resources? Does disability itself make a person worse off or is it only social stigmatization and lack of accommodation that makes the lives of those with disabilities worse? How have those with disabilities been disadvantaged in the US? What is the basis for human dignity? What conceptual frameworks allow us to uphold the dignity of those with severe disabilities? Which behaviors and assumptions threaten the equality and dignity of those with disabilities? Prerequisite: PHIL 110

PHIL 234 Love, Sex, & Friendship (4 credits)

This course examines the nature of human love, particularly within marriages and families. Possible topics include: romantic love, sex, dating, and marriage; true friends and friendships of selfish pleasure or advantage; love of family, strangers, and those one doesn't like; the nature of love (is it a

feeling? Is it an act of will?); reciprocity, permanence, and fidelity; love within families, especially spousal and parent/child bonds. Attention will be given to reflection on these topics from within both Catholic intellectual tradition and other traditions and perspectives. Prerequisite: PHIL 110 or PHIL 115.

PHIL 235 Politics, Law, and Common Good (4 credits)

A philosophical examination into the origin, nature, purpose, and legitimacy of government and law, especially as these relate to the good of individuals and the common good. Possible questions include: Are human beings by nature political animals? What justifies political and legal authority? What sorts of political regimes can be just and legitimate? Is there a best type of government? Are there universal human rights and, if so, where do they come from? What are the respective roles of legislator, executive, and judge? Can civil disobedience ever be justified? Can violent revolution? Should government and law take stands on questions of morality, religion, and the meaning of life or try to remain neutral in these matters? The course will consider both classical and contemporary reflection on such topics, including from authors within Catholic intellectual tradition in conversation with other traditions and perspectives. Prerequisite: PHIL 110 or PHIL 115.

PHIL 240 Faith and Doubt (4 credits)

This course examines philosophical arguments for and against the existence of God and for the claim that the Christian faith, in particular, has been revealed by God; it also considers how faith, reason, and doubt are related. Possible questions include: Are there any good arguments for God's existence? Does the evil in the world make it unlikely there is a God? Are faith and reason (including the findings of science) compatible? Could it be reasonable to believe in certain foundational Christian claims such as that Jesus is divine, that Jesus founded and gave authority to the church, and that the Bible is the word of God? Does the plurality of religions undermine the particular claims of any one of them? Can one make religious commitments in a state of doubt about the evidence? Prerequisite: PHIL 110 or PHIL 115.

PHIL 241 Hist. & Philosophy of Medicine (4 credits)

This course presents an integrated, interdisciplinary examination of philosophical developments in the history of medical science and health care. Students will develop a critical and creative perspective on medicine and health care through philosophical

exploration of their history, foundations, and purposes. Students will study important episodes and developments in the history of the theory and practice of medicine and explore philosophical analyses of and arguments about the nature of medical knowledge, health, disease and health care. Prerequisite: PHIL 110 or PHIL 115.

PHIL 243 Individual Study (2 or 4 credits)

PHIL 245 Philosophy of Art and Beauty (4 credits)

An enquiry into philosophical questions having to do with art, beauty, and other aesthetic qualities. Possible topics include: the nature of beauty, the nature and purpose of art, the role of beauty and art in a well-lived life, the relationship of art to insight and emotion, aesthetic qualities other than beauty, the role of art in the formation of culture and social consciousness, the role of beauty and other aesthetic qualities in nature, and the connection of art and beauty to God. The course pays special attention to reflection on these issues within Catholic intellectual tradition in dialogue with other traditions and perspectives. Case studies of artworks and other aesthetic objects are considered throughout the course. Prerequisite: PHIL 110 or PHIL 115.

PHIL 250 Christian Mysteries (4 credits)

Philosophers of religion have engaged in extensive analysis and debate regarding the rational coherence of central Christian doctrines. While philosophical critics of the faith have argued that various Christian doctrines are impossible or contradictory, philosophical defenders of the faith have maintained, on the contrary, that such doctrines can withstand rational scrutiny, employing the resources of philosophy to show how. This course will consider some of these discussions, focusing on such doctrines as the Doctrine of Creation; the Incarnation; the Trinity; the Eucharist; the Atonement; Providence, Grace, and Free Will; and the classical divine attributes (e.g. divine simplicity, immutability, and eternity). Prerequisite: PHIL 110 or PHIL 115.

PHIL 254 Biomedical Ethics (4 credits)

A philosophical investigation into ethical problems related to medicine and biotechnology, particularly those having to do with issues of special contemporary concern. Possible topics include: the right to healthcare and the just distribution of medical resources; professional-patient relationships and confidentiality; experimentation with human subjects; organ donation, genetic engineering; reproductive rights and abortion; cloning and stem cell research; euthanasia and physician assisted suicide; the ethics of triage and

medical decision making; the funding of healthcare; the rights (including conscience rights) and responsibilities of medical professionals and patients; the prevention and control of epidemics. The course gives special attention to reflection on these topics from within Catholic intellectual tradition in dialogue with other traditions and perspectives. Prerequisite: PHIL 110 or PHIL 214.

PHIL 255 Technology and Ethics (4 credits)

An application of concepts and principles in philosophical ethics to issues raised by modern technology. Technologies whose ethical use may be considered include: Information Technologies, Robotics and Artificial Intelligence, Synthetic Genomics and Artificial Life, Reproductive Technologies, Biomedical and Therapeutic Technologies, Human Enhancement Technologies, Agricultural Technologies, and Environmental Technologies. Special attention will be paid to the application of moral concepts and principles from Catholic intellectual tradition in dialogue with other traditions and perspectives. Prerequisite: PHIL 110 or PHIL 115.

PHIL 256 Contemporary Social Issues (4 credits)

A philosophical examination of contemporary social issues that have public policy implications, with particular attention to the conceptions of the human person, ethics, and law relevant to our thinking about such issues. Possible issues for consideration include abortion, animal rights, the death penalty, environmental sustainability, health care, just wages, immigration, marriage, racial justice, religious liberty, sex and gender, student debt, and wealth distribution. Typically, sections of the course will focus on 3-6 issues per semester. Students may consult the instructor or department about what issues will be considered prior to registration. Attention will be given to philosophical reflection on the issues from within the Catholic intellectual tradition in conversation with other traditions and perspectives. Prerequisite: PHIL 110 or PHIL 115.

PHIL 258 Environmental Ethics (4 credits)

A consideration of the ethical dimensions of human interaction with the environment, including inquiry into the scope and justification of our obligations concerning the environment. Possible topics include: the question of who all (or what all) count as the proper objects of moral consideration, animal welfare, species preservation, conservation, climate change, environmental racism, population pressure, sustainability, and what it means to say that human beings are charged with the care of Creation. Special attention will be given to reflection on these topics from within Catholic intellectual tradition, in

dialogue with other traditions and perspectives.
Prerequisite: PHIL 110 or PHIL 115.

PHIL 260 Global Philosophy of Religion (4 credits)

An investigation into Western and non-Western philosophical arguments concerning the nature and justifying bases of religious belief, with special attention to philosophical implications of religious pluralism. Possible questions include: Are there good arguments for the existence of God, of a higher power, of something Ultimate? If so, what is its nature and relationship to the world? What is the purpose of religious devotion or practice? What is the nature of religious experience? Is there such a thing as religious knowledge? Is religiosity compatible with reason? What is evil, and how does it fit into a religious viewpoint? This course considers philosophical reflection on such questions from within the Christian tradition as well as some other religious traditions, such as Judaism, Islam, Hinduism, and Buddhism. It seeks to foster dialogue among religious philosophies. Prerequisite: PHIL 110 or PHIL 115.

PHIL 265 Minds, Brains, and Computers (4 credits)

A philosophical examination of the mind from both classical and contemporary perspectives. Topics that may be covered include: the relation between the mind and the body/brain, theories of the soul and how it relates to mind and brain, theories of personal identity over time, free will, mental causation, functionalist theories of intelligence, computer/artificial intelligence, and the nature of consciousness. The course considers reflection on these topics from within both Catholic intellectual tradition and other traditions and perspectives, and engages contemporary philosophical work informed by brain and computer science. Prerequisite: PHIL 110 or PHIL 115.

PHIL 269 Research (2 or 4 credits)

PHIL 272 Evolution and Creation (4 credits)

A philosophical examination of the relation between the doctrine of creation and theories in the evolutionary sciences. The course aims to help integrate insights from science, religion, and philosophy in a constructive and responsible manner. It also introduces students to broader issues in philosophy of science, philosophy of nature, and philosophy of religion as they apply to evolution and creation. Prerequisite: PHIL 110 or PHIL 115.

PHIL 296 Topics (2 credits)

PHIL 297 Topics (4 credits)

PHIL 298 Topics (4 credits)

PHIL 300 Philosophical Discussions (2 credits)

A 2-credit discussion-based course taking up a variety of philosophical questions over the semester designed to connect and integrate different branches of human knowledge within and beyond the discipline of philosophy. The course satisfies the core curriculum Signature Work requirement in line with the university's mission. Assignments include producing an e-portfolio in which students will reflect on three pieces of work, including one from outside the student's major. Students are encouraged to connect themes from their e-portfolio to topics discussed in the course. Students of all majors welcome. Prerequisites: PHIL 110 or 115, one additional philosophy course and 80 credits completed.

PHIL 301 Signature Work in Philosophy (4 credits)

PHIL 301 is a signature work course in philosophy, open to all students. Topics vary from section to section, but all sections focus on issues relevant to our university's mission. Various sections will, therefore, focus on questions concerning such things as the nature and dignity of human beings, what makes for a meaningful human life, the compatibility of faith and reason, what makes for a just society, or the application of ethical principles, to a variety of settings and professions, for the sake of the common good. The course provides students the opportunity to reflect on and integrate knowledge acquired throughout their academic career, and to approach problems through multiple disciplinary lenses. Prerequisites: PHIL 110 and at least 80 credits completed by the start of the course. Prerequisites: PHIL 110 and 80 credits completed

PHIL 302 Ancient Philosophy (4 credits)

A survey of the roots of philosophical inquiry in the classical period. The pre-Socratics, Plato, and Aristotle. Prerequisite: PHIL 110 or PHIL 115.

PHIL 303 Medieval Philosophy (4 credits)

An investigation of major philosophical problems in their medieval context. Possible topics include: faith and reason, free will, the role of authority, and the existence of God. Prerequisite: PHIL 110 or PHIL 115.

PHIL 304 Modern Philosophy (4 credits)

An examination of major philosophers of the early modern period from Rene Descartes to Immanuel Kant, with emphasis on methodology and claims to

knowledge. Prerequisite: PHIL 110 or PHIL 115, and one other PHIL course.

PHIL 306 Contemporary Philosophy (4 credits)

An investigation of major philosophical problems from the late nineteenth century to the present, with a focus on prominent philosophers, including thinkers from both the analytic and continental traditions. Prerequisite: PHIL 220

PHIL 308 Indian Philosophy (4 credits)

An examination of foundational philosophical problems discussed in classical Indian schools of thought. Metaphysical, epistemological, and ethical themes will be considered. Though the primary aim of this course is to study Indian philosophy in its own terms, a secondary aim is to examine some ways in which Western thinkers have viewed Indian philosophy through lenses that have distorted its nature and value. Prerequisite: PHIL 110 or PHIL 115, and one other PHIL course.

PHIL 320 Aristotelian Logic (4 credits)

A study of Aristotle's *Organon*, covering such topics as the categories, the nature of propositions, and forms of argument. Emphasis on demonstration (proof of necessary truths) and its distinction from dialectical reasoning. Applications to philosophical texts. Prerequisite: PHIL 220

PHIL 325 Intermediate Symbolic Logic (4 credits)

A study of developments in twentieth-century symbolic logic. Possible topics include axiomatic systems, set theory, extensions of predicate logic (such as predicate logic with identity, quantified modal logic, relevance logic, deviant logics), and metatheorems (such as soundness and completeness theorems). Prerequisite: PHIL 220

PHIL 330 Philosophy of Mind (4 credits)

A study of central issues in the philosophy of mind and soul. Possible topics include the relation between mind and body; the senses, emotions, intellect and will; personal identity. Attention will be given to both the Aristotelian/Thomistic tradition and contemporary philosophy. Prerequisite: PHIL 110 or PHIL 115, and one other PHIL course.

PHIL 335 Aesthetics (4 credits)

This course addresses philosophical questions that arise in connection with art and aesthetic experience. Possible topics include: the nature of beauty, artistic representation, aesthetic properties, and the relationship between art and insight, between art and emotion, between art and morality, and between art and religious experience. Prerequisite: Two philosophy courses.

PHIL 340 Thought of Thomas Aquinas (4 credits)

An examination of some major topics in the philosophy of Thomas Aquinas. Possible topics include: Aquinas's conception of philosophy and its relation to faith; God; and the destiny of the human being. Prerequisite: PHIL 110 or PHIL 115, and one other PHIL course.

PHIL 350 Ethics (4 credits)

An inquiry into the foundations and methods of moral philosophy. The course focuses on such questions as: Is moral knowledge possible? What is the good life for human beings? Are there objective moral truths? What makes an action right or wrong? Are some types of action always wrong? How does one become a good person? How does morality relate to God? What is morality's relation to happiness? Special attention will be given to the Aristotelian-Thomistic tradition in conversation with other approaches such as Kantianism, Consequentialism, and Relativism. Prerequisite: PHIL 110.

PHIL 353 Machiavelli, Hobbes, Nietzsche (4 credits)

An examination of three central figures in the history of political theory, and the challenge each presents to the moral evaluation of the use of political power. Prerequisite: PHIL 214, or PHIL 110 and one other PHIL course.

PHIL 354 Biomedical Ethics (4 credits)

An investigation of ethical problems in medicine and biological technology. Possible topics include: genetic engineering, experimentation with human subjects, the right to health care, and the concept of mental illness. Prerequisite: PHIL 214 or 215

PHIL 356 Contemporary Social Issues (4 credits)

An investigation into conceptions of the human person, ethics, and the law related to current issues with public policy implication. Issues chosen at the discretion of the instructor. Prerequisite: PHIL 214 or 215

PHIL 357 Political Philosophy (4 credits)

A study of the nature and justification of political authority. Possible topics include natural rights, liberty and equality, the common good and its relation to the individual good, the place of liberty and equality, and the common good in justifying state action. Attention is given to both classical and contemporary authors. Prerequisite: PHIL 214, or PHIL 110 and one other PHIL course.

PHIL 359 Philosophy of Law (4 credits)

A study of philosophical problems connected with human law and legal institutions. Possible topics include the nature and kinds of law, the relation of

law and morality, analysis of legal concepts, the nature and justification of punishment, and the principles of legal interpretation and reasoning. Attention will be given to both classical and contemporary authors. Prerequisite: PHIL 214, or PHIL 110 and one other PHIL course.

PHIL 365 Natural Phil & Metaphysics (4 credits)

This course examines central topics in the philosophy of nature and in metaphysics. Possible topics include substance and accident, change and the conditions of substantial generation, matter and form, causality, necessity and possibility, time and persistence through time, universals and particulars, essence and existence, and the transcendentals (unity, truth, goodness, beauty). Attention will be paid both to classical and to contemporary authors. Prerequisite: PHIL 220.

PHIL 380 Epistemology (4 credits)

This course considers various accounts of the nature, origin, and limits of human knowledge. Attention will be paid to the main figures in the Western tradition as well as to contemporary authors. Prerequisite: PHIL 220

PHIL 385 Philosophy of Science (4 credits)

This course examines central topics in the philosophy of science. Possible topics include scientific explanation, realism and the nature of scientific theories, reductionism in science, and the nature of scientific change. This course satisfies one of the core curriculum requirements in "Integrations in the Humanities." Prerequisite: PHIL 110 or PHIL 115, and one other PHIL course.

PHIL 389 Research (2 or 4 credits)

PHIL 393 Individual Study (2 or 4 credits)

PHIL 398 Topics (4 credits)

PHIL 460 Philosophy of God (4 credits)

Systematic treatment of philosophical arguments concerning the existence and attributes of God. Prerequisite: PHIL 365.

PHIL 485 Seminar (4 credits)

PHIL 486 Seminar (4 credits)

PHIL 489 Topics (4 credits)

PHIL 490 Topics (4 credits)

PHIL 495 Individual Study (2 or 4 credits)

PHYSICS (PHYS)

College of Arts and Sciences, Department of Physics

Owens Science Hall (OWS) 153, (651) 962-5213

Lopez del Puerto (chair), Green, Jalkio, Johnston, Ohmann, Ruch, Wood; Davies, Nellerhoe, Schuler, Thomas

[Physics Department Web Site](#)

Physics majors learn the fundamental laws that govern the physical universe, from the smallest subatomic particle to the largest galaxies to the very structure of space and time. Emphasis is placed on general understanding, problem solving, and the communication skills essential for success in a career grounded in science. In the laboratory, students use state-of-the-art instrumentation in applying physics to a wide variety of systems. Opportunities are available for students to participate in research projects during the school year and over the summer.

There are three educational options from which to choose: a Bachelor of Science (B.S.) degree; a Bachelor of Arts (B.A.) degree; or a minor in physics. The B.S. degree provides the necessary background for students interested in graduate school, engineering or industrial work; the Bachelor of Arts degree gives a solid background in physics with the flexibility to meet other needs, including preparation for professional programs such as medicine or patent law, or for students double majoring in areas such as mathematics or electrical engineering.

For students interested in teacher licensure, see the various combinations of science education in the School of Education Department of Teacher Education in this catalog.

Transfer students can transfer a maximum of 16 credits in physics towards the physics degree and 12 credits towards the minor. Physics courses taken at other colleges by students already matriculated at St. Thomas may be credited toward the requirements of the major only with prior and explicit written approval of the department chair.

The department offers courses for non-majors to fulfill the laboratory science component of the core curriculum.

Graduation with Honors in Physics

Students graduating with a B.A. or B.S. degree in physics may also qualify for departmental honors. Students interested in this designation must consult

with the department chair one year or more before graduation. All requirements must be met one month before graduation.

1. Complete four credits in 400-level physics research or the equivalent research experience
2. Prepare a written thesis in the format of primary literature
3. Defend the thesis before a panel composed of:
 - Thesis director (chair of committee)
 - Two additional St. Thomas physics faculty
 - One St. Thomas faculty member outside of physics
4. Achieve a final cumulative grade point average in physics department courses of 3.50 and overall GPA of 3.50
5. Present their research at a scientific meeting beyond the St. Thomas community

Major in Physics (B.S.)

- PHYS 211 Introduction to Classical Physics I (4 credits)
- PHYS 212 Introduction to Classical Physics II (4 credits)
- PHYS 215 Foundations of Modern Physics (4 credits)
- PHYS 225 Applications of Modern Physics (4 credits)
- PHYS 331 Theoretical Mechanics (4 credits)
- PHYS 341 Electricity and Magnetism (4 credits)
- PHYS 410 Statistical Mechanics and Thermodynamics (4 credits)
- PHYS 431 Quantum Mechanics (4 credits)
- Plus 8 credits from the following:
 - PHYS 323 Methods of Experimental Physics (4 credits)
 - PHYS 325 Methods of Computational Physics (4 credits)

- ENGR 481 Engineering Design Clinic II (4 credits)

Plus:

- Four additional Physics elective credits

Plus:

- Four additional Physics or Allied elective credits

Allied Requirements:

- MATH 113 Calculus I (4 credits)
- MATH 114 Calculus II (4 credits)
- MATH 200 Multi-Variable Calculus (4 credits)
- MATH 210 Introduction to Differential Equations and Systems (4 credits)
- MATH 240 Linear Algebra (4 credits)
- ENGR 240 Circuit Analysis OR ENGR 350 Introduction to Electronics (4 credits)
- CISC 130 Introduction to Programming and Problem Solving in the Sciences
OR CISC 131 Introduction to Programming and Problem Solving (4 credits)

Physics Elective Courses:

- PHYS 104 Astronomy (4 credits)
- Any PHYS course numbered 150 or above.

Allied Elective Courses:

- CHEM 331 Chemical Thermodynamics (4 credits)
- CHEM 332 Quantum Chemistry (4 credits)
- ENGR 342 Electromagnetic Waves (4 credits)
- ENGR 361 Engineering Materials (4 credits)
- ENGR 368 Fluid Mechanics for CE (4 credits)
- ENGR 381 Thermodynamics (4 credits)
- ENGR 385 Fluid Mechanics (4 credits)

- ENGR 481 Engineering Design Clinic II (4 credits)
- MATH 400 Dynamical Systems and Chaos (4 credits)

Note: Depending on a student's interest and career goals, substitutions may be made for other advanced courses in Engineering, Mathematics, or Chemistry, for certain listed courses, in consultation with the physics department chair.

Major in Physics (B.A.)

- PHYS 211 Introduction to Classical Physics I (4 credits)
- PHYS 212 Introduction to Classical Physics II (4 credits)
- PHYS 215 Foundations of Modern Physics (4 credits)
- PHYS 225 Applications of Modern Physics (4 credits)

Plus four credits from the following:

- PHYS 323 Methods of Experimental Physics (4 credits)
- PHYS 325 Methods of Computational Physics (4 credits)
- ENGR 481 Engineering Design Clinic II (4 credits)

Plus:

- Eight additional Physics elective credits

Plus:

- Four additional Physics or Allied elective credits

Allied Requirements:

- MATH 113 Calculus I (4 credits)
- MATH 114 Calculus II (4 credits)
- MATH 200 Multi-variable Calculus (4 credits)
- MATH 210 Introduction to Differential Equations and Systems (4 credits)
- ENGR 240 Circuit Analysis OR ENGR 350 Introduction to Electronics (4 credits)

- CISC 130 Introduction to Programming and Problem Solving in the Sciences
- OR CISC 131 Introduction to Programming and Problem Solving (4 credits)

Physics Electives Courses:

- PHYS 104 Astronomy (4 credits)
- Any PHYS course numbered 150 or above.

Allied Electives Courses:

- CHEM 331 Chemical Thermodynamics (4 credits)
- CHEM 332 Quantum Chemistry (4 credits)
- ENGR 342 Electromagnetic Waves (4 credits)
- ENGR 361 Engineering Materials (4 credits)
- ENGR 368 Fluid Mechanics for CE (4 credits)
- ENGR 381 Thermodynamics (4 credits)
- ENGR 385 Fluid Mechanics (4 credits)
- ENGR 481 Engineering Design Clinic II (4 credits)
- MATH 400 Dynamical Systems and Chaos (4 credits)

Note: Depending on a student's interest and career goals, substitutions may be made for other advanced courses in Engineering, Mathematics, or Chemistry, for certain listed courses, in consultation with the physics department chair.

Minor in Physics

- PHYS 211 Introduction to Classical Physics I (4 credits)
- PHYS 212 Introduction to Classical Physics II (4 credits)

Plus:

- Eight additional Physics elective credits

Plus:

- Four additional Physics or Allied elective credits

Physics Elective Courses:

- PHYS 104 Astronomy (4 credits)
- Any PHYS course numbered 150 or above.

Allied Elective Courses:

- CHEM 331 Chemical Thermodynamics (4 credits)
- CHEM 332 Quantum Chemistry (4 credits)
- ENGR 342 Electromagnetic Waves (4 credits)
- ENGR 361 Engineering Materials (4 credits)
- ENGR 368 Fluid Mechanics for CE (4 credits)
- ENGR 381 Thermodynamics (4 credits)
- ENGR 385 Fluid Mechanics (4 credits)
- ENGR 481 Engineering Design Clinic II (4 credits)
- MATH 400 Dynamical Systems and Chaos (4 credits)

Note: Depending on a student's interest and career goals, substitutions may be made for other advanced courses in Engineering, Mathematics, or Chemistry, for certain listed courses, in consultation with the physics department chair.

PHYS Course Catalog

PHYS 101 Physics for Liberal Arts I (4 credits)

Intended for non-science majors; treats fundamental principles of physics and their application to familiar phenomena, stressing qualitative understanding. The course will survey topics from mechanics, fluids, temperature and heat, oscillations, waves and sound, light and optics, and properties of matter. The course consists of lecture, discussion and laboratory. This course is designed especially for elementary education majors. It is not intended for students who have had high school physics. Prerequisite: Three years of high school mathematics NOTE: Students who receive credit for PHYS 101 may not receive credit for PHYS 109 or 211.

PHYS 104 Astronomy (4 credits)

Introduction to physical principles and their application to astronomy for non-science majors. Emphasis is on comprehension of ideas and principles. Topics include the motions of the sun,

moon, stars and planets; properties of the solar system; the stars including giants, dwarfs, pulsars and black holes; nebulae, galaxies and quasars; cosmology and life. The course consists of lecture, discussion and laboratory. Prerequisite: MATH placement at or above 100 or a C- or above in MATH 005

PHYS 105 Musical Acoustics (4 credits)

An introductory course intended for non-science majors; treats fundamental principles of physics and acoustics as they relate to musical sounds and musical instruments. The course consists of lecture, discussion and laboratory. Prerequisites: High school algebra and a music background (one year practice, instrument or voice, or one course)

PHYS 109 Physics for Life Sciences I (4 credits)

This course and its continuation PHYS 110 serve as a two-semester introduction to classical and modern physics. Applications are chosen that focus on the life sciences. Topics include principles of classical mechanics: description of motion, force, torque and rotational motion, energy, momentum and their conservation, fluid mechanics; thermodynamics. The course meets three times a week for two consecutive periods consisting of integrated lecture, discussion and laboratory. Prerequisite: Math placement at a level of MATH 111 or above. NOTE: Students who receive credit for PHYS 109 may not receive credit for PHYS 211.

PHYS 110 Physics for Life Sciences II (4 credits)

Continuation of PHYS 109. Topics include oscillations, waves and sound, electricity and magnetism; light and optics; atomic, quantum and nuclear physics. The course meets three times a week for two consecutive periods consisting of integrated lecture, discussion and laboratory. Prerequisite: A minimum grade of C- in PHYS 109, 111, or 211. NOTE: Students who receive credit for PHYS 110 may not receive credit for PHYS 212.

PHYS 211 Classical Physics I (4 credits)

This course and its continuation PHYS 212 serve as a two-semester introduction to classical physics. Applications are chosen that focus on engineering and the physical sciences. Topics include principles of classical mechanics: vectors, kinematics, particle and rigid body rotational dynamics and statics; conservation laws; and thermodynamics. The course meets three times a week for two consecutive periods consisting of integrated lecture, discussion and laboratory. Prerequisite: A minimum grade of C- in MATH 109 or MATH 113. NOTE: Students who receive credit for PHYS 211 may not receive credit for PHYS 109.

PHYS 212 Classical Physics II (4 credits)

Continuation of PHYS 211. Topics include waves and sound; electricity and magnetism; geometric and physical optics. The course meets three times a week for two consecutive periods consisting of integrated lecture, discussion and laboratory. Prerequisites: A minimum grade of C- in both PHYS 211 and MATH 114 or 200 NOTE: Students who receive credit for PHYS 212 may not receive credit for PHYS 110.

PHYS 215 Foundations of Modern Physics (4 credits)

This course connects the subatomic world of particle and nuclear physics to the evolution of the universe after the Big Bang through the study of relativity and the four fundamental forces of nature. The course consists of lecture, discussion and laboratory. Prerequisite: A minimum grade of C- in either PHYS 110 or 212 and in MATH 114.

PHYS 225 Applications of Modern Physics (4 credits)

This course investigates the quantum theory of light, wave- particle duality, quantum mechanics in one-dimension, statistical physics, lasers, and solid state physics. The course consists of lecture, discussion and laboratory. Prerequisites: A minimum grade of C- in PHYS 212.

PHYS 243 Individual Study (1 to 4 credits)**PHYS 269 Research (2 or 4 credits)****PHYS 295 Topics (2 credits)****PHYS 296 Topics (2 credits)****PHYS 297 Topics (4 credits)****PHYS 298 Topics (4 credits)****PHYS 323 Methods of Exp. Physics (4 credits)**

Standard tools and techniques used in experimental physics are introduced while conducting an in-depth investigation of a non-linear system. Technical topics include: identifying and characterizing chaotic systems, data acquisition and instrument control using LabVIEW, signal conditioning, data and error analysis, and experimental design. This course consists of lecture and discussion. Offered spring semester of even years. Prerequisite: A minimum grade of C- in PHYS 212 and MATH 200

PHYS 325 Methods of Comp. Physics (4 credits)

Standard tools and techniques used in experimental physics are introduced while conducting an in-depth investigation of a non-linear system. Technical topics include: identifying and characterizing chaotic

systems, data acquisition and instrument control using LabVIEW, signal conditioning, data and error analysis, and experimental design. This course consists of lecture and discussion. Offered spring semester of odd years. Prerequisite: A minimum grade of C- in PHYS 212 and MATH 200

PHYS 331 Theoretical Mechanics (4 credits)

Careful examination of Newtonian dynamics, conservation laws, development of variational calculus, the Lagrangian formulation and Hamiltonian dynamics. Applications to particles and systems of particles, rigid bodies, and coupled systems. The course meets three times a week for two consecutive periods consisting of integrated lecture, discussion and laboratory. Prerequisites: A minimum grade of C- in either PHYS 215 or 225 and in MATH 200 and 210.

PHYS 341 Electricity & Magnetism (4 credits)

Electrostatic and magnetostatic fields in vacuum and material media; energy and force relations; methods for the solution of static problems; fields and currents in conducting media; Maxwell's equations and time-dependent fields. Lecture and discussion. Prerequisites: A minimum grade of C- in either PHYS 215 or 225 and in MATH 200 and 210.

PHYS 347 Optics (4 credits)

This course will give you a mathematical and conceptual understanding of electromagnetic waves and their interactions with matter. You will also acquire practical laboratory skills using modern optical equipment. Typical lecture topics include general wave theory, Maxwell's equations, dipole radiation, the Poynting vector, polarization, coherence theory, interference, diffraction, scattering from particles, and optical properties of dielectrics, metals, plasmas, and crystals. Laboratory experiments typically include laser alignment techniques, small-signal detection with lock-in amplifiers, characterization of common optical components, Schlieren imaging, spectroscopy, polarimetry, interferometry, and construction of an optical tweezers system from scratch. (Maximum enrollment is limited by lab space and equipment.) Prerequisites: A minimum grade of C- in PHYS 212, plus either MATH 200 or MATH 210, plus one of the following: PHYS 215 or PHYS 225 or junior standing.

PHYS 354 Astrophysics (4 credits)

Introduction to advanced topics in astronomy. Course topics will include stellar formation, structure, and evolution; spectroscopy and the interaction of light with stellar atmospheres; stellar nucleosynthesis; interactions of stars and the interstellar medium; and the morphology and

formation of galaxies. This course consists of lecture and laboratory/observation. Prerequisites: A minimum grade of C- in PHYS 212 and either PHYS 225 or CHEM 332.

PHYS 389 Researc (2 or 4 credits)

PHYS 393 Individual Study (2 or 4 credits)

PHYS 398 Topics (4 credits)

PHYS 410 Stat Mech and Thermodynamics (4 credits)

Concepts and laws of thermodynamics and of statistical mechanics. Applications of these to various systems, including gases, liquids, solids and chemical systems. The course meets three times a week for two consecutive periods consisting of integrated lecture, discussion and laboratory. Prerequisite: A minimum grade of C- in PHYS 215, 225, and MATH 200 and 210.

PHYS 431 Quantum Mechanics (4 credits)

The foundation of Quantum Mechanics will be explored with mathematical rigor. Specific topics include the time-independent Schrodinger equation, the hydrogen atom, and angular momentum including spin. Discussion of identical particles will lead to an introduction of quantum statistical mechanics. Lecture and discussion. Prerequisite: A minimum grade of C- in PHYS 215, PHYS 225, MATH 200, 210, and 240.

PHYS 487 Topics (2 credits)

PHYS 488 Topics (2 credits)

PHYS 489 Topics (4 credits)

PHYS 490 Topics (4 credits)

PHYS 491 Individual Research (2 or 4 credits)

PHYS 495 Individual Study (1 to 4 credits)

POLITICAL SCIENCE (POLS)

College of Arts and Sciences, Department of Political Science

John Roach Center for the Liberal Arts (JRC) 432,
(651) 962-5720

High-Pippert (chair), Buhr, Goltz, Lynch, Mazumdar

[Political Science Department Web Site](#)

The Department of Political Science is dedicated to political inquiry and analysis, as well as teaching excellence. Our curriculum promotes a broad understanding of how politics affects both our individual and collective lives while also focusing on the specialized knowledge of particular subfields in the discipline.

We emphasize not only substantive knowledge about politics and governments but also the development of skills necessary to understand and analyze political phenomena in a complex world. Our faculty's range of expertise provides our students with a rich understanding of political science while preparing them for a life of active citizenship.

As one of the liberal arts, political science enables students to develop and strengthen research and writing skills, as well as skills in analysis and communication. A major in political science prepares students for many types of careers, including those in law, government, political campaigns, non-profit organizations, and the corporate sector.

Students graduating with a major in political science will have a broad overview of the discipline, including coursework in Political Theory and Research Methods, as well as substantive familiarity with at least two of the following subfields: American Politics, Comparative Politics, International Relations, and Judicial Politics.

Students majoring in political science must take a minimum of twenty-eight credits in political science at St. Thomas. No more than eight of the credits taken outside of the department shall be numbered 300 or above.

Students minoring in political science must take a minimum of sixteen credits in political science at St. Thomas.

POLS 104: Government and Politics is a Writing Intensive course that fulfills the Social Scientific Analysis component of the core curriculum.

Political Science Honor Society

Pi Sigma Alpha, the national political science honor society, established the Chi Theta chapter at St. Thomas in 1999. The purpose of Pi Sigma Alpha is to acknowledge superior performance in the study of political science, to forge closer links between faculty and political science majors and minors, and to stimulate political interest in the St. Thomas community.

Pi Sigma Alpha is open to juniors and seniors who meet the following qualifications for membership. Students must have completed at least three political science courses and be currently enrolled in or have taken a fourth. Two of the four courses must be UST political science courses, and one of the four must be at least a 300-level course. Additionally, students must have a grade point average of at least 3.00 in political science courses and be within the top third of their graduating class.

Major in Political Science

- POLS 104: Government and Politics (4 credits)
- POLS 205: Citizen Participation and Public Policy (4 credits)
- POLS 225: World Politics (4 credits)
- POLS 240: Research Methods in Political Science (4 credits)
- POLS 370: Explorations in Political Theory (4 credits)

Plus:

- Sixteen credits in POLS 300-level courses (completed in at least two of the four subfields of American Politics, Comparative Politics, International Relations, or Judicial Politics)

Plus:

- One POLS 400-level seminar

Prerequisites:

- POLS 104 is a prerequisite for all other required courses within the major (POLS 205, POLS 225, POLS 240, and POLS 370).
- POLS 205 is a prerequisite for 300-level courses within the subfield of American Politics.
- POLS 225 is a prerequisite for 300-level courses within the subfields of Comparative Politics and International Relations.
- POLS 104 is a prerequisite for 300-level courses within the subfield of Judicial Politics. Junior or senior standing and prior completion of POLS 312 is strongly recommended for POLS 313 and POLS 314.

- Juniors and seniors may enroll in a 400-level seminar once they have completed a 300-level course within that subfield, or with permission of the instructor. Only one seminar is offered per semester, so you need to work with your advisor and plan ahead.

Strongly Recommended:

- It is strongly recommended that students take POLS 240 before enrolling in 300-level courses.
- It is also strongly recommended that students either complete POLS 313 or POLS 314 before taking POLS 414, or be concurrently enrolled in POLS 313 or POLS 314 along with POLS 414.

Minor in Political Science

- POLS 104 Government and Politics (4 credits)
- POLS 205 Citizen Participation and Public Policy (4 credits)
- POLS 225 World Politics (4 credits)

Plus:

- Twelve credits in 300-level courses (completed in at least two of the four subfields of American Politics, Judicial Politics, International Relations, or Comparative Politics). POLS 370 may also be completed as a 300-level course for the minor.
- One 400-level seminar (with appropriate prerequisites) may be completed in place of a 300-level course.

POLS Course Catalog

POLS 104 Government and Politics (4 credits)

An introduction to the concepts basic to an understanding of politics and government with an emphasis on the political systems of the United States. A comparative examination of political processes, decision making institutions and policy issues relevant to the contemporary world. An introduction to basic research methods used in the discipline.

POLS 115 Legal Research and Writing (4 credits)

This course introduces students to techniques of legal writing and research. Students analyze legal

texts, use both primary and secondary sources to do research, and practice techniques and forms of written language unique to legal documents.

POLS 205 Cit. Participation & Pub Pol (4 credits)

This course focuses on American politics and public policy, with an emphasis on what both citizens and governments do, why they do it, and what difference it makes. It examines aspects of the policy process, such as agenda-setting and issue attention cycles, before covering substantive public policy issues such as education, civil rights, health care, energy and the environment, defense, and immigration. The ways in which citizens influence the public policy process through elections, interest groups, and measures of public opinion will also be considered. Prerequisite: POLS 104 or permission of instructor.

POLS 225 World Politics (4 credits)

This course serves as an introduction to the political science sub-fields of comparative politics and international relations. It introduces a range of divergent theories and perspectives concerning world politics and the nature of the contemporary global political system. It also focuses on the interactions between states and the impact of both states and non-state actors (such as international organizations and multinational corporations) on domestic and international outcomes. Themes include globalization and international trade, international security, foreign policy, international law and organizations, developing world, and European politics. Prerequisite: POLS 104 or permission of instructor.

POLS 240 Research Methods Poli Sci (4 credits)

POLS 240: Research Methods in Political Science
This course provides an introduction to empirical research methods in political science. Central topics include logic of the scientific method, measurement of political concepts, research design and methods of data collection, statistical techniques for describing data, and principles of statistical inference. Particular attention will be paid to methods for analyzing quantitative data and the use of SPSS. Prerequisite: POLS 104

POLS 301 Pol. Identity & Participation (4 credits)

This course focuses on how and why people participate in politics in the United States, with an emphasis on how intersecting identities of citizens affect measures of political behavior, including partisanship, voting, and other forms of political involvement. Relevant identities include those rooted in race, ethnicity, class, gender, sexual

orientation, and religion. Prerequisite: POLS 205 or permission of the instructor.

POLS 302 Women and Politics (4 credits)

An examination of the political involvement of women in the United States, including the representation of women, feminism as a social movement, the campaign strategies and styles of women candidates, the election of women to local, state, and national office, and the impact that women make in public office. Differences between women's and men's political lives and differences among women will also be explored. Potential explanations for the political underrepresentation of women will be evaluated. Prerequisite: POLS 205 or permission of the instructor.

POLS 305 Congress and the Presidency (4 credits)

The institutions of Congress and the Presidency will be examined in this course, both independently and in the larger policymaking context of repeated interactions. Concepts such as representation, elections, cooperation, and what "success" looks like will be discussed, both in the contemporary context and with an eye towards the institution's historical development. Prerequisite: POLS 205 or permission of the instructor.

POLS 309 Environmental Policy (4 credits)

An examination of environmental policy outcomes generated by institutions and organizations, including legislation, court decisions and administrative decisions. Additional focus is on the nature of the decision-making process and those methods commonly used to assess public policy. Prerequisite: POLS 104 or permission of instructor

POLS 312 Judicial Process (4 credits)

This course delves into both criminal and civil judicial process, and also considers the politics of law and justice. Concepts relating to achieving legal justice are emphasized throughout this course. Additionally, many different players in the process, such as lawyers, judges, juries, and witnesses, and their influence on a case's outcome, are considered. Prerequisite: POLS 104 or permission of the instructor.

POLS 313 Constitutional Powers of Gov't (4 credits)

This course uses Supreme Court decisions primarily involving the first three articles of the Constitution to learn about the powers of both the federal and state governments in the United States. Questions of power, authority, and legitimacy are addressed throughout the course, both with respect to

individual branches of government as well as interactions between the branches. Prerequisite: POLS 104 or permission of the instructor. Junior or senior standing strongly recommended.

POLS 314 Constit Rights & Liberties (4 credits)

This course examines individual freedoms protected in the U.S. Constitution through the lens of Supreme Court precedent. While many political hot button issues are discussed throughout the semester, understanding and analysis of the varying interpretations of the Constitution and Supreme Court precedents are emphasized. Prerequisite: POLS 104 or permission of the instructor. Junior or senior standing strongly recommended.

POLS 320 American Foreign Policy (4 credits)

This course will examine both the history and politics of U.S. foreign policy. As the United States developed from a small post-colonial government to a world power, its foreign policy philosophies, goals, and behaviors changed markedly. By outlining important periods in U.S. history, then examining the role of certain political actors such as the President, Congress, the bureaucracy, and the American public, we can gain a better understanding of the forces that have shaped U.S. foreign policy in the past and will continue to shape it into the distant future. Prerequisite: POLS 225 or permission of the instructor.

POLS 321 Comparative Foreign Policy (4 credits)

Examines the various theoretical approaches and frameworks that inform foreign policy decisions and behavior. Emphasis is placed upon the analysis of the domestic and external determinants of foreign policy in a comparative context. The theoretical approaches and frameworks are applied to the study of foreign policy of countries like Britain, Canada, China, France, Germany, India, Japan, and South Africa. Prerequisites: POLS 225 or permission of the instructor.

POLS 326 Intl Law & Organization (4 credits)

This course examines the ways in which state behavior is affected by international norms, international legal documents, and international organizations like the United Nations. It also looks closely at the ways in which states, individuals, and power relations shape the nature and objectives of international law and organizations. International law and organizations can be a force for good in the world; however, there is also the potential for "pathological behavior" to emerge in international organizations and their member states. This course aims to look beyond the simple explanations for IO pathologies and into the deeper causes and

potential remedies for those pathologies. Prerequisite: POLS 225 or permission of the instructor.

POLS 328 International Security (4 credits)

This course allows students to develop a deeper understanding of theories, cases and concepts in security studies. Students examine "traditional" security topics such as IR theory, regime security, and WMD technology/proliferation. Students will also examine a number of topics that have been added to this subfield in the post-Cold War era, including ethnic conflict, democratic peace theory, terrorism and human security. A better understanding of all of the topics included in security studies, both traditional and contemporary, will allow students to be better consumers of U.S. security policy and will set the stage for those students who choose to study national security at the graduate level. Prerequisite: POLS 225 or permission of the instructor.

POLS 350 Comparative Politics of Europe (4 credits)

This course provides a deeper understanding of both the international relations and comparative politics aspects of politics in Europe. Topics include the evolution and role of the EU in European economics, governance, and reactions to crises. Additional topics focus on domestic politics and challenges faced by European states such as issues of national identity and discrimination, state "fragility" and persistent macroeconomic problems. Students will have ample opportunity to develop critical thinking skills, acquire the knowledge needed to be an informed consumer of news about Europe, and develop advanced theoretical and empirical knowledge that would prove useful for graduate-level study. Prerequisite: POLS 225 or permission of the instructor.

POLS 352 Politics of Developing World (4 credits)

A survey of the politics and economy of Asia, Africa and Latin America. Focuses on issues such as colonialism, democratization, human rights, gender, population, poverty, environment, political leadership, economic development and relations between developed and developing countries. Prerequisites: POLS 225 or permission of the instructor.

POLS 354 Politics of Post-Soviet States (4 credits)

This course provides an in-depth understanding of the dynamics of political change in general and of the history of the Soviet Union and the fifteen post-Soviet states. General topics include revolution,

totalitarian and authoritarian regimes, and problems of democratic transition experienced by many states both in and outside of the post-Soviet space. These topics are illustrated with case studies from the former Soviet Union, including Russia, East European and Central Asian states. Prerequisite: POLS 225 or permission of the instructor.

POLS 356 Pol: India, Pakistan, S. Asia (4 credits)

An examination of the politics, economy, and society of India, Pakistan, and other countries of South Asia, namely Afghanistan, Bangladesh, Nepal, and Sri Lanka. Involves comparison between these countries utilizing themes such as political culture, political institutions, government structures and processes, political economy, and political development and transitions. Prerequisite: POLS 225 or permission of the instructor.

POLS 358 Comp Pol of Asia: China India (4 credits)

This course examines the government, politics, economy, and international relations of three major Asian countries - China, India, and Japan. It will use a comparative approach to examine their history, political culture, political institutions, government structures and processes, political economy, political development and transitions, and international interactions. Prerequisites: POLS 225 or permission of the instructor

POLS 370 Exploration in Poli Theory (4 credits)

POLS 370: Explorations in Political Theory This course explores the central role of political theory in determining the meaning of concepts such as democracy, citizenship, justice, power, equality, and identity. Themes and topics may vary. Emphasis on methods of analysis and critique, through the development of skills in reading, critical thinking, and writing. Prerequisite: POLS 104

POLS 395 Topics (2 or 4 credits)

POLS 396 Topics (2 or 4 credits)

POLS 397 Topics (2 or 4 credits)

POLS 398 Topics (2 or 4 credits)

POLS 400 Signature Work Capstone (2 credits)

This course is intended to give political science majors and those in related fields an opportunity to reflect and to look forward. A number of class sessions will be dedicated to particular subfields of political science. POLS faculty will discuss the opportunities and challenges in their respective subfields, and will provide you with opportunities to think critically about crucial, timely issues that those

subfields are uniquely positioned to address today and into the future. Other sessions will provide you with guidance and time to work on an interdisciplinary portfolio of work and accompanying integrative essay reflecting on your liberal arts training at UST. Prerequisites: Completion of at least two 300-level POLS courses or permission of instructor and 80 completed credits.

POLS 404 Seminar in American Politics (4 credits)

Seminars in political science provide an opportunity for students to synthesize and further develop knowledge gained in previous courses and enhance their critical and analytical skills. Students will engage in reading and discussion and undertake a major research project pertinent to the seminar's topic. Specific topics or themes of each seminar will vary. Seminars are offered in each of the sub-fields of the discipline. Prerequisite: Juniors and seniors may enroll in a seminar once they have completed at 300-level course within that subfield, or with permission of the instructor.

POLS 414 Seminar in Judicial Politics (4 credits)

Seminars in political science provide an opportunity for students to synthesize and further develop knowledge gained in previous courses and enhance their critical and analytical skills. Students will engage in reading and discussion and undertake a major research project pertinent to the seminar's topic. Specific topics or themes of each seminar will vary. Seminars are offered in each of the sub-fields of the discipline. Prerequisite: Juniors and seniors may enroll in a seminar once they have completed at 300-level course within that subfield, or with permission of the instructor.

POLS 424 Seminar in Int'l Relations (4 credits)

Seminars in political science provide an opportunity for students to synthesize and further develop knowledge gained in previous courses and enhance their critical and analytical skills. Students will engage in reading and discussion and undertake a major research project pertinent to the seminar's topic. Specific topics or themes of each seminar will vary. Seminars are offered in each of the sub-fields of the discipline. Prerequisite: Juniors and seniors may enroll in a seminar once they have completed at 300-level course within that subfield, or with permission of the instructor.

POLS 454 Sem in Comparative Politics (4 credits)

Seminars in political science provide an opportunity for students to synthesize and further develop knowledge gained in previous courses and enhance their critical and analytical skills. Students will

engage in reading and discussion and undertake a major research project pertinent to the seminar's topic. Specific topics or themes of each seminar will vary. Seminars are offered in each of the sub-fields of the discipline. Prerequisite: Juniors and seniors may enroll in a seminar once they have completed at 300-level course within that subfield, or with permission of the instructor.

POLS 495 Individual Study (2 or 4 credits)

PRE-PROFESSIONAL PROGRAMS

A carefully-crafted baccalaureate degree can prepare a student for entrance to a professional school. The following information will guide students toward the major field programs and supplementary courses that will prepare them for the various professional schools.

Preparation for the Catholic Priesthood

Cross-College Program

Preparation for entering a postgraduate seminary takes place best in a college-level seminary. St. John Vianney College Seminary, located on the University of St. Thomas campus, provides an integrated program of spiritual and apostolic formation, along with the academic coursework available through the university.

All seminarians major in Philosophy, with the possibility to double major in a variety of fields. In addition, seminarians must complete prerequisites of theology and languages, according to the direction of their diocese, as well as the graduation requirements of the University of St. Thomas. All of these together provide in large measure the balance needed for the future study of theology at the major theologate. St. John Vianney students will be expected to complete the following academic requirements in compliance with the Program of Priestly Formation:

- Forty credits of philosophy
- Twelve credits of theology
- Language requirements: Latin or Spanish if determined by the student's diocese.

Interested students should contact the rector, Rev. Michael Becker, at St. John Vianney Seminary: beck8065@stthomas.edu

Pre-Engineering (EN32)

Cross-College Program

The School of Engineering at the University of St. Thomas is home to several engineering programs. These degrees offer students career paths into most fields of engineering and opportunities to specialize in graduate school. For those students wishing to specialize in other fields of engineering at the undergraduate level, the University of St. Thomas offers a Liberal Arts-Engineering (dual degree) program.

Liberal Arts - Engineering Dual Degree Program (Pre-Engineering)

- CHEM 109 General Chemistry for Engineers (4 credits)
or CHEM 111 General Chemistry I (4 credits)
- CISC 130 Intro to Programming and Problem Solving in the Sciences (4 credits)
- ENGR 150 Introduction to Engineering (1 credit)
- MATH 113 Calculus I (4 credits)
- MATH 114 Calculus II (4 credits)
- MATH 200 Multi-Variable Calculus (4 credits)
- MATH 210 Introduction to Differential Equations and Systems (4 credits)
- PHYS 211 Introduction to Classical Physics I (4 credits)
- PHYS 212 Introduction to Classical Physics II (4 credits)

At least three additional courses are required, which will depend upon the field of engineering.

Students must discuss their program with the Pre-Engineering advisor. Each student, field, and school has different needs and requirements.

Pre-Health Professions

Medically oriented professional schools recognize the desirability of a broad liberal education that includes a strong foundation in the natural sciences (biology, chemistry, physics, and mathematics), well developed communication skills, and a background in the social sciences and humanities. The common

curriculum of St. Thomas' liberal arts and sciences program incorporates courses that provide all of these perspectives.

Students interested in health-related careers will need to declare a major as well as take specific courses required for admission to the professional graduate programs of their choice. Courses for selected areas of study are shown below.

Information on additional pre-health areas not listed below can be found at [Pre Health Professions Department Page](#).

Students are encouraged to research the programs at each professional school and to seek the guidance of their faculty advisor, as well as the program manager of pre-health professions advising located in the Center for Student Achievement.

Pre-Dentistry

Most schools of dentistry require a minimum of three years of college coursework prior to admission to their programs. However, the majority of first-year dental students complete four or more years of college.

Specifically required or highly recommended courses vary from one dental school to another. Most dental schools require study in each of the following subjects:

- two semesters of biology
- two semesters of general chemistry
- two semesters of organic chemistry
- one semester of biochemistry
- two semesters of physics
- two semesters of English
- one semester of psychology
- college algebra, pre-calculus, computer science or statistics

Pre-Medicine

Most medical schools require a baccalaureate degree before entrance into their programs. Medical schools generally do not require a specific undergraduate major.

Two semesters of study in each of the following subjects are required for admission to most medical schools:

- Biology
- General Chemistry
- Organic Chemistry
- Physics
- English

In addition, courses in the following subjects are highly recommended:

- Biochemistry
- Ethics
- Genetics
- Psychology
- Statistics
- Foreign Language
- Independent learning courses involving small group discussion
- Social and behavioral sciences and humanities

Pre-Pharmacy

Required courses vary from one school to another, and students are encouraged to research various programs early in their undergraduate program.

Most Pharm D. programs require completion of the following courses:

- one semester of biology
- two semesters of anatomy and physiology
- one semester of microbiology
- two semesters of general chemistry
- two semesters of organic chemistry
- two semesters of physics
- one semester of calculus
- two semesters of behavioral science

- two semesters of English
- one semester of economics
- one semester of public speaking

Pre-Veterinary

Required courses vary from one school to another, and students are encouraged to research various programs early in their undergraduate program.

Most veterinary programs require completion of the following coursework:

- two semesters of biology
- two semesters of general chemistry
- one semester of organic chemistry
- one semester of biochemistry
- one semester of mathematics
- one semester of statistics
- two semesters of physics
- one semester of genetics
- one semester of microbiology
- two semesters of English
- three to four semesters of history and social sciences, arts and humanities are also typically required. No more than two of these courses should be from one single department.

Pre-Physical Therapy

Required courses vary from one school to another, and students are encouraged to research various programs early in their undergraduate program.

Typical requirements include:

- two semesters of biology
- two semesters of general chemistry
- two semesters of physics
- two semesters of psychology
- one semester of statistics

- two semesters of college mathematics or one semester of calculus
- Other specific coursework and experiential learning are required by many programs

Pre-Law

Cross-College Program

Caleb Goltz advisor

The best preparation for the study of law is a rigorous undergraduate program that combines depth of study in a major field with breadth of study in the liberal arts. The only true criterion for choice of a major is that it challenge the student's intellectual capabilities.

Regardless of major, pre-law students should include as wide a selection of the following courses, listed alphabetically by departmental designation, as their degree program allows. Each is beneficial for:

A. Increasing the student's knowledge of law

- BLAW 301 Legal Environment of Business (4 credits)
- BLAW 303 International Business Law (4 credits)
- BLAW 304 Real Estate Law (4 credits)
- BLAW 351 Environmental Law (4 credits)
- BLAW 352 Gender Issues and the Law (4 credits)
- BLAW 353 Employment and Labor Law (4 credits)
- BLAW 401 Legal Research, Advocacy, and Dispute Resolution (4 credits)
- BLAW 403 Marketing Law (4 credits)
- COJO 336 Media Law (4 credits)
- ECON 321 Law and Economics (4 credits)
- ECON 332 Industrial Organization (4 credits)
- HIST 365 U.S. Constitutional History (4 credits)
- POLS 205 Citizen Participation and Public Policy (4 credits)

- POLS 312 Judicial Process and Politics (4 credits)
- POLS 313 Constitutional Powers of Government (4 credits)
- POLS 314 Constitutional Rights and Liberties (4 credits)
- POLS 326 International Law and Organizations (4 credits)
- POLS 414 Seminar in Judicial Politics (4 credits)

B. Fostering critical thinking about society

- ENGL 402 Writing Literary Nonfiction (4 credits)
- PHIL 357 Political Philosophy (4 credits)
- PHIL 359 Philosophy of Law (4 credits)
- POLS 373 Political Thought from Marx to the Present (4 credits)
- POLS 370 Exploration in Poli Theory(4 credits)

C. Providing useful skills and improving analytical ability

- ACCT 210 Introduction to Financial Accounting (4 credits)
- ACCT 215 Managerial Accounting (4 credits)
- COMM 100 Public Speaking (4 credits)
- COJO 276 Argumentation and Advocacy (4 credits)
- COMM 366 Persuasion & Social Influence (4 credits)
- ECON 251 Principles of Macroeconomics (4 credits)
- ECON 252 Principles of Microeconomics (4 credits)
- ECON 355 Game Theory (4 credits)
- ENGL 251 Writing in the Academy (4 credits)

- ENGL 252 Writing Nonfiction Prose (4 credits)
- ENGL 304 Analytical and Persuasive Writing (4 credits)
- MATH 101 Finite Mathematics (4 credits) or MATH 113 Calculus I (4 credits)
- PHIL 220 Logic (4 credits)

PSYCHOLOGY (PSYC)

College of Arts and Sciences, Department of Psychology

John Roach Center for the Liberal Arts (JRC) LL56, (651) 962-5030

Robinson-Riegler (chair), Amel, Beckmann, Bock, Buri, Chalkley, Giebenhain, Hankerson, Jessee, Johnson, Prichard, Scott, Tauer, Wolfe

[Psychology Department Web Site](#)

The courses and programs offered by the Department of Psychology are meant to be a part of a liberal arts education, teaching the basic principles and theory of psychology, the scientific study of human behavior, mental processes, and emotions. The psychology programs are designed to prepare students with the analytical and technical skills necessary for graduate study in psychology and for careers in human services and other occupations for which a psychology background is valuable. Courses are offered that introduce psychology to non-majors, enabling students to make practical applications of psychology to their own lives.

Students who graduate with a major in psychology will be able to produce a research paper written in accordance with American Psychological Association (APA) guidelines. They will be trained in those research and statistical skills frequently employed in the field of psychology. They will be able to complete an independent research project, and write a synthesis of the psychological literature in an area of psychological interest.

Students majoring in psychology must successfully complete a minimum of twenty-four credits in psychology at St. Thomas. Students minoring in psychology must successfully complete a minimum of 12 credits in psychology at St. Thomas. All courses counting toward the major or the minor must be graded using the regular (letter) grading system.

The department also offers General Psychology (PSYC 111) for students to fulfill the Social Analysis component of the core curriculum.

Psychology Honor Societies

Psi Chi, the National Honor Society in psychology, was founded in 1929 for the purpose of encouraging, stimulating, and maintaining excellence in scholarship and advancing the science of psychology. The St. Thomas chapter was established in 1997. Students who have a grade point average of at least 3.00 in psychology, rank in the highest 35 percent of their class, and who have completed at least three semesters of college coursework, including nine hours in psychology, are eligible to apply for membership.

Nu Rho Psi, the national Neuroscience Honor Society encourages professional interest and excellence in scholarship, particularly in neuroscience. The St. Thomas chapter was established in 2007. Students who have a 3.2 or higher overall grade point average and a 3.5 or higher grade point average in specific neuroscience courses are eligible to apply. For more information, go to <http://www.stthomas.edu/neuroscience/clubs/default.html>.

The Department of Psychology also recognizes selected students each year for outstanding research, service, and academic achievements.

Major in Psychology

- PSYC 111 General Psychology (4 credits)
- PSYC 212 Research Methods in Psychology (4 credits)
- PSYC 422 History and Systems (4 credits) (to be taken during the senior year)

Plus 8 additional courses:

- At least one from each perspective (5 classes)
- The remaining classes may be from the elective list or from the perspective lists
- Four of the eight must be 300/400 level
- Two must be lab courses (PSYC 212 is a pre-requisite for all lab courses)

Perspective-Based Courses

BIOLOGICAL

- PSYC 206 Brain and Human Behavior
- PSYC 207 Drugs, and Behavior
- PSYC 322 Sensation and Perception
- PSYC 401 Physiological Psychology

COGNITIVE

- PSYC 315 Cognition
- PSYC 323 Psychology of Learning and Memory
- PSYC 400 Seminar in Cognition
- PSYC 415 Research Issues in Cognition

SOCIAL

- PSYC 121 Social Psychology
- PSYC 151 Cross-Cultural Psychology
- PSYC 321 Research Issues in Social Psychology

DEVELOPMENTAL

- PSYC 200 Infancy and Childhood
- PSYC 202 Lifespan Development
- PSYC 203 Psychology of Adolescence
- PSYC 204 Adulthood and Aging
- PSYC 402 Developmental Psychology Research

CLINICAL

- PSYC 301 Psychopathology
- PSYC 302 Personality Theories
- PSYC 313 Psychological Testing
- PSYC 428 Counseling and Psychotherapy

ELECTIVE COURSES

- PSYC 205 Psychology of Women
- PSYC 250 Positive Psychology
- PSYC 288 Psychology of Marriage and Family
- PSYC 308 Motivation and Emotion

- PSYC 342 Industrial/Organizational Psychology
- PSYC 365 Health Psychology

Allied requirements

All of the following or an adequate substitute approved by the chair:

- BIOL 101 General Biology (4 credits)
or BIOL 105 Human Biology (4 credits)
or BIOL 106 Women, Medicine and Biology (4 credits)
or BIOL 207 Genetics, Ecology, and Evolution (4 credits)
or CHEM 100 (Chemistry in our World)
or CHEM 101 (Environmental Chemistry)
or CHEM 108 (Nursing Chemistry)
or CHEM 109 (General Chem for ENGR)
or CHEM 111 (General Chemistry)
or CHEM 115 (Accelerated General Chemistry)
- *STAT 220 Statistics I (4 credits)

*STAT 220 has prerequisites. Check the course description for current prerequisites.

Students should take the following courses in the following order:

- STAT 220
- PSYC 212

Note: These courses should be taken early in the college career, since they are prerequisites for some required courses in psychology. A student should consult early with her/his department adviser to have her/his plan approved.

Co-Major With Social Work and Psychology

See Social Work

Minor in Psychology

- PSYC 111 General Psychology (4 credits)

Plus eight credits from the following:

- PSYC 121 Social Psychology (4 credits)
- PSYC 151 Cross-Cultural Psychology (4 credits)
- PSYC 200 Psychology of Infancy and Childhood (4 credits)
- PSYC 202 Lifespan Development (4 credits) (students may not receive credit for both 202 and 200)
- PSYC 203 Psychology of Adolescence (4 credits)
- PSYC 204 The Psychology of Adulthood and Aging (4 credits)
- PSYC 205 Psychology of Women (4 credits)
- PSYC 206 The Brain and Human Behavior (4 credits)
- PSYC 207 Drugs and Behavior (4 credits)
- PSYC 212 Research Methods in Psychology (4 credits)
- PSYC 288 Psychology of Marriage and the Family (4 credits)

Plus eight credits from the following:

- PSYC 301 Psychopathology (4 credits)
- PSYC 302 Personality Theories (4 credits)
- PSYC 308 Motivation and Emotion (4 credits)
- PSYC 313 Psychological Testing (4 credits)
- PSYC 315 Cognition (4 credits)
- PSYC 321 Current Research Issues in Social Psychology (4 credits)
- PSYC 322 Sensation and Perception (4 credits)
- PSYC 323 Learning and Memory (4 credits)
- PSYC 342 Psychology and Work (4 credits)
- PSYC 400 Seminar in Cognitive and Language Development (4 credits)

- PSYC 401 Physiological Psychology (4 credits)
- PSYC 415 Research Issues in Cognition (4 credits)
- PSYC 422 History and Systems (4 credits)
- PSYC 428 Theories of Counseling and Psychotherapy (4 credits)

Students should consult early with a department adviser to have their plan approved.

The following two stipulations apply only to NSCI majors looking to minor in Psychology:

No more than two classes may overlap between the PSYC minor and NSCI major. Note: for NSCI majors these will likely be PSYC 111 and PSYC 212

NSCI majors may not count PSYC 206 or 207 toward their PSYC minor as there is too much content overlap between these courses and courses available in the NSCI major.

PSYC Course Catalog

PSYC 102 Lifespan Develop. for Nursing (2 credits)

This course will provide you with an opportunity to learn about growth and development throughout the human lifespan. We will use psychological theories and research to examine physical, cognitive and psychosocial development, while appreciating the important role of biological and cultural factors. Lifespan development is a very broad area, and we will not be able to cover all possible topics. We will instead focus on thinking critically, making meaningful connections between topics, and understanding diversity within development. The different topics and theoretical approaches we cover will enable you to have an integrated understanding of lifespan development. This introduction to developmental norms and differences will support the aspiring nurse's ability to help patients navigate life events and stages. Connections to healthcare contexts will be highlighted. Students cannot receive credit for both PSYC 102 and PSYC 202. PSYC 102 cannot count toward the developmental perspective requirement of the PSYC major. Prerequisite: PSYC 111

PSYC 111 General Psychology (4 credits)

An introduction to the research questions, concepts, theories, methods, and findings of psychological science. Although the selection varies with instructor, topics include brain function, psychological testing, sensation and perception,

cognition (learning, memory, language), states of consciousness, motivation, human development, personality, origins and treatment of disorders, social behavior, stress and health, and applied psychology (workplace, community, environment).

PSYC 121 Social Psychology (4 credits)

This is an introduction to the field of social psychology, which examines how an individual's thoughts, feelings, and behaviors are influenced by the social context. The course covers such topics as conformity, persuasion, stereotypes and prejudice, love and relationships, helping behavior and altruism, aggression, the self-concept, and group dynamics. Prerequisite: PSYC 111

PSYC 151 Cross-Cultural Psychology (4 credits)

This course is designed to cover the issues and themes current in the field of cross-cultural psychology. Examples of such issues include: cultural variation along the lines of collectivism and individualism; psychological principles that might be universal compared to those that are culturally specific; how content and context affect psychological functioning, and variation within as well as between cultures. A range of substantive areas within psychology will be examined, including social, developmental, organizational, cognitive, health psychology, and psychology of emotion. Examples will be drawn from a range of non-Western cultures (e.g., Japan, India, Liberia) as well as various cultures within the United States (e.g., African-American, Hispanic, American Indian). Emphasis will be placed on how Western and non-Western cultures differ from each other, on how non-Western cultures differ from each other, and on how intra-cultural variation also plays important roles in psychological functioning. Prerequisite: PSYC 111

PSYC 200 Psy: Infancy & Childhood (4 credits)

An introduction to issues and theories of development dealing with infancy, toddlerhood, and early and middle childhood. The course reviews the principles, theories, research and application of cognitive, emotional, personality, social and physical development. Also examined is how children develop the knowledge, skills, and personality characteristics that allow them to become successful adults as well as how differences among children come about. Prerequisite: PSYC 111 NOTE: Students who receive credit for PSYC 200 may not receive credit for PSYC 202.

PSYC 202 Lifespan Development (4 credits)

An introduction to developmental principles and theories throughout the life span. The course also

includes research, application and the interplay among the physical, emotional, social and intellectual variables in the process of growth and development. Also examined is how individuals develop the knowledge, skills, and personality characteristics that allow them to become successful later in life as well as how differences among individuals come about. Prerequisite: PSYC 111
NOTE: Students who receive credit for PSYC 202 may not receive credit for PSYC 200 or 204.

PSYC 203 Psych of Adolescence (4 credits)

An introduction to issues and theories of development dealing with adolescence. The course reviews the principles, theories, research and application of cognitive, emotional, personality, social and physical development. Also examined is how adolescents develop the knowledge, skills, and personality characteristics that allow them to become successful adults as well as how differences among teens come about. Prerequisite: PSYC 111

PSYC 204 Psych: Adulthood & Aging (4 credits)

Theories of and research in physical, emotional, social, personality and intellectual development in adulthood and in old age. This course will emphasize the psychological adjustment to the stresses and demands (e.g., vocation, marriage, retirement, bereavement) the individual encounters during those developmental stages. Prerequisite: PSYC 111
NOTE: Students who receive credit for PSYC 204 may not receive credit for PSYC 202.

PSYC 205 Psychology of Women (4 credits)

An examination of physiological, experiential, and social factors affecting the psychological development of women and their status as adults. Addresses diversity among women and how factors such as class and race intersect with historical and contemporary gender inequalities in women's lives. Topics include: biological and social influences on the development of gender, research on sex-related differences in psychological traits and cognitive abilities, media image and stereotypes of women, close relationships and sexuality, mothering, employment, aging, violence against women, and psychological health. Prerequisite: PSYC 111

PSYC 206 Brain & Human Behavior (4 credits)

An examination of brain systems that subserve human behavior. Topics include: human development, consciousness, social behavior, cognition, emotion and abnormal behavior. Prerequisite: PSYC 111

PSYC 207 Drugs and Behavior (4 credits)

The course surveys some basic facts and principles

of administration, absorption, transport, action, deactivation and elimination of drugs. Various classes of drugs; their effects on mood, behavior, and consciousness; their use and misuse; and phenomena of chemical dependency and its treatment modalities are discussed. Lectures, readings, films, tapes and invited speakers are employed. Prerequisite: PSYC 111

PSYC 212 Research Meth in Psych (4 credits)

Research designs and problems, with emphasis on operationalization of concepts, development of hypotheses, specific research designs, sources of error, literature reviews, data collection, data analysis and use of APA format. Prerequisites: PSYC 111 and STAT 220 (QMCS 220 or IDTH 220) View Online Printable Schedule

PSYC 243 Individual Study (2 or 4 credits)

PSYC 250 Positive Psychology (4 credits)

This course explores current research on positive emotions, well-being, positive thinking, character strengths, virtues, values, wellness, resilience, positive relationships, and aspects of institutions (family, school, business, etc.) that cultivate positive experiences for their members. In addition to examining research on these topics, students will be expected to engage in positive psychology exercises related to the recognition of their own character strengths and the cultivation of gratitude. Prerequisite: PSYC 111

PSYC 269 Research (2 or 4 credits)

PSYC 288 Psy of Marriage & Family (4 credits)

An examination of the psychological concepts, issues, challenges and changes relevant to marriage and family today. Topics include intimacy, liking and loving, power and control, gender, marriage and family therapy, and the psychological effects of marriage vs. non-marriage, divorce, and various parenting styles. Prerequisites: PSYC 111 and junior standing or permission of the instructor

PSYC 296 Topics (2 credits)

PSYC 297 Topics (4 credits)

PSYC 298 Topics (4 credits)

PSYC 301 Psychopathology (4 credits)

This course sets forth a framework for understanding abnormal or maladaptive behavior. It will investigate specific diagnostic categories (such as depression and schizophrenia), causal factors and treatments of these maladaptive patterns. Prerequisites: PSYC 111 and junior standing

PSYC 302 Personality Theories (4 credits)
A review of major theories of personality, including psychoanalytic, behavioristic, humanistic and trait-factor approaches. Prerequisite: PSYC 111

PSYC 308 Motivation and Emotion (4 credits)
Survey of research and theories related to specific motives (such as hunger and thirst) as well as approaches to emotional states such as anger, happiness and sadness. Relevant research will be drawn from both the social and physiological branches of psychology. Prerequisites: PSYC 111 and junior standing

PSYC 313 Psychological Testing (4 credits)
This course provides an overview of the principles of testing and measurement, particularly as they relate to the practice of psychology and education. The course examines the theories underlying individual and group-administered tests in such areas as intelligence, aptitude, achievement, interests, personality, neuropsychological and educational tests. Various controversial issues in the field of testing will also be addressed including ethics, bias, computer-based assessment, and testing of special populations. Counts toward fulfilling the Psychology major lab course requirement. Prerequisite: PSYC 212

PSYC 315 Cognition (4 credits)
This course will provide an overview of cognitive processes, the processes that collectively comprise what is commonly termed "thinking." Topics discussed will include perception, attention, remembering, language, problem solving, reasoning, and social cognition. The course will focus on how these processes operate in everyday situations, as well as empirical (laboratory) investigations of these processes. Connections between cognitive psychology and other areas of psychology (e.g., clinical, biological) will also be discussed. Prerequisite: PSYC 111

PSYC 321 Res Issues: Social Psych (4 credits)
This laboratory course provides hand-on experience in the design, implementation, and presentation of a social psychology experiment. Class readings and discussion introduce social psychological research, link classic social psychological research to current social issues, and teach students to do what social psychology researchers do. Prerequisite: PSYC 212

PSYC 322 Sensation & Perception (4 credits)
A study of the structure and function of sensory systems, the information that these systems provide the brain, and the subsequent interpretation of sensory information that we call perception. The

course focuses on visual perception (e.g., brightness, color, form, depth, movement, constancy, illusions) and auditory perception (e.g., detection, discrimination, loudness, pitch) and incorporates art and music. Prerequisite: PSYC 212

PSYC 323 Learning and Memory (4 credits)
The basic concepts involved in simple associative learning are presented, along with theoretical and applied concerns. The analysis and modification of animal and human behavior by means of classical and instrumental conditioning are discussed. The course also will trace the history of the study of learning from its roots in philosophy to the current cognitive approach. Prerequisite: PSYC 212

PSYC 327 Spooks, Psychics & Skeptics (0 to 4 credits)

PSYC 334 Psychology for Sustainability (4 credits)
Drawing from work in environmental psychology, ecopsychology, and conservation psychology we will address how psychological theory and research can be applied to promote a sustainable future and explore psychological aspects of the reciprocal relationship between humans and the rest of the natural world. This course will provide an overview of the basic knowledge, theories, and research methods that characterize the psychology of sustainable behavior. After completing this course, students will understand the causes and consequences of environmental degradation, understanding of the psychological underpinnings of the approaches being used to promote sustainable behavior and be able to describe important social, cultural, and policy factors that influence sustainable behavior. Prerequisite: One of the following PSYC 111, ENVR 151, ENGR 123, BIOL BIOL 102, BIOL 209, GEOL 115 OR CHEM 101, or permission of the instructor.

PSYC 342 Psychology and Work (4 credits)
This course presents basic concepts of psychology as they apply everyday in the workplace. Topics to be covered include measurement and its applications in the workplace (e.g., personnel decisions and performance appraisals), worker training, worker attitudes and motivation, worker adjustment, health and safety, leadership, communication and group behavior and development of the organization. Prerequisites: PSYC 111 and junior standing

PSYC 365 Health Psychology (4 credits)
This survey course will examine the contributions of psychological research to the understanding,

prevention, and treatment of a variety of health concerns. This course will employ a biopsychosocial model, which means that we will study how social, emotional, behavioral, biological, and spiritual factors influence health. The specific topics include injury, stress, pain management, addictions, sleep, patient-physician relations, and chronic illnesses such as Alzheimer's, diabetes, and AIDS.
Prerequisite: PSYC 111

PSYC 389 Research (2 or 4 credits)

PSYC 393 Individual Study (2 or 4 credits)

PSYC 400 Sem/Cognitive & Lang Devel (4 credits)

Current theory and research in a specific topic related to cognition. Topics will vary, but will include in-depth coverage of specific topics related to thinking and consciousness. Sample topics include (but will not be limited to) specific aspects of consciousness (e.g. Sleep and Cognition), memory (e.g. eyewitness memory or memory distortion), social cognition (e.g. stereotyping), developmental cognition (e.g. language development), cognitive neuroscience (e.g. brain mechanisms underlying attention), comparative cognition (e.g. animal language), and applied cognition (e.g. human-computer interaction). Prerequisite: PSYC 111 and one additional PSYC course or permission of the instructor.

PSYC 401 Physiological Psychology (4 credits)

This laboratory course includes study of the brain, its function and its control of behavior. Neuroanatomical, neurophysiological, and biochemical substrates of behaviors associated with feeding, drinking, sex, sleep, arousal, emotion, learning and memory are examined. Prerequisites: PSYC 212; PSYC 206 or PSYC 322 or NSCI 301; and BIOL 101 or BIOL 207 or equivalent

PSYC 402 Developmental Psych Research (4 credits)

This laboratory course presents methods and designs in developmental research methodology. The course examines observational, experimental and quasi-experimental research as well as analyses, ethics, and other core issues in developmental psychology. Prerequisites: PSYC 200 or 202; and PSYC 212

PSYC 415 Research Issues in Cognition (4 credits)

This laboratory course explores research issues in cognitive psychology, with special emphasis on cognitive psychology methodology, current research issues, hands-on research, and discussion/analysis of primary research sources.

Specific topics covered each semester may vary slightly. Examples of topics include: subliminal perception; automatic processing; implicit memory; eyewitness testimony; memory reconstruction; expertise and problem solving; the use of heuristics in decision making; person memory. Approximately four lectures and three laboratory hours per week.
Prerequisites: PSYC 212

PSYC 422 History of Psych in Context (4 credits)

This course explores psychology's past with a special focus on events representing the discipline's sustained interest in applying science to enhance human welfare. From its early days, U.S. psychologists have applied our discipline's knowledge to solve social problems. This course examines psychology's complicity, in its early years, with questionable cultural practices and unjust social norms (e.g. the eugenics movement, racial bias). We also study the social/historical context surrounding psychology's early applications. The goal is to promote reflection on the place of psychology in the broader culture and raise awareness of the complexities inherent in using science to solve social problems, in the service of preparing students to be "morally responsible leaders who think critically, act wisely, and work skillfully to advance the common good." Prerequisites: Senior standing and declared Psychology major

PSYC 428 Counseling & Psychotherapy (4 credits)

Theories and procedures of counseling and psychotherapy are discussed, including psychoanalysis, client-centered therapy, cognitive therapy, behavior therapy, and others. Prerequisites: PSYC 301 and three psychology courses

PSYC 476 Experiential Learning (1 to 4 credits)

PSYC 489 Topics (4 credits)

PSYC 490 Topics (4 credits)

PSYC 491 Individual Research (2 or 4 credits)

PSYC 495 Individual Study (2 or 4 credits)

Public Health (PUBH)

College of Health, Department of Health & Exercise Science

Anderson Athletic Recreation Center (AARC) 206, (651) 962-5982

Mellick (Chair), Arogbokun, Bruininks, Hedman-Robertson, Korak, Mead, Roy, Sage, Scibora

Department Website:
<https://health.stthomas.edu/health-exercise-science/index.html>

Public health is an exciting and growing field of study. The course of study in the major reflects a broad exploration of public health issues, methods, and strategies. The field challenges its professionals to confront complex health issues, such as improving access to health care, controlling infectious disease, and reducing environmental hazards, violence, substance abuse, and injury.

Public health is a field that offers an abundance of job opportunities to suit a variety of interests and skills. Whether you are more interested in crunching numbers, conducting research, or working with people, there is a place for you in the field of public health. Those interested in working for a non-profit organization can find jobs in health advocacy, policy, or research for organizations such as the American Cancer Society, the Red Cross, or a local non-profit that focuses on specific health issues. Careers are also available at local, county, state and federal health agencies, as well as health care providers.

Public Health Major (B.S.)

Major Courses:

- PUBH 220 Introduction to Public Health (4 credits)
- PUBH 225 Global Health & Development (4 credits)
- PUBH 230 Public Health Communications (2 credits)
- PUBH 240 US Health Care Delivery System (4 credits)
- PUBH 300 Introduction to Epidemiology (4 credits)
- PUBH 330 Health Policy (4 credits),
- PUBH 340 Health Education: Program Planning Evaluation (4 credits)
- PUBH 350 Environment, Health & Justice (4 credits)
- PUBH 465 Public Health Research (4 credits)
- PUBH 470 Experiential Learning in Public Health (2 credits)

- PUBH 485 Senior Seminar: Public Health (4 credits)

4 elective credits in:

- PUBH 200 Emerging Infectious Diseases
- PUBH 210 One Health
- HLTH 250 Personal Health & Wellness
- HLTH 420 Lifestyle Changes
- HLTH 430 Worksite Health Promotion
- NUTR 245 Introduction to Nutrition
- EXSC 213 Human Anatomy with Lab
- EXSC 214 Human Physiology with Lab
- EXSC 240 Medical Terminology

Allied Courses:

- STAT 220 Statistics (4 credits)
- PSYC 111 General Psychology (4 credits)

Select one of the following: (4 credits)

- BIOL 105 Human Biology
- BIOL 106 Women, Medicine & Biology
- BIOL 207 Genetics, Ecology & Evolution

Select one of the following: (4 credits)

- COMM 100 Public Speaking
- COMM 105 Communication in the Workplace

Select one of the following: (4 credits)

- ENVR 151 Environmental Challenges
- BIOL 209 Biology of Sustainability

Select one of the following: (4 credits)

- JPST 250 Introduction Justice & Peace Studies

- GEOG 350 Geography of Global Health
- BIOL 161/GEOL 361 Medical Geology

Select one of the following: (4 credits)

- SOCI 100 Introduction to Sociology
- SOCI 110 Social Problems
- SOCI 251 Race & Ethnicity

Public Health Minor

Required:

- PUBH 220: Intro to Public Health and Social Justice (4 credits)
- PUBH 225: Global Health and Development
- PUBH 300: Intro to Epidemiology (4 credits)
- STAT 220: Statistics (4 credits)

Plus one from:

- PUBH 200: Emerging Infectious Disease and Global Health (4 credits)
- PUBH 210: One Health: Humans, Animals and the Environment (4 credits)
- PUBH 330: Health Policy (4 credits)
- PUBH 340: Human Education Program Planning and Evaluation (4 credits)
- PUBH 350: Environment, Health and Justice (4 credits)

PUBH Course Catalog

PUBH 200 Emerging Disease & Glob Health (4 credits)

In recent decades, infectious diseases such as West Nile virus, Ebola, Zika, MERS, HIV, H5N1 and H1N1 influenza virus have jumped geographical boundaries and even species boundaries to emerge in new populations. This class offers an introduction to emerging and reemerging infectious disease and focuses on the underlying mechanisms of microbial emergence, epidemiology, and the strategies available to contain them. In this age of antibiotics and vaccines, why do millions die each year from infectious diseases worldwide? With new pathogens continuing to emerge, can we ever hope to win the battle? The emergence and re-emergence of infectious diseases involves many interrelated

factors. Global interconnectedness continues to increase with international travel and trade; economic, political, and cultural interactions; and human-to-human and animal-to-human interactions. This course will address the biological mechanism of infectious disease and the socioeconomic and ecological factors that influence the outbreak of infectious diseases.

PUBH 210 One Health (4 credits)

This course is designed to provide students with an understanding of the biology of human/animal/environmental interactions that impact health. Students will practice evidence-based approaches to these public health issues including identifying problems and risk factors, considering evidence-based recommendations for interventionism developing strategies for putting interventions in place, and evaluating outcomes. The University of St. Thomas challenges students "... to be morally responsible leaders, who think critically, act wisely, and work skillfully towards the common good." Students completing this course will build critical thinking skills while learning fundamental concepts and practices that benefit the health of global and local communities.

PUBH 220 Intro to Pub Hlth & Soc Just (4 credits)

Public health impacts each of us on a daily basis, yet too few of us can explain exactly what it is or describe the numerous ways in which it "touches" our daily lives. For students interested in the healthsciences it is critical that you understand how public health has and continues to influence our collective health. In this course you will acquire an understanding of the academic discipline of public health, major public health problems, and public health systems intended to protect and maintain the health of the public. The course will orient you to core principles of public health, including social justice, and provide opportunities for you to apply your knowledge of public health to address complex population health problems that affect the population. Course activities will challenge you to think critically about various complex health problems while you compare, contrast and devise "solutions" or interventions to address them. This class will equip you with tools to begin to address the critical public health issues that face you, your community, and your world.

PUBH 225 Global Health & Development (4 credits)

Course description: Some of the major global health challenges we will discuss include communicable and non-communicable diseases, as well as environmental, women's, and refugee health issues.

We will pay particular attention to health systems and the role these systems play in promoting health and development around the globe. The course is global in its scope, but the focus of many of our discussions will be on low- and middle-income countries, the health of the poor, and health inequity. The relationship between health and socio-economic development will be examined throughout the course. The course will expose students to concepts from social epidemiology, such as social determinants of health and the impact of various social, economic, political, and historical contexts on health.

PUBH 230 Public Health Communications (2 credits)

This course provides students with a foundation of knowledge to develop communication and advocacy skills for the public health profession. Students will learn how to apply health communication strategies and recommended practices in developing, implementing, and evaluating a health communication campaign as well as engaging in advocacy-related communications. Students will apply and discuss health communication concepts, theories, and models in critiquing past communication campaigns. Emergency and risk communication, health literacy and patient-client education, communicating with stakeholders and decision/policy makers, and e-health technologies will also be explored.

PUBH 240 U.S. Health Care Delivery (4 credits)

This course will provide an introduction into the legal, ethical, social, economic, and regulatory dimensions of U.S. health care, through a public health and social justice lens. Students will analyze the U.S. health care system structure and functions. Systems of care (government, private, and non-profit) as well as types of care (medical care, behavioral health care, public health, etc.) will be explored. Coursework will require students to conduct a comparative analysis of health care delivery system in the U.S. and another country. The course will explore challenges within the U.S. health care delivery system and engage students to investigate proposed solutions to reduce health care costs, improve health care quality, and reduce health disparities. A culminating class project will provide opportunities for students to share what they have learned in the course with a larger audience.

PUBH 300 Intro to Epidemiology (4 credits)

Course description: Epidemiology (“epi”) is the study of the distribution and determinants of health

and disease patterns in human populations. As a scientific method, epidemiology can be used to investigate, analyze, and ultimately prevent or control health problems on the population level. In this course you will develop your understanding of the epidemiologic approach for addressing important population health problems. You will have the opportunity to examine various population health issues from an epidemiologic perspective. Initially, you will learn to speak the “epi” language such that you can describe data in epidemiologic terms and examine associations between exposures and health/disease outcomes. You will also develop skills to conduct basic data analysis, critically analyze epidemiologic study methods, and assess the validity of “epi” study results. You will leave this course with a better understanding of both the significant impact of epidemiology on human health as well as some of the limitations of the science. Prerequisites: PUBH 220 and STAT 220

PUBH 330 Public Health Policy (4 credits)

Public Health policies are inescapable, critical, but often invisible components of our everyday lives. The accessibility, cost and quality of health care; our preparedness for disasters; the safety of our food, water, environment and medications; the right to make individual decisions about our personal health and well-being; and many other issues are vitally tied to health policies and laws. Health policies and laws may have a lasting effect on our quality of life as individuals and on our welfare as a nation. This course examines the relationship between public health research and policymaking. Complex health policy problems facing policymakers today will be discussed. Specifically, this course examines healthcare policy from a public health perspective. Over the course of the semester, we will discuss federal, state, and local health policies in order to improve our understanding of how and why policies were and are developed and how research, politics, and other social factors inform the health policymaking process. Many of the contemporary health policy problems facing federal, state, and local policymakers today will be explored. Prerequisites: PUBH 220 or approval of the instructor

PUBH 340 Planning, Implementation & Eva (4 credits)

This course will cover effective approaches for planning, implementing, and evaluating public health education programs. Students will engage in quantitative and qualitative needs assessment procedures to guide program goal and objective setting. The course will emphasize theoretical and

evidence-based interventions and tools to optimize program implementation. Fundamental concepts and methods of evaluation will be covered. This course covers important planning skill sets beneficial to other disciplines. Prerequisite: PUBH 220 and 225 or instructor approval

PUBH 350 Environment, Health & Justice (4 credits)

Welcome to PUBH 350: Environment, Health and Justice. In this course we will examine public health structures, principles, tools, and programs used to address current and historical environmental health issues. Throughout the course we will consider how the world we live in impacts our health, how we negatively impact the environment and our own health, and what can be done to improve population health. We will consider these topics from an environmental justice perspective because around the world environmental hazards and diseases are not equally distributed across all populations. Environmental health issues are complex and in order to more fully understand them we will draw on ideas and concepts from sociology, economics and environmental epidemiology, toxicology, and regulation. This course will encourage you to understand and think critically about ways public health systems measure, control, and remove exposures to environmental hazards to protect population health. Prerequisites: PUBH 220 or approval of the instructor

PUBH 465 Public Health Research Methods (4 credits)

This course is intended to guide students through a five-step process for conducting health research. Students will develop skills necessary to understand, interpret, design various types of health research, as well as contribute to the scholarly conversation in public health. Students will have the opportunity to develop a research question, design a research project to address their question, draft a manuscript, and present their findings to their peers and faculty. Topics to be covered in this course include: identifying an appropriate research study question, selecting an effective study approach, designing a study, collecting data, analyzing data, and reporting findings. This course serves as a hands-on, writing intensive course for students majoring in Public Health. Prerequisites: PUBH 220 and PUBH 300

PUBH 470 Internship: Public Health (2 or 4 credits)

The Public Health undergraduate internship learning experience has a three central goals: 1) to broaden student exposure to public health professionals and agencies, 2) facilitate opportunities for students to

integrate, synthesize, and apply knowledge gained from coursework, and 3) provide opportunities for students to observe public health leadership in action. This course requires students to complete 100 hours engaging in public health-related competencies. Prior to registering for this class, students must receive internship site approval by faculty or advisor and secure an agreement, in writing, with an internship site. Prerequisites: STAT 220, PUBH 300, and PUBH 340

PUBH 485 Senior Seminar: PUBH (4 credits)

This is the senior capstone seminar for public health majors. The overarching aim of the course is to provide students with a culminating experience to their overall studies in undergraduate public health. Students will bring to this course all of the knowledge and tools of analysis that they have learned in public health throughout their undergraduate tenure. This seminar allows students majoring in public health to analyze specific issues and problems using the knowledge and understanding gained by completing their required courses in the program and an experiential learning or research experience. Prerequisites: PUBH 465 or 470 and be senior standing or get permission of the instructor.

PUBH 491 Individual Study/Research (2 to 4 credits)

PUBH 495 Individual Study/Research (2 or 4 credits)

RISK MANAGEMENT AND INSURANCE

College of Arts and Sciences and Opus College of Business, Interdisciplinary Program

The Risk Management and Insurance Certificate provides students with foundational knowledge in the broad industry of risk management and insurance (RM&I). This industry covers a wide range of areas, including life insurance, health insurance, property and casualty insurance, worker's compensation, risk mitigation and prevention, enterprise risk management and more. At its core, the industry is focused on ensuring the common good through the mitigation of risk and the collective pooling of risk (i.e., insurance) in order to protect participants against unfortunate and unforeseen events.

The certificate program introduces students to a variety of areas in this field with a 4-credit introductory course followed by four additional required courses out of five available 2-credit offerings in Property and Casualty (P&C) Insurance (including workers' compensation), Employee Benefits, Life Insurance, Financial Advising, and an advanced topics course in Risk Management.

Certificate in Risk Management and Insurance

Required Courses:

- ACSC 220, Risk Management and Insurance (4 credits)
- FINC 301, Life Insurance (2credits)
- FINC 302, Property and Casualty Insurance (2 credits)
- FINC 303, Employee Benefits (2 credits)

Select one of the following two courses:

- FINC 401, Financial Advising (2 credits)
- FINC 402, Advanced Topics in Risk Management and Insurance (2 credits)

For additional information and questions, please contact Mike Axtell at axte2004@stthomas.edu

Science, Medicine and Society Minor

College of Arts and Sciences, Interdisciplinary Program

Director: Dr. Peter Distelzweig (PHIL)

[Science, Medicine, and Society Department Web Site](#)

The "Science, Medicine, and Society" (SMDS) minor provides students with interdisciplinary, critical and constructive perspective on medicine, science, health and disease today. Through course offerings in the humanities and (mainly) social and behavioral sciences the minor explores contemporary and historical perspectives on: (1) the concepts of health and disease; and (2) the cultural, social, institutional, and geophysical context of science, medicine, and health care. It will help students better analyze,

evaluate, and positively influence these important forces shaping society today.

Science, Medicine & Society Minor

All students must take:

- PHIL 241 History and Philosophy of Medicine (4 credits)
or PHIL 385 Philosophy of Science* with approval of program director
- PHIL 254 Biomedical Ethics (4 credits)

Plus one of the following 400-level Theology courses:

- THEO 420 Theology and the Biomedical Revolution (4 credits) / THEO 225: Faith & Ethics: Bioethics (4 credits)
- THEO 437 Christian Faith and the Health Care Professions (4 credits) / THEO 229: Professions: Faith & Health (4 credits)
- THEO 472 Theology and Public Health (4 credits) / THEO 229: Professions: Faith & Publ Hlth (4 credits)

With approval of the program director:

- THEO 434 Science and Christian Theology (4 credits) / THEO 224: Bridges: Theology & Science (4 credits)
- THEO 449 Theology and Engineering (4 credits) / THEO 229: Professions: Faith & ENGR (4 credits)
- Another 400-level Theology course / THEO 200-level course

Electives (12 Credits):

Group 1 - Humanities and Communication, choose up-to four credits:

- COJO 372 Environmental Communication (4 credits)
- ENGL 256 Introduction to Professional Writing (4 credits)
- PHIL 385 Philosophy of Science* (4 credits)

- Other courses as pre-approved by the program director

*PHIL 385 may not count towards both Science, Medicine and Society core AND elective requirements.

Group 2 - Social, Behavioral and Natural Sciences, choose up-to 12 credits:

- BIOL 106 Women, Medicine and Biology (4 credits)
- BIOL 110 Genetics and Society (4 credits)
- BIOL 161/GEOL 161 Medical Geology (4 credits)
- BIOL 361/GEOL 461 Medical Geology (4 credits)
- ECON 324 Health Economics (4 credits)
- GEOG 350 Geography of Global Health (4 credits)
- HLTH 120 Foundations of Health Promotion (2 credits)
- HLTH 250 Personal Health and Wellness (2 or 4 credits)
- POLS 205 Citizen Participation and Public Policy (4 credits)
- PSYC 121 Social Psychology or PSYC 151 Cross-Cultural Psychology (4 credits)
- PSYC 207 Drugs and Behavior (4 credits)
- PSYC 301 Psychopathology (4 credits)
- PSYC 365 Health Psychology (4 credits)
- PUBH 220 Intro to Public Health and Social Justice (4 credits)
- PUBH 225 Global Health and Development (4 credits)
- SOCI 110 Social Problems (4 credits)
- SOCI 251 Race and Ethnicity (4 credits)
- Other courses as pre-approved by the program director.

SOCIAL WORK (SOWK) - SCHOOL OF SOCIAL WORK

School of Social Work

Summit Classroom Building 201, (651) 962-5800

Baboila, Chigbu, Fletcher, Hepperlen, Hollidge, Horn, Lundquist, Marrs Fuschel, Nesmith, Peterson, Rand, Roseborough, Solomonson, Theisen, Whitebird

Department Web Site:

<https://health.stthomas.edu/social-work/ug-experience/index.html>

At the University of St. Thomas, social work is seen as a critical part of health & well-being for individuals, communities and society. Social work is one of the fastest growing careers in the U.S. We prepare you to become a licensed professional, equipped to work in direct practice with children or adults, families, groups and organizations, or as an advocate for policies to advance the common good. Our graduates are committed to social justice and to helping people make positive changes in their lives

Why Study Social Work at St. Thomas?

With an increase in jobs estimated at 16 percent or higher in the field over the next decade (U.S. Bureau of Labor Statistics), social work offers vast career opportunities. Health care social work, along with mental health and substance abuse social work are among the fastest growing areas, while opportunities to work with children, families and schools are also growing faster than average. With a bachelor's degree in social work, you can begin work upon graduation or enter a master of social work (MSW) program as an "advanced standing" student, and save a year of time and investment achieving your MSW.

With our bachelor's degree in social work, you'll be prepared to work with diverse populations across a wide variety of settings such as schools, health systems, nonprofits, and social services agencies including child welfare agencies. You will gain real-world practice experience during 475 hours of fieldwork (internships), and graduate prepared to take the bachelors-level social work licensure exam in any state.

The curriculum is rooted in a philosophy of social responsibility and respect for individuals' rights. Drawing from the Judeo-Christian traditions of social caring, we prepare students to use social work knowledge, values and skills to demonstrate the intrinsic value of all humankind as they serve those in need and promote social justice and human rights. Our program prepares generalist social workers committed to professional ethics and values, service, social justice and human rights. Our comprehensive program integrates theory, research, field and personal growth components. Social work majors also take courses in human biology, introduction to sociology, general psychology and lifespan developmental psychology.

Majors will expand their knowledge of social work beyond the boundaries of the classroom by completing two field education placements. During their junior and senior years, students will complete 475 hours of field practice experience (75 hours as Juniors, 400 hours as Seniors), engaging them in hands-on learning opportunities in a variety of settings. We have developed strong agency partners and guide students through the process of interviewing and placement with these agencies. Field placements include opportunities such as case management, shelter advocacy, supervised visitation, community education and organizing, school social work, medical social work, research and grant writing, and county social work.

The School of Social Work includes 18 faculty who are known for their teaching excellence and scholarship and are eager to lend their expertise concerning academic and professional issues. Our faculty members hold leadership positions in local, regional and national professional organizations and have expertise in areas such as medical social work, school social work, social policy, child welfare, social work with immigrants and refugees and counseling and mental health. Your professors will enthusiastically challenge you and encourage you to reach your full potential.

The School of Social Work is recognized as a national leader for its strong commitment to social justice. Social Work for Social Justice: Ten Principles, developed by the program and used in the baccalaureate and graduate programs, have been adopted by programs across the country. The social work program also has an active Social Work Club and Honor Society, Epsilon Zeta Eta.

The social work program requires students to be formally admitted to the major. This process takes place in February of the junior year. Prospective

majors must have a grade point average of 2.25 and must be interviewed by the School of Social Work faculty.

There are three social work minors available to all majors: Social Welfare, Chemical Dependency Counseling: Addiction and Recovery, and Social Services Management. These minors are not accredited by the Council on Social Work Education and do not qualify graduates to sit for the Minnesota Board of Social Work examination for State of Minnesota licensure at the licensed social worker level.

Social Work Honor Society

Epsilon Zeta Eta, the campus chapter of Phi Alpha National Social Work Honor Society, was established at the University of St. Thomas in 2019. The purpose of this organization is to advance excellence in social work practice and to encourage, stimulate and maintain scholarship of the individual members.

As a social work major, you are eligible for membership after achieving a junior or senior standing, earning a minimum of six semester hours or equivalent in social work, achieving an overall grade point average of 3.25 or above, and a social work grade point average of 3.50 or above.

Major in Social Work

- SOWK 181 Introduction to Social Work (4 credits)
- SOWK 240 People and the Environment: Theories of Justice, Behavior, & Impact
- SOWK 355 Communication and Interviewing Skills (4 credits)
- SOWK 375 Junior Field Placement and Integrative Seminar (2 credits)
- SOWK 380 Social Work Research (4 credits)
- SOWK 385 Group Work Skills (4 credits)
- SOWK 391 Social Policy for Social Change (4 credits)
- SOWK 401 Practice with Individuals and Families (4 credits)
- SOWK 402 Practice with Organizations and Communities (4 credits)
- SOWK 405 Senior Field Practicum & Integrated Seminar I (4 credits)

- SOWK 406 Senior Field Practicum & Integrated Seminar II (4 credits)

Electives in SOWK (2 credits)

- SOWK 291 The Anatomy of Violence (4 credits)
- SOWK 293 A Celebration and Critical Analysis of Race & Self, Social Work, and Social Movements (2 credits)
- SOWK 295 Loss, Grief, Resilience, and Transformation (2 credits)

Allied requirements

- BIOL 101 General Biology (4 credits)
or BIOL 105 Human Biology (4 credits)
- or BIOL 106 Women, Medicine and Biology (4 credits)
- PSYC 111 General Psychology (4 credits)
- PSYC 202 Lifespan Development (4 credits)
- SOCI 100 Introduction to Sociology (4 credits)

Required Fieldwork Experience

Field placements, arranged by the School of Social Work, provide hands-on practice experience in social work agencies, institutions, and/or departments to complement your academic work through integration of theory and practice.

Junior year:

Approximately six hours per week off campus in a field agency setting totaling 75 hours, plus a weekly seminar course on campus. As a social work student contact your social work adviser or program director during the second semester of sophomore year to discuss the placement process.

Senior year:

Two semesters of approximately 12-16 hours per week off campus in a field agency setting totaling 400 hours, plus bi-weekly seminar course on campus.

Elective courses

Electives are updated frequently. Visit www.stthomas.edu/socialwork/undergraduate/curriculum/default.html for a current list of electives.

- SOWK 295 Grief, Loss, Resiliency, and Transformation (2 credits)
- SOWK 291 The Anatomy of Violence (4 credits)

Admission Process

The School of Social Work requires you to be formally admitted to the major. This process takes place at the middle of the junior year. As a prospective major, you must have a GPA of 2.25 and be interviewed by faculty of the school. Contact your adviser for more details.

Criminal Justice and Social Work Co-Majors

Completing a co-major in Criminal Justice and Social Work will allow students to combine the strengths of two areas of study in order to learn more about responding to human needs and social problems.

The Criminal Justice major provides students with an understanding of the entire criminal justice system. The major emphasizes the interrelationships among the various components of the criminal justice system (e.g. law enforcement, prosecution, counts and corrections) and examines how they deal with adult offenders and juvenile delinquents.

The social work major prepares graduates for generalist social work practice and licensure, and for graduate study. The St. Thomas School of Social Work recognizes two goals for generalist social work practices:

To restore and enhance the social functioning of systems of all sizes (individuals, families, groups, organization, and communities)

To promote a more just society

At the completion of the co-major, students will have excellent analytical and research knowledge, a deeper understanding of social problems, specifically within and related to the criminal justice systems, including a social theoretical background for policy change, and practical, licensable skills and practice experience in the field. In addition, students will be eligible to apply to most MSW problems as "advanced standing", meaning that they will be able to complete their MSW studies on an accelerated timeline.

Requirements:

Criminal Justice (28 credits)

- SOCI 100 Intro to Sociology (4 credits)
- SOCI 200 Intro to Criminal Justice (4 credits)
- SOCI 210 Research Methods in Sociology (WAC:WID) (4 credits)
- SOCI 220 Sociological Analysis (4 credits)
- SOCI 312 Crime & Delinquency (4 credits)
- SOCI 480 Seminar in Criminal Justice (4 credits)

One of the following:

- CJUS 342 Criminal Law & Criminal Procedure (4 credits)
Or SOCI 344 Police & Society (4 credits)
Or SOCI 346 Corrections in America (4 credits)

Social Work (36 credits)

- SOWK 181 Introduction to Social Work (4 credits)
- SOWK 240 Human Behavior and the Social Environment (4 credits)
- SOWK 355 Communication and Interviewing Skills (4 credits)
- SOWK 375 Junior Fieldwork (2 credits)
- SOWK 376 Junior Fieldwork (2 credits)
- SOWK 385 Group Work Skills (4 credits)
- SOWK 401 Practice with Individuals and Families (4 credits)
- SOWK 402 Practice with Organizations and Communities (4 credits)
- SOWK 405 Senior Field Practicum & Integrated Seminar I (4 credits)
- SOWK 406 Senior Field Practicum & Integrated Seminar II (4 credits)

Allied Requirements (12 credits)

- BIOL 105 Human Biology or BIOL 106 Human, Medicine, and Biology (4 credits)

- PSYC 111 General Psychology (4 credits)
- PSYC 202 Lifespan Developmental Psychology (4 credits)

Psychology and Social Work Co-Majors

The fields of psychology and social work share common commitments to understanding individual's physical, mental, and social well being. Many students of psychology and social work are particularly interested in developing a deeper understanding of mental health, healthy brain development, and interventions that positively impact people's lives. The psychology/social work co-major crosses disciplinary boundaries, allowing students to address some of the world's most pressing problems, combining excellence in social work education with in-depth perspectives in psychology. A co-major in psychology and social work allows students to integrate psychology's emphasis on scientific analysis of human behavior and thought with social work's emphasis on application of strengths-based interventions to build individual and structural well-being.

Psychology/social work graduates will be well prepared for careers in a variety of settings, clinical healthcare settings, nonprofit organizations, schools, social service agencies, and educational/research institutions.

Courses in the social work major will prepare students for generalist social work practice and for entry into graduate social work programs (MSW) with advanced standing. The program is accredited by the Council on Social Work Education at the baccalaureate level and qualifies graduates to take the examination for licensure at the licensed social worker (LSW) level.

Requirements:

Psychology (36 credits)

- PSYC 111 General Psychology (4 credits)
- PSYC 202 Lifespan Development (4 credits)
- PSYC 207 Drugs and Behavior (4 credits)
- PSYC 212 Research Meth in Psych (4 credits)
- PSYC 301 Psychopathology (4 credits)
- PSYC Lab I choose from:

- PSYC 313 Psychological Testing (4 credits)
- PSYC 321 Res Issues: Social Psych (4 credits)
- PSYC 322 Sensation & Perception (4 credits)
- PSYC 323 Learning and Memory (4 credits)
- PSYC 401 Physiological Psychology (4 credits)
- PSYC 402 Developmental Psych Research (4 credits)
- PSYC 415 Research Issues in Cognition (4 credits)
- PSYC Lab II choose from:
- PSYC 313 Psychological Testing (4 credits)
- PSYC 321 Res Issues: Social Psych (4 credits)
- PSYC 322 Sensation & Perception (4 credits)
- PSYC 323 Learning and Memory (4 credits)
- PSYC 401 Physiological Psychology (4 credits)
- PSYC 402 Developmental Psych Research (4 credits)
- PSYC 415 Research Issues in Cognition (4 credits)
- PSYC 422 History of Psych in Context (4 credits)

Plus:

- one additional upper level (300/400) elective

Note: the 2 labs and 1 elective listed must include at least one Cognitive area course and one Social Area course.

Social Work (40 credits)

- SOWK 181 Introduction to Social Work (4 credits)
- SOWK 240 Human Behavior and the Social Environment (4 credits)

- SOWK 355 Communication and Interviewing Skills (4 credits)
- SOWK 375 Junior Fieldwork (2 credits)
- SOWK 376 Junior Fieldwork (2 credits)
- SOWK 385 Group Work Skills (4 credits)
- SOWK 391 Social Policy for Change (4 credits)
- SOWK 401 Practice with Individuals and Families (4 credits)
- SOWK 402 Practice with Organizations and Communities (4 credits)
- SOWK 405 Senior Field Practicum & Integrated Seminar I (4 credits)
- SOWK 406 Senior Field Practicum & Integrated Seminar II (4 credits)

Allied Requirements (16 credits)

- BIOL 105 Human Biology (4 credits)
or BIOL 106 Women, Medicine and Biology (4 credits)
- MATH 101 Finite Mathematics (4 credits)
or MATH 111 Calculus/Business & Soc Sci (4 credits)
or MATH 113 Calculus I (4 credits)
- SOCI 100 Intro to Sociology (4 credits)
- STAT 220 Statistics (4 credits)

Sociology and Social Work Co-Majors

Completing a co-major in Sociology and Social Work will allow students to combine the strengths of two areas of study in order to learn more about responding to human needs and social problems.

Sociology is the scientific study of society and social relations and it teaches students the skills they need to communicate, advocate and problem solve in this increasing globalized and socially diverse world. If you are interested in understanding and investigating the role society and social institutions play in influencing human behavior or how we must go beyond individual solutions to tackle social problems, then sociology might be for you! Employers want employees who have intercultural

competence, can work comfortably with team members from diverse backgrounds, and can apply knowledge in real world settings. Course work in Sociology develops this along with intellectual skills such as quantitative and qualitative analytic reasoning and interpersonal communication skills.

The Social Work prepares graduates for generalist social work practice and licensure, and for graduate study. The St. Thomas School of Social Work recognizes two goals for generalist social work practices:

1. To restore and enhance the social functioning of systems of all sizes (individuals, families, groups, organization, and communities)
2. To promote a more just society

At the completion of the co-major, students will have excellent analytical and research knowledge, a deeper understanding of social problems including a solid theoretical background for policy change, and practical, licensable skills and practice experience in the field. In addition, students will be eligible to apply to most MSW problems as "advanced standing", meaning that they will be able to complete their MSW studies on an accelerated timeline.

Requirements:

Sociology (28 credits)

- SOCI 100 Intro to Sociology (4 credits)
- SOCI 210 Research Methods in Sociology (WAC:WID) (4 credits)
- SOCI 220 Sociological Analysis (4 credits)
- SOCI 370 Sociological Theory and Praxis: The Capstone Experience (4 credits)

One of the two:

- SOCI 3XX Elective (4 credits)
or SOCI 251 Race and Ethnicity (4 credits)

One from the two:

- SOCI 365 Social Psychology (4 credits)
- or SOCI 366 Self and Society (4 credits)

One of the three:

- SOCI 304 Adolescence in Society (4 credits)
- or SOCI 321 Global Marriages and Families (4 credits)
- or SOCI 354 Sex in Society (4 credits)

Social Work (40 credits)

- SOWK 181 Introduction to Social Work (4 credits)
- SOWK 240 Human Behavior and the Social Environment (4 credits)
- SOWK 355 Communication and Interviewing Skills (4 credits)
- SOWK 375 Junior Fieldwork (2 credits)
- SOWK 376 Junior Fieldwork (2 credits)
- SOWK 385 Group Work Skills (4 credits)
- SOWK 391 Social Policy for Social Change (4 credits)
- SOWK 401 Practice with Individuals and Families (4 credits)
- SOWK 402 Practice with Organizations and Communities (4 credits)
- SOWK 405 Senior Field Practicum & Integrated Seminar I (4 credits)
- SOWK 406 Senior Field Practicum & Integrated Seminar II (4 credits)

Allied Requirements (12 credits)

- BIOL 105 Human Biology or BIOL 106 Human, Medicine, and Biology (4 credits)
- PSYC 111 General Psychology (4 credits)
- PSYC 202 Lifespan Developmental Psychology (4 credits)

Minor in Social Welfare

A minor in social welfare is available through School of Social Work. A minor in social welfare is not accepted by the Council on Social Work Education as preparation for beginning-level generalist social work practice. A minor is offered for your own learning in the area of social welfare.

- SOWK 181 Introduction to Social Work (4 credits)

- SOWK 240 People and the Environment: Theories of Justice, Behavior, & Impact
- SOWK 391 Social Policy for Social Change (4 credits)

Plus eight credits from the following:

- PSYC 202 Lifespan Development (4 credits)
- PSYC 207 Drugs and Behavior (4 credits)
- SOCI 251 Race and Ethnicity (4 credits)
- SOWK 291 Anatomy of Violence (4 credits)
- SOWK 380 Social Work Research Methods

Minor in Social Services Management

The ability to administer programs, raise funds, and write grants is increasingly important in social service and nonprofit work. The purpose of this minor is to prepare students for administrative, management, or fundraising roles with nonprofits and social service agencies. Students will be introduced to social work and social services, gain an understanding of the impact of social policies on the provision and scope of social services in the United States as well as gain tangible skills, such as fundraising, grant writing, management, program evaluation, and accounting or marketing, for work in social services management. Students will learn critical leadership skills necessary for effective management. Upon completion of the minor, students will have enhanced skills that will help to position them to be successful advocates, administrators, and managers within social service and nonprofit agencies.

Minor Objectives

Gain a broad understanding of social work and social services in the United States

Understand the impact of social policies and government programs on the scope of and provision of social services in the United States

Develop marketable skills in fundraising, grant writing, leadership, evaluation, and development for nonprofit agencies and programs

Build a strong core of business skills, knowledge, and management ethics that will enhance students' work in social service and nonprofit agencies

Required Courses:

- ACCT 210 Intro to Financial Accounting (4 credits)
- BUSN 200 Business Learning Through Service (0 credit)
- MGMT 305 Management and Organizational Behavior (4 credits)
- MKTG 300 Principles of Marketing (4 credits)
- SOWK 181 Introduction to Social Work (4 credits)
- SOWK 391 Social Policy for Social Change (4 credits)
- SOWK 430 Development and Fundraising for Social Service Agencies

Minor in Chemical Dependency: Addiction and Recovery

This minor provides students preparing for work in a variety of settings (social work, health care, criminal justice, etc.) with a foundational understanding of addiction and recovery and their impact on multiple areas of life, how to identify abuse and addiction, beginning steps in assisting, advocating for, and referring people who have chemical health concerns. This minor is a part of the preparation for Minnesota's Alcohol and Drug Counselor Licensure.

Minor Objectives

Understand addiction and recovery and their impact on multiple areas of life.

Understand the interdisciplinary approach to addiction and recovery counseling.

Pharmacology of substance abuse disorders and the dynamics of addiction including co-occurring disorders.

Screening, intake, assessment, and treatment planning

Understand and apply counseling theory and practice, models of treatment, and crisis intervention.

Develop skills in case management, consultation, referral, treatment planning, reporting, record keeping.

Understand professional and ethical responsibilities.

Identify and respond to multicultural considerations of addiction and recovery.

Required Courses:

- CHDC 300 Chemical Dependency Assessment & Interventions (4 credits)
- CHDC 305 Chemical Dependency: Families & Cultural Diversity (4 credits)
- SOWK 355 Communication and Interviewing Skills (4 credits)
- CHDC 435 Co-Occurring Disorders & Pharmacology (4 credits)

Pursuing the License Drug and Addiction Counseling (LADC):

Students who are interested in pursuing licensure through the Licensed Alcohol and Drug Counselor application and exam process may have some additional requirements. These requirements can be met during or post completion of the undergraduate degree but must be taken at an accredited institution and be displayed on a transcript. Eligibility for the LADC requires 18 credits of course work plus 880 hours of practicum. A stipulation of the LADC is that the 18 credits required for the exam cannot be acquired from the practicum (CDC 355 & 435). Students interested in the LADC must take an additional 4 credits beyond the 18 offered in the minor to sit for the exam. It is an additional 4 credits because the LADC also requires the practicum. See the Minor and LADC course chart for potential course options.

CHDC Course Catalog

CHDC 435 Co-Occurring Disorders & Pharm (4 credits)

Students examine the therapeutic interventions developed for the treatment of addictions and their efficacy on the treatment of concurrent addictive behavior patterns and other mental illnesses. Special attention is focused on personality, mood, and anxiety disorders, and the following potential addictive behavior patterns: gambling, sexual activity, and eating. Students will gain an overview of the basics of pharmacology as applied to various classifications of mood altering chemicals. This will include examination of the interactions between the central nervous systems/ neurotransmitters and drugs/ alcohol, detoxification, withdrawal, pharmaceutical drug interaction and the dynamics

of addiction. prerequisites: CHDC 300 and 305, PSYC 101

SOWK Course Catalog

SOWK 181 Introduction to Social Work (4 credits)

This course introduces the student to the profession of social work within the context of the social welfare system. It provides an overview of an integrative approach to generalist social work practice which emphasizes intervention on individual, community and societal levels. Special emphasis is placed on values, human diversity, social justice and social work fields of practice. This course is a prerequisite for all Social Work course work or must be taken concurrently with second course taken in the major.

SOWK 240 People and Environment (4 credits)

This is a theory-driven course focusing on metacognition- training students to think about the way we think. The course takes a multidisciplinary approach to theoretical knowledge, introducing students to many ways of understanding how humans behave in, impact, and are impacted by multiple environments. Students learn to apply theories to understand human behavior in regard to their social and natural environments as well as reciprocal impact of humans and their environments. Theories are examined through a multidimensional framework constituting biological, psychological, spiritual, socio-cultural, political, environmental, and economic factors. Emphasis is on these factors within and between multiple systems: individual, family, small group, organization, community, and society, including political, economic, and natural systems. The course consists of five modules: interpersonal relations and empowerment, social systems, political and economic systems, social and environmental justice, and multiculturalism. The course investigates the multiple dimensions and intersections of diversity including gender, race/ethnicity, age, religion, ability, sexual orientation, nationality, and global and international perspectives. Students leave the class with a holistic understanding of the human experience within the environments that surround them. Recommended prerequisite or concurrent registration: SOWK 181 (or 281 under the old course number); Required Prerequisites: PSYC 202, or consent of the program director.

SOWK 243 Individual Study (2 or 4 credits)

SOWK 269 Research (2 or 4 credits)

SOWK 291 The Anatomy of Violence (4 credits)

The purpose of this course is to increase the

knowledge and understanding of cultural, racial and interpersonal violence and develop a commitment to promoting a violence-free society. Emphasis is on exploration of the extent, causes and effects of violence and strategies for intervention on the micro and macro levels. Specific areas of study include domestic/partner abuse, child abuse/neglect, peer/date violence, elder abuse, sexual assault/sexual harassment, cultural violence, racism and other systemic oppression.

SOWK 292 Loss, Grief, Resil, & Transf (2 credits)

Loss and grief, though painful, are a universal part of human experience and yet also profoundly unique. Service professionals across areas of practice will inevitably encounter people who are experiencing grief in reaction to some type of loss whether it is a relationship, an ability, a community, a culture, and/or the sense of a just world. This course will explore these varied forms of loss and the many ways individuals, families and communities grieve those losses. We will discuss resilience as nurtured and sustained through connection and examine the enormous positive societal impact those who are grieving have made and continue to make in our community, in our nation, and across the globe.

SOWK 293 Race, Self & Social Work (2 credits)

As a socially constructed membership-based identity, race in the Americas is both false and true. Needless to say, it's complicated. As such, social workers need to not only better understand our racialized selves, but also better understand the history of race and racism, as well as its role in the profession. To this end, this course will both celebrate and interrogate. We will also explore a selection of popular social movements and critically reflect upon their own racialized living and learning experiences.

SOWK 295 Topics (2 credits)

SOWK 296 Topics (2 credits)

SOWK 297 Topics (4 credits)

SOWK 298 Topics (4 credits)

SOWK 355 Comm/Interviewing Skills (4 credits)

This course is the first of a four-course practice sequence. The primary focus is on communication theory and skills as applied to social work with individuals, families, small groups, communities and organizations. There is an emphasis on self-awareness, beginning assessment skills and diversity issues. An integrative approach to generalist social work practice provides the context for intervention on individual, environmental and societal levels.

SOWK 355 is taken with SOWK 375 (or 378) in the fall. Prerequisites or concurrent registration with: SOWK 181 (or 281 under the old course number) or consent of the program director.

SOWK 375 Jr Field Practicum & Integ Sem (2 credits)

In this course, students will complete a 75-hour practicum in a social service agency under the supervision of a licensed social worker. While in the host agency, students will engage in observation, beginning social service tasks, and group supervision. Students participate in a weekly on-campus seminar that helps students integrate essential practice concepts with this first experiential learning in the field. Open to social work majors only. Prerequisites: SOWK 181. Prerequisite or concurrent with SOWK 355 or SOWK 385.

SOWK 376 Jr Field Place & Integ Seminar (2 credits)

Junior Fieldwork complements your academic work through practical experience in a social work agency, institution or department. Under the supervision of an agency field instructor, the student learns beginning social work tasks and functions while applying theory to actual social work situations. Students participate in an on-campus seminar with other junior social work majors while in placement. The placement is 10-12 hours per week throughout two consecutive terms (fall and spring semesters) for day social work students. SOWK 378 (4 credits) is designed for students taking a semester abroad in their junior year. It combines SOWK 375 and SOWK 376 into a single semester. Day students must consult with the program director before registering for this course. Prerequisites: SOWK 375 must be taken before SOWK 376. Prerequisites with concurrency: For SOWK 375: SOWK 181 (or 281 under the old course number) and SOWK 355.

SOWK 378 Jr Field Place & Integ Seminar (4 credits)

Junior Fieldwork complements your academic work through practical experience in a social work agency, institution or department. Under the supervision of an agency field instructor, the student learns beginning social work tasks and functions while applying theory to actual social work situations. Students participate in an on-campus seminar with other junior social work majors while in placement. The placement is 10-12 hours per week throughout two consecutive terms (fall and spring semesters) for day social work students. SOWK 378 (4 credits) is designed for students taking a semester abroad in their junior year. It combines SOWK 375 and SOWK 376 into a single semester. Day students

must consult with the program director before registering for this course. Prerequisites: SOWK 375 must be taken before SOWK 376. Prerequisites with concurrency: For SOWK 375: SOWK 181 (or 281 under the old course number) and SOWK 355.

SOWK 380 Social Work Research (4 credits)

This course fosters competence in the research skills needed for generalist social work practice. Students will gain knowledge in the steps of conducting research; practice evaluation; conducting research with vulnerable participants; locating and critically evaluating relevant research to inform practice; and evidence-based practice. They will learn values of ethical research practice, using the Belmont Report and the NASW Code of Ethics as guidelines. Particular emphasis is placed on protecting vulnerable research participants. Students will also gain skills in writing and presenting a literature review, developing a research proposal, and applying relevant research to practice. Prerequisites: SOWK 181 (or 281 under the old course number) and junior status or consent of the program director.

SOWK 385 Group Work Skills (4 credits)

This course is the second of the four-course practice sequence. The primary focus of the course is on the study of human behavior in groups with emphasis on the use of groups in generalist social work practice to accomplish individual, family, organizational and/or community goals. This course provides experiential learning opportunities to integrate knowledge, values, and skills as both a group leader and a group member. The effects of diversity on group interaction are stressed. SOWK 385 is taken with 376 or 378 for students in the spring semester. Prerequisite: SOWK 355 or consent of the Program Director.

SOWK 389 Research (2 or 4 credits)

SOWK 391 Social Policy for Change (4 credits)

This course equips students to understand and critically analyze current and past social policies. Policy alternatives are explored with a focus on the values and attitudes as well as the societal, economic and political dynamics from which they originate. Roles and responsibilities of citizens and professionals in formulating and implementing policies responsive to actual social needs are addressed. Prerequisite: SOWK 181 (or 281 under the old course number) or consent of the Program Director.

SOWK 393 Individual Study (2 or 4 credits)

SOWK 401 Practice with Indiv & Fam (4 credits)

This is the third course in the four-part practice

sequence. This course prepares students for generalist social work practice with individuals, families and groups in the context of their social environments with emphasis on aspects of diversity. A primary focus is the application of social work knowledge through increased development of skills. The overall goal of the course is integration and application of the stages of the generalist social work method. SOWK 401 is taken with 405 in the fall by seniors. Prerequisites: SOWK 355 and SOWK 385.

SOWK 402 Practice with Organ & Comm (4 credits)

This course is a continuation of SOWK 401 and the final of four courses in the practice sequence of the social work curriculum. The focus is on prevention/intervention methods based on generalist social work knowledge that can be applied to client systems of all sizes. A special emphasis is placed on effecting planned change in groups, organizations, communities, and national and global society toward the pursuit of social justice. A combination of lecture, discussion, experiential learning, and small group activities provides students with knowledge and skills for client advocacy and social change. SOWK 402 is taken with 406 in the spring semester. Prerequisites: SOWK 401.

SOWK 405 Sr Field Pract & Integ Sem I (4 credits)

Senior Fieldwork complements the student's academic work through practical experiences in a social work agency, institution or department. Under the supervision of an agency field instructor, the student learns social work tasks and functions while applying theory to actual social work situations. Students participate in an on-campus seminar with other senior social work majors while in placement. The placement is approximately 15-20 hours per week throughout two consecutive terms (fall and spring semesters). Concurrent registration in SOWK 401 is required. SOWK 405 is the fall course.

SOWK 406 Sr Field Pract & Integ Sem II (4 credits)

See description for SOWK 405. SOWK 406 is the spring course. Concurrent registration in SOWK 402 is required.

SOWK 416 Child Welfare Policy (4 credits)

This course is designed to give students an overview of important topics in child welfare practice and policy. Students will be asked to examine their own values about orientations toward child welfare, children's rights and responsibilities, the nature of maltreatment, and other issues facing the field

today, as they affect diverse families. Additionally, students will be given tools to advocate for children, and an opportunity to exercise new advocacy skills. *Only offered at St. Thomas.

SOWK 430 Ldrshp, Advocacy & Fundraising (4 credits)

The purpose of this class is to provide students with an overview of key elements of supporting and expanding programs in nonprofit agencies. Topics covered include nonprofit governance and administrative structures, fundraising, program design and development, philanthropy, supervision of paid staff and volunteers, and grant-writing and program evaluation. An emphasis will be placed on linking agency work and agency mission. The course will emphasize application and synthesis of course concepts through community-based projects. Prerequisite: Junior or Senior standing

SOWK 476 Experiential Learning (1 to 4 credits)

SOWK 483 Seminar (2 credits)

SOWK 484 Seminar (2 credits)

SOWK 485 Seminar (4 credits)

SOWK 486 Seminar (4 credits)

SOWK 487 Topics (2 credits)

SOWK 488 Topics (2 credits)

SOWK 489 Topics (4 credits)

SOWK 490 Topics (4 credits)

SOWK 491 Research (2 or 4 credits)

SOWK 495 Individual Study (2 or 4 credits)

STATISTICS (STAT)

[Statistics Program Website](#)

College of Arts and Sciences, Interdisciplinary Program: Department of Computer and Information Sciences (OSS 402) and Department of Mathematics (OSS 201), (651) 962-5520

Shemyakin (MATH) committee chair; Advisory committee: Berg (CISC), Curran (CISC), Knudson (MATH), McNamara (CISC), Werness (CISC)

Statistics is an interdisciplinary major that draws upon faculty and courses in the departments of Computer and Information Sciences and Mathematics. The major is administered by a committee of representatives from both

departments. This joint major allows students to pursue an interest in mathematical statistics, applied statistics, and related areas including biostatistics, operations research, and data mining.

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Major in Statistics (B.S.)

- MATH 113 Calculus I (or MATH 108 and MATH 109) (4 credits)
- MATH 114 Calculus II (4 credits)
- MATH 128 Intro to Discrete Mathematics or MATH 240 Linear Algebra (4 credits)
- CISC 131 (or CISC 130) Intro Programming and Problem Solving (4 credits)
- STAT 360 Computational Methods in Statistics (4 credits)
- STAT 400 Data Mining and Machine Learning (4 credits)
- STAT 460 Statistical Research/Practicum - a capstone experience (4 credits)

Plus:

- Concentration in Mathematical Statistics or Applied Statistics

Concentration in Mathematical Statistics

- MATH 200 Multi-variable Calculus (4 credits)
- MATH 313 Probability (4 credits)
- STAT 314 Mathematical Statistics (4 credits)
- STAT 333 Predictive Modeling: Regression, GLM, Forecasting (4 credits)
- Plus eight credits from the list of electives below.

Concentration in Applied Statistics

- STAT 220 Statistics I (4 credits)
- STAT 320 Statistics II (4 credits)
- Plus sixteen credits from the list of electives below.

Electives

- ACSC 364 Mathematical Finance (4 credits)
- STAT 310 Biostatistics (4 credits)
- STAT 336 Data Communication and Visualization (4 credits)
- STAT 370 Bayesian Statistical Models and Credibility Theory (4 credits)
- STAT 380 Spatial Statistics (4 credits)
- STAT 413 Generalized Linear Mixed Models (4 credits)
- STAT 414 Network Models and Simulations (4 credits)

Minor in Statistics

This joint minor allows students to pursue an interest in mathematical statistics, applied statistics, and related areas including biostatistics, operations research, and data mining.

Required courses (each of two tracks includes 6 courses with MATH or STAT designation numbered in the brackets):

Required courses for Mathematical and Applied Statistics tracks:

- MATH 113 Calculus (1) (or MATH 108 and MATH 109) (4 credits)

Plus one of the two tracks below-

Mathematical Statistics track:

- MATH 114 Calculus II (4 credits)
- MATH 200 Multivariable Calculus (4 credits)
- MATH 240 Linear Algebra (4 credits)
- MATH 313 Probability (4 credits)
- STAT 314 Mathematical Statistics (4 credits)

Applied Statistics track:

- CISC 131 (or CISC 130) Intro Programming and Problem Solving (4 credits)
- STAT 220 Introduction to Statistics (4 credits)
- STAT 320 Applied Regression Analysis (4 credits)
- STAT 360 Computational Methods in Statistics (4 credits)

Plus four credits from the following electives:

- STAT 310 Biostatistics (4 credits)
- STAT 336 Data Communication and Visualization (4 credits)
- STAT 370 Bayesian Statistical Models and Credibility Theory (4 credits)
- STAT 380 Spatial Statistics (4 credits)
- STAT 400 Data Mining and Machine Learning (4 credits)
- STAT 413 Generalized Linear Mixed Models (4 credits)
- STAT 414 Network Models and Simulations (4 credits)

STAT Course Catalog

STAT 201 Introductory Statistics II (2 credits)

This course provides students who already have a solid conceptual understanding of statistics the opportunity to apply their knowledge to analyzing data using modern statistical software. Topics include data visualization, inference for one and two samples, analysis of variance, chi-square tests for goodness of fit and association, and simple and multiple linear regression. Prerequisites: STAT 206 or AP Statistics Credit. Note, students who receive

credit for STAT 201 may not receive credit for STAT 220.

STAT 206 Introductory Statistics I (2 to 4 credits)

For transfer articulation purposes only. Used when the transferred course does not include extensive data analysis using modern statistical software that is an essential component of STAT 220.

STAT 220 Introductory Statistics (4 credits)

This course is composed of an in-depth study of the processes through which statistics can be used to learn about environments and events. There will be an intensive focus on the application, analysis, interpretation, and presentation of both descriptive and inferential statistics in a variety of real-world contexts. Topics include data collection, research design, data visualization, bootstrap confidence intervals, inference for one and two samples, randomized hypothesis testing, analysis of variance, chi-square tests for goodness of fit and association, and simple and multiple linear regression. Extensive data analysis using modern statistical software is an essential component of this course. Prerequisites: Math placement at level of MATH 108 or above; or MATH 006, 100, 101, 105, 108, 109, 111, or 113. NOTE: Students who receive credit for STAT 220 may not receive credit for STAT 201 or STAT 206.

STAT 269 Statistics Research (2 or 4 credits)

STAT 298 Topics (4 credits)

STAT 310 Biostatistics (4 credits)

In this course, students acquire the knowledge and skill required to effectively apply intermediate statistical methods in biology, medicine, public health, and other health-related fields. There is an emphasis on the following inferential statistical techniques: one-way and factorial ANOVA, interactions, repeated measures, and general linear models; logistic regression for cohort and case-control studies; nonparametric and distribution-free statistics; loglinear models and contingency table analyses; survival data, Kaplan-Meier methods, and proportional hazards models. Prerequisites: STAT 201 or STAT 220 or STAT 314 or MATH 303

STAT 314 Mathematical Statistics (4 credits)

Students will learn the theory and applications of point estimation, interval estimation, and hypothesis testing. Students will construct intervals and tests using a variety of statistical tools including frequentist statistical theory, Bayesian statistical theory, and resampling-based simulation. Prerequisites: Grades C- or higher in MATH 240 and MATH 313. NOTE: Students who receive credit for MATH 314 may not receive credit for MATH 303.

STAT 320 Applied Regression Analysis (4 credits)

This course provides students with the knowledge to effectively use various forms of regression models to address problems in a variety of fields. Students learn both simple and multiple forms of linear, ordinal, nominal, and beta regression models. There is an emphasis on simultaneous inference, model selection and validation, detecting collinearity and autocorrelation, and remedial measures for model violations. Students are also introduced to the use of time series and forecasting methods. Prerequisites: Grades C- or higher in STAT 201 or STAT 220 or STAT 314 or MATH 303.

STAT 333 Predictive Modeling (4 credits)

The course introduces the theory and applications of simple and multiple regression methods, including model construction and selection, transformation of variables and residual analysis; introduction to GLM (generalized linear models) for categorical and count response variables; time series analysis with ARIMA (autoregressive integrated moving average models). Students are introduced to principles of data collection and analysis, learn to work with statistical literature. Students present a writing intensive small group course project. Prerequisites: Grades C- or higher in MATH 240; AND STAT 220 or STAT 314 or MATH 303.

STAT 336 Data Comm and Visualization (4 credits)

This course will prepare students to effectively communicate the insights from data analysis. The course will cover the three main methods of communicating information about data—visually, orally, and in writing. Students will learn to tailor their communication to their audience and create publication-ready and boardroom-ready presentations of their results. Prerequisites: CISC 130 or 131; AND STAT 201 or STAT 220 or STAT 314 or MATH 303.

STAT 360 Comp STAT & Data Analysis (4 credits)

This course introduces students to advanced computational methods in statistics and data analysis that require a thorough knowledge of a programming language such as Python or R. There will be an intensive focus on investigating the correlation and covariance structure of data, including data extraction and modification, dimensionality reduction, and structural equation modeling. Prerequisites: Grades C- or higher in CISC 130 or 131; AND MATH 109, 112 or 113; AND STAT 320 or 333 or ECON 315.

STAT 369 Statistics Research (2 or 4 credits)

STAT 370 Bayesian Statistical Models (4 credits)

The course covers a range of statistical models used in applications including Actuarial Science, Finance, Health and Social Sciences. It is oriented towards practical model construction and problem solving. The theory of Monte Carlo and Markov Chain Monte Carlo simulation is considered as well as its practical implementation. Credibility theory serves as one of the major applications. Prerequisites: MATH 109, 112 or 113; AND STAT 314 or 320.

STAT 380 Spatial Statistics (4 credits)

This course provides students with the background necessary to investigate spatially-referenced data and processes. There is an emphasis on specifying and fitting hierarchical models to represent geostatistical or point-referenced data, lattice or aerial data, and point process data. Students will also be introduced to the use of formal spatial data structures, point pattern analysis and cluster detection, spatial interpolation and kriging, spatial autocorrelation and variogram analysis, and spatial autoregressive models. Prerequisites: STAT 320 or STAT 333

STAT 400 Data Mining & Machine Learning (4 credits)

In this course students will learn methods for working with massive and complex data. They will explore these topics from both statistical and computational perspectives. Topics include data preparation, defining and exploring data sources, pattern discovery, cluster analysis, decision trees, regression, neural networks, memory-based reasoning, survival analysis, and genetic algorithms. Software used in the course includes, but is not limited to, JMP, Excel, Java, R, Python, and Minitab. Prerequisites: Grades C- or higher in CISC 130 or 131 AND MATH 109, 112 or 113; AND STAT 320 or 333 or ECON 315.

STAT 410 Operations Research I (4 credits)

(Formerly IDTH 410) Introduction to computer and analytic techniques to support the decision-making process. Topics include: Introduction to linear programming algorithms, sensitivity, duality, transportation, assignment, transshipment, integer linear programming, network models, project scheduling, inventory models, and waiting line models. Prerequisites: MATH 113 or MATH 114 or MATH 128; and either STAT 220 or STAT 314/MATH 314

STAT 411 Operations Research II (4 credits)

(Formerly IDTH 411) Advanced modeling and analytic techniques to support the decision-making process. Topics include: forecasting, decision

analysis, multicriteria decision problems, simulation, Markov processes, dynamic programming, and nonlinear programming. Prerequisites: STAT 410 (or IDTH 410) and MATH 114

STAT 413 Generalized Linear Mixed Model (4 credits)

This course provides students with a review of methods of inference in the context of the linear model and generalized linear model. Students will then learn about correlation structures and linear models, and finally will create and conduct inference on generalized linear models. The course will emphasize analyzing real world data using modern statistical software. Additionally, students will understand the statistical theory underlying inference for generalized linear mixed models. Prerequisites: STAT 360

STAT 414 Network Models and Simulations (4 credits)

This course provides a systematic approach to the use of network modeling in the understanding and prediction of complex social, technological, and biological systems such as the emergence of fake news, the exchange of information across network routers, and the spread of infectious diseases. There will be an emphasis on efficient numerical methods for describing, visualizing, constructing, and simulating processes across both directed and undirected networks that may be static or dynamic in nature. Prerequisites: STAT 360.

STAT 460 Statistical Practicum (4 credits)

This course provides students the opportunity to develop and pursue an advanced statistical analysis with real world relevance and application. In addition to working with a faculty instructor, students are also given the opportunity to collaborate with professional mentors from various industries and to participate in national competitions. Previous sponsors include the Minnesota Department of Natural Resources, the Travelers Companies, U.S. Bancorp, SCOR Reinsurance, Drake Bank, and numerous professors from other departments at St. Thomas. Grade of C- or higher in STAT 360 and senior standing.

STAT 469 Statistics Research (2 or 4 credits)**STAT 476 Experiential Learning (1 to 4 credits)****STAT 490 Topics (4 credits)****STAT 495 Individual Study (2 or 4 credits)**

STRATEGIC COMMUNICATION: ADVERTISING AND PUBLIC RELATIONS (STCM)

College of Arts and Sciences, Department of E-Media

The Strategic Communication trains students to become successful professionals in the integrated industry of public relations, advertising, and digital communication. The curriculum focuses on developing skills in strategic thinking, planning, and execution, interdisciplinary problem solving, and effective communication using multiple platforms. The curriculum combines both theoretical principles and project-based experiential learning to the accomplishment of goals and objectives in the organizational environment. The curriculum reflects the integrated industry through content and skill courses in strategic communication and flexible pathways to related disciplines. This is a distinct major from Communication Studies, a description of which can be found on the Communication Studies Catalog Page.

Major in Strategic Communication: Advertising and Public Relations

Strategic Communication: Advertising and Public Relations Core Courses (28 credits):

- STCM 111 Introduction to Journalism and Mass Media (4 credits)
- STCM 234 Principles of Strategic Communication (4 credits)
- STCM 244 Research, Evaluation, and Measurement (4 credits)
- STCM 344 Writing for Strategic Communication (4 credits)
- STCM 346 Digital Content and Strategy in Strategic Communication (4 credits)
- STCM 380 Ethics in Strategic Communication (4 credits)
- STCM 480 Capstone: Strategic Communication Campaigns (4 credits)

Strategic Communication: Advertising and Public Relations Elective Courses (16 credits):

Choose additional 16 credits from the following approved courses with at least four credits (4) at the 300-level or above. These electives can include approved individual study, experiential learning for credit, study abroad or topic courses. No more than eight (8) credits from Internship and Experiential Learning can count towards the major.

- STCM 250 Science, Media, and Social Impact (4 credits)
- STCM 260 Corporate Communication (4 credits)
- STCM 272 Advertising Media and Connections Planning (4 credits)
- STCM360 Brand Reputation and Crisis Management (4 credits)
- STCM 368 Advertising Portfolio (4 credits)
- COMM 274 Small Group Communication
or COMM 320 Organizational Communication (4 credits)
- COMM 328 Communication of Race, Class, and Gender
or COMM 370 Intercultural Communication (4 credits)
- COMM 212 Communication Criticism
or COMM366 Persuasion and Social Influence (4 credits)
- DIMA 240 Digital Imagery and Sound (4 credits)
- DIMA 256 Design Concepts (4 credits)
- DIMA 258 Writing and Design for the Web (4 credits)
- DIMA 360 Videography: TV Production in Field (4 credits)
- DIMA 456 Graphic Design Studio (4 credits)
- ECON 241 Quantitative Data Literacy (2 credits)
- ENGL 304 Analytical and Persuasive Writing (4 credits)

- or ENGL 314 Professional Editing (4 credits)
- or ENGL 315 Topics in Professional Writing (4 credits)
- JOUR 151 Internship: Tommie Media (1 credit)
- JOUR 232 Visual Media in Theory and Practice (4 credits)
- JOUR 252 Editing (4 credits)
- JOUR 330 Media History (4 credits)
- JOUR 334 Literary Journalism (4 credits)
- JOUR 336 Media Law (4 credits)
- JOUR 350 Magazine Writing (4 credits)
- BUSN 100 Business for the Common Good (2 credits) and MKTG 200 Introduction to Marketing (2 credits)
- or MKTG 300 Principles of Marketing (4 credits)
- MKTG 320 Integrated Marketing Communications (4 credits)
- or MKTG 380 Digital Marketing (4 credits)
- or MKTG 370 Consumer Behavior (4 credits)

Co-Major of Strategic and Business Communication

See Co-Major of Strategic and Business Communication

Minor in Strategic Communication: Advertising and Public Relations

Strategic Communication: Advertising and Public Relations minors must take 20 credits with at least 12 credits in Strategic Communication (STCM), and at least four credits (4) must be from courses at 300-level or above. Courses can include approved individual study, experiential learning for credit, study abroad or topic courses. No more than a total of four (4) credits from Internship and Experiential Learning can count towards the minor.

- STCM 111 Introduction to Journalism and Mass Media (4 credits)

- STCM 234 Principles of Strategic Communication (4 credits)
- STCM 244 Research, Measurement, and Evaluation (WI) (4 credits)
- STCM 260 Corporate Communication (4 credits)
- STCM 272 Advertising Media and Connections Planning (4 credits)
- STCM 346 Digital Content and Strategy in Strategic Communication (4 credits)
- STCM 344 Writing for Strategic Communication (4 credits)
- STCM 360 Brand Reputation and Crisis Management (4 credits)
- STCM 368 Advertising Portfolio (4 credits)
- STCM 380 Ethics in Strategic Communication (4 credits)
- STCM 480 Capstone: Strategic Communication Campaigns (4 credits)
- COMM 274 Small Group Communication
- or COMM 320 Organizational Communication (4 credits)
- COMM 328 Communication of Race, Class, and Gender
- or COMM 370 Intercultural Communication (4 credits)
- COMM 212 Communication Criticism
- or COMM366 Persuasion and Social Influence (4 credits)
- DIMA 240 Digital Imagery and Sound (4 credits)
- DIMA 256 Design Concepts (4 credits)
- DIMA 258 Writing and Design for the Web (4 credits)
- DIMA 360 Videography: TV Production in Field (4 credits)
- DIMA 456 Graphic Design Studio (4 credits)
- JOUR 151 Internship: Tommie Media (1 credit)

- JOUR 232 Visual Media in Theory and Practice (4 credits)
- JOUR 252 Editing (4 credits)
- JOUR 254 Photojournalism (4 credits)
- JOUR 330 Media History (4 credits)
- JOUR 334 Literary Journalism (4 credits)
- JOUR 336 Media Law (4 credits)
- JOUR 350 Magazine Writing (4 credits)
- ECON 241 Quantitative Data Literacy (2 credits)
- ENGL 304 Analytical and Persuasive Writing (4 credits)
or ENGL 314 Professional Editing (4 credits)
- or ENGL 315 Topics in Professional Writing (4 credits)
- BUSN 100 Business for the Common Good (2 credits) and MKTG 200 Introduction to Marketing (2 credits)
or MKTG 300 Principles of Marketing (4 credits)
- MKTG 320 Integrated Marketing Communications (4 credits)
or MKTG 380 Digital Marketing
or Interactive Marketing (4 credits)
or MKTG 370 Consumer Behavior (4 credits)

STCM Course Catalog

STCM 111 Intro to Jour & Mass Media (4 credits)

This course will introduce the student to mass media, including news media, social media and entertainment media. The course examines the mass media as cultural industries. Students will consider how the mass media shape and are shaped by society, the history of particular media, current research and media trends. Students will be expected to obtain an understanding of how print, broadcast, social, film and other media work, as well as a sense of their influence. Students are also expected to learn to be critical media consumers, asking themselves why they watch or read or listen to what they do. Students are strongly encouraged to take this course before taking upper-level

Strategic Communication courses. The course is cross listed as DIMA 111 and JOUR 111.

STCM 234 Principles of Strategic Comm (4 credits)

This course will introduce principles and career outlooks in public relations, advertising and digital communication, highlighting how these disciplines relate to marketing, business and media institutions. The course will adopt a case study approach to understanding the principles. Students should take STCM234 either after or in the same semester of taking STCM111 (cross-listed with JOUR111).

STCM 244 Research, Measurement, & Eval (4 credits)

This course introduces students with foundational research skills essential to strategic communication. Students will learn how to locate research, interpret research findings, and translate results into actionable strategy. Students will learn about different research methods and how to measure and evaluate public relations and advertising campaign effectiveness. Students are strongly encouraged to take this course after STCM111 and STCM234, or in the same semester of taking STCM234.

STCM 250 Science, Media & Social Impact (4 credits)

This course will introduce students to foundational concepts in science and its social impacts through discussion of the scientific method, boundaries of science, media construction of science, and the contribution of science in trust building and decision-making in various contexts. The course is designed to help students gain understanding and knowledge of contextual factors that shaped science and the even impacts on traditionally marginalized groups. Coursework will help students develop diverse and critical perspectives of communication about science concerning marginalized communities. Prerequisite: Sophomore standing

STCM 260 Corporate Communication (4 credits)

This course introduces the roles and responsibilities of corporate communication function with its internal and external audiences and stakeholders. Students will learn how modern and contemporary corporations develop integrated communication strategies through branding, employee relations, consumer relations, investor relations, community relations, media relations, government relations, marketing and advertisement, and crisis communication. The course will also discuss the implications of corporate social responsibility (CSR) and corporate communication strategies in different types of organizations (e.g., public vs. private).

STCM 272 Advertising Media & Conn Plan (4 credits)

This course will help students develop an understanding of the use of mass media as advertising vehicles, the language of media planning, key media information sources, and how to develop a media plan. Students are strongly encouraged to take this course after STCM111 and STCM234.

STCM 298 Topics (4 credits)**STCM 344 Writing for Strategic Comm (4 credits)**

This course will focus on practical experience in public relations and advertising writing including: strategic communication plans, news releases, position statements, brochures, query letters, feature stories, social media posts and ad copy. The course emphasizes weekly drafting and editing in class with the aim of giving students the fundamental skills that constitute excellent writing. Students leave the course with a portfolio of written work that can be utilized in multiple communication environments (agencies, corporations, non-profits, political, education, healthcare organizations, etc.). Prerequisite: STCM 234 or COJO 234

STCM 346 Digital Content and Strategy (4 credits)

This course examines the ways digital platforms affect the integrated professions of public relations and advertising. Students will gain familiarities with various digital platforms to plan and develop digital content and strategy. This course will also introduce the basics in data metrics and analytics to assess outcomes and best achieve strategic goals. The course will combine in-class learning and online activities. Prerequisite: STCM244 or COJO 244.

STCM 360 Reputation and Crisis (4 credits)

This course aims to provide both conceptual knowledge and practical skills in developing, maintaining, and repairing an organization's reputation. The course will introduce concepts of brand identity, risk assessment, reputation and issues management, and crisis communication. The course will review a wide range of crisis cases and discuss concrete communication strategies and practical techniques to address risks and crises threatening an organization's brand and reputation. Prerequisite: STCM 260

STCM 368 Advertising Portfolio (4 credits)

This course develops creative advertising, refines skills used in evaluating the effectiveness of messages and strategies used in various media, and develops greater awareness of productive skills

used in copywriting and other forms of creative development. Students will develop four major multimedia campaigns and receive feedback from advertising professionals. The campaigns and other individual ads and/or promotional pieces will be included in a portfolio the students will develop for use in interviewing and applying for creative positions in ad agencies or creative departments in businesses with marketing and/or communication departments. Prerequisite: STCM234 or COJO 234.

STCM 380 Ethics in Strategic Comm (4 credits)

This course focuses on professional ethics in the integrated field of strategic communication which is made up of Public Relations, Advertising, and Digital Communication. The course will cover theories and philosophies underlying the professional ethical codes, discuss moral challenges facing strategic communication professionals in today's digital world, examine ethics in the context of diversity and globalization, and explore strategies and best practices in resolving ethical dilemmas in public relations, advertising, and digital communication. The course relies on both case studies and real-life events to connect theory to practice. Prerequisite: STCM234 or Junior standing

STCM 476 Experiential Learning (1 to 4 credits)**STCM 480 Capstone: Campaigns (4 credits)**

This capstone course will integrate content knowledge with experiential skills to develop strategic communication campaigns. Students will work with clients in teams to identify client's goals, develop advertising, public relations, and media strategies, and set measures to evaluate the effectiveness of campaigns, while maintaining relationships with key audiences. Prerequisites: Graduating seniors or permission of department chair or program director

THEOLOGY (THEO)

College of Arts and Sciences

[Department of Theology](#)

John Roach Center for the Liberal Arts (JRC 109)

(651) 962-5300

Anthony, Boyle, Brady, Carvalho, DelCogliano, Gavrilyuk, Landry, Levad, McCann, McInroy, McMichael, Myers, Naeem, Niskanen, Rolnick, Sain, Ulrich, Vrudny (chair), Wojda

THEOLOGY IN THE CORE CURRICULUM AT THE UNIVERSITY OF ST. THOMAS

In every historical period and cultural context, humans engage in a quest for meaning by asking fundamental questions. Does God exist? What does it mean to be human? What is the purpose of human life? Why is there evil and suffering? Is redemption possible?

The Theology Department invites students to enroll in a sequence of courses to assist them in articulating thoughtful responses to these questions that are formulated in light of Catholic tradition and Christian faith, and with a sincere openness to wisdom within the world's great religious traditions. These courses contribute to the liberal arts mission of the University to educate morally responsible leaders who think critically, act wisely, and work skillfully to advance the common good.

CORE CORNERSTONE COURSE

THEO 100: Foundations. In architecture, the cornerstone is the foundational stone that determines the structural integrity of a building. It provides a stable foundation for the rest of the stones that will be built upon it. In the theological curriculum at the University of St. Thomas, the cornerstone course is THEO 100: Foundations. This course introduces students to foundational concepts and skills associated with Christian theology. The course reflects critically upon the concepts of God and Christ, scripture, faith and reason, the human being, and the common good, especially in the context of Catholic Intellectual Tradition and Catholic Social Teaching. Students will gain a basic level of theological literacy through introduction to central texts within the Christian tradition, particularly the Bible. Students will also be introduced to connecting fundamental theological questions to the common good in the context of the pressing challenges of today's world.

CORE KEYSTONE COURSES

THEO 221-229. In the construction of an archway, the keystone is the wedge-shaped stone that is the final piece placed at the apex of the arch to lock all of the other stones in position. The keystone enables the arch to bear the weight of that which is built upon it. Just as there can be many arched windows and doorways in a building or cathedral, so can there be many keystones.

At St. Thomas, the keystone courses in Theology solidify the structure of our students' educational experience in the liberal arts at a Catholic University. Although none are required in the core curriculum, students are asked to choose between a second course in either Philosophy or Theology, and if chosen in Theology, this could be considered one theological keystone. Students are also required to take two "Integrations in the Humanities" courses, and Theology offers dozens each semester.

A student is able to complete a minor in Theology with only three keystone courses beyond the cornerstone course, and a student can major in Theology with the cornerstone, six keystones, and a capstone.

The keystone courses invite students to practice theology by engaging at a deeper level in the discipline of "faith seeking understanding." Courses at this level focus on a particular subdiscipline within Theology, namely, Bible, historical theology, systematic theology, moral theology, or comparative theology. Some of these courses focus on Christian spirituality, interdisciplinary topics, or theological concerns emerging out of particular cultural or professional contexts. Students critically examine core elements of the tradition, such as classic texts, concepts, persons, and/or events, while remaining mindful of the contemporary context and questions emerging from particular social locations and identities.

Theology keystone courses are:

THEO 221: Bible: [Select Topic]: topics include:

- Old Testament
- New Testament
- Historical Literature of Old Testament
- Pentateuch
- Wisdom Literature
- Prophetic Literature
- Apocalyptic Literature
- Gospels
- Letters of St. Paul
- Sex Love Friendship
- Garden of Eden

**THEO 222: History: [Select Topic]:
topics include:**

- Early Christian Theology
- Medieval Theology
- Reformation
- Catholicism and Modernity
- Religion in America
- Second Vatican Council

**THEO 223: Belief: [Select Topic]:
topics include:**

- Ancient & Contemporary
- Jesus Christ
- Sin & Salvation
- Grace, Hope, Eschatology
- Church & Sacramentality
- Contemporary Catholic Theologians
- Atheists & Apologists
- Thomas Aquinas
- Evil & Suffering

**THEO 224: Bridges: [Select Topic]:
topics include:**

- Theology & Politics
- Theology & Art
- Theology & Literature
- Theology & Film
- Theology & Music
- Theology & Science
- Theology & Psychology
- Theology & Beauty
- Theology & Environment
- Theology & Mass Media
- Theology & Consumerism

- Theology & Discourse
- Theology & Technology
- Death & Afterlife

THEO 225: Faith & Ethics: [Select Topic]: topics include:

- Love & Justice
- Social Thought
- Bioethics
- Morality of War
- Incarceration
- Immigration

THEO 226: Spirituality: [Select Topic]: topics include:

- Christian Spirituality
- Christian Worship
- Christian Marriage
- Christian Formation
- Internship
- Pilgrimage in Italy
- Christian Spirituality in Rome
- Mysticism

**THEO 227: Contexts: [Select Topic]:
topics include:**

- God
- Nazism & Apartheid
- Global Christianity
- Liberation Theology
- Church in Latin America
- Feminist Theology
- Bible & Culture
- Bible & Justice
- Women & Hebrew Bible

- Women & New Testament
- Bible & Women
- Women & Early Church
- Women & Christianity
- Justice & Peace
- Pope John Paul II in Poland

THEO 228: Comparative: [Select Topic]: topics include:

- World Religions
- Interfaith Encounter
- Interfaith Leadership
- Judaism
- Islam
- Buddhism & Hinduism
- Qur'an & Prophet
- Lived Religion
- Interreligious Dialogue
- New Norway/New Minnesota

THEO 229: Professions: [Select Topic]: topics include:

- Faith & Entrepreneurship
- Faith & Management
- Faith & Law
- Faith & Education
- Faith & Engineering
- Faith & Health Care
- Faith & Public Health
- Faith & Social Work

CORE CAPSTONE COURSE

THEO 300. In masonry, the capstone is the final stone that is laid at the top of a wall or structure. It is the highest achievement in construction. At the University of St. Thomas, all students are required to do signature work, a capstone experience that

attempts to integrate the entire undergraduate career. THEO 300: Signature Work in Theology is open to students in all major fields. It is especially well suited to those who are looking for a capstone experience in the core curriculum that will help them integrate their entire experience at our Catholic University. Serving as a culminating point in the core curriculum, the signature course prepares students to build connections between their studies in the liberal arts and the broader world for which their St. Thomas education has prepared them. A principal concern of THEO 300: Signature Work in Theology is to invite students to focus on a pressing challenge in the modern world in conversation with systems of faith and meaning. Some sections are designed to guide the student in meaningful reflection about a sense of vocation in their professional, social, and familial lives. THEO 100 is a prerequisite for all courses at this level.

The three levels of courses form an integrated sequence in theological reasoning. The cornerstone foundations course (THEO 100) introduces biblical and theological foundations of the Christian tradition. The second-level keystone courses (THEO 221-229) invite students "to do" theology, whether as the second course in either Philosophy or Theology, or as "Integrations in the Humanities" courses. These courses ask students to engage in reasoning about faith even while integrating across disciplines or communities. In the "signature work" course (THEO 300), students bring theological concepts and methods into conversation with their chosen professions, or with pressing challenges in the modern world.

THEO 300: Signature Work: [Select Topic]; topics include:

- Faith & Management
- Faith & Law
- Faith & Education
- Faith & Engineering
- Faith & Health
- Faith & Public Health
- Faith & Social Work
- God
- Theology & Beauty
- Theology & Environment

- Theology & Immigration
- Theology & Incarceration
- Theology & Politics
- Theology & Art
- Theology & Film
- Theology & Science
- Justice & Peace
- Internship

National Honor Society for Religious Studies and Theology

Theta Alpha Kappa is devoted to encouraging and rewarding excellence in theology and the study of religion. The Greek letters stand for theos (God), anthropos (humans), and koinonia (community). In addition to recognizing excellence through induction into TAK, the Society also sponsors an essay contest, the winners of which are published in the TAK journal. An induction ceremony is held at St. Thomas each spring. Those invited to join must meet academic criteria based on the number of theology courses taken, their GPA in theology courses, and their overall GPA.

Study Abroad

Theology majors and minors are encouraged to study abroad. Specific courses taken abroad may substitute for St. Thomas requirements. The exchange with Australian Catholic University in Melbourne, Australia, is particularly suitable. See the associate chair of the Theology Department (Dr. Mark McInroy) or a study abroad advisor in the International Education Center for program options.

Major in Theology

- THEO 100: Foundations (4 credits)

Plus the following two courses:

- THEO 221: Bible: Old Testament ... (4 credits)
- THEO 221: Bible: New Testament ... (4 credits)

Plus three courses from the following nine categories (more than one course may be taken in the same category):

- THEO 221: Bible: ... (4 credits)
- THEO 222: History: ... (4 credits)
- THEO 223: Belief: ... (4 credits)
- THEO 224: Bridges: ... (4 credits)
- THEO 225: Faith & Ethics: ... (4 credits)
- THEO 226: Spirituality:... (4 credits)
- THEO 227: Contexts: ... (4 credits)
- THEO 228: Comparative: ... (4 credits)
- THEO 229: Professions:... (4 credits)

Plus:

- THEO 227: Contexts: God (4 credits)
- THEO 300: Signature Work: ... (4 credits)

Minor in Theology

This minor allows students to create a course of study to deepen their engagement in theological reflection, methods, and topics. The following courses are required for a general theology minor:

The following four courses are required for a minor in theology:

- THEO 100: Foundations (4 credits)
- Plus 12 additional credits in Theology

*This minor is only available for non-Theology majors.

**Students may earn only one minor in Theology.

Minor in Biblical Studies

A minor in biblical studies allows students to deepen their knowledge of sacred scripture. The minor is designed to build upon the skills of contemporary biblical exegesis introduced in THEO 100. The following courses are required for a minor in biblical studies:

- THEO 100: Foundations (4 credits)
- THEO 221: Bible: Old Testament (4 credits)
- THEO 221: Bible: New Testament (4 credits)
- THEO 221: Bible: [Choose Topic] (4 credits)

*This minor is only available for non-Theology majors.

**Students may earn only one minor in Theology.

Minor in Catholic Health Care Ethics

A minor in Health Care Ethics gives students the basic competencies required for entry-level positions in ethics and/or mission integration units within both faith-based and secular health-care organizations.

- THEO 100 Foundations
- THEO 225 Faith & Ethics: Social Thought
- THEO 225 Faith & Ethics: Bioethics
- THEO 229 Professions: Faith & Health

*This minor is only available for non-Theology majors.

**Students may earn only one minor in Theology.

Minor in Theology and the Common Good

A minor in Theology and the Common Good engages the Catholic intellectual tradition, particularly Catholic social thought, to explore robust civil discourse, faithful citizenship, and the common good. It will enable students to examine the relationship of Christian faith and practice to moral, social, cultural, and economic issues of our times and to explore the meaning of faithful citizenship while advancing the common good. The following courses are required for a minor in theology and the common good:

- THEO 100: Foundations (4 credits)
- THEO 225: Faith & Ethics: Catholic Social Thought (4 credits)
- Plus any 225: Faith & Ethics: [Elective]
–or– any 227: Contexts: [Elective]
- Plus 4 additional credits in theology

*This minor is only available for non-Theology majors.

**Students may earn only one minor in Theology.

Minor Interfaith Leadership

Emphasizing practitioner and pre-professional preparation, the undergraduate minor in Interfaith Leadership examines contemporary and historical encounters between, among, and within religious communities, traditions, and individuals with various religious identities (including secular, nonreligious, and spiritual worldviews and ways of life), and prepares students to navigate and lead with a commitment to the common good at home, in community, and places of work. Designed to prepare students as leaders in a world increasing in religious diversity, this minor provides a skillset to analyze the dynamics of interreligious encounter and assess critically the efficacy of interfaith bridgebuilding initiatives. It can be uniquely tailored to complement a student's vocational and occupational aspirations and primary fields of study through the completion of a practical interfaith internship and/or faculty-mentored research project. The following courses are required for a minor in interfaith leadership:

- THEO 100: Foundations (4 credits)
- THEO 228: Comparative: Interreligious Encounter (4 credits)
- THEO 227: Contexts: Justice & Peace (4 credits)
- THEO 228: Comparative: [Select Topic] (4 credits);
–or– directed internship or research

*This minor is only available for non-Theology majors.

**Students may earn only one minor in Theology.

Minor in Comparative Theology

The minor in Comparative Theology invites students to reflect critically on their home religious tradition by engaging with traditions, texts, and practices outside their own religious tradition and community. In so doing, students not only generate new questions and insights about their own theological tradition and identity, but also increase their religious literacy and knowledge of one or more traditions outside their own. The following courses are required for a minor in comparative theology:

- THEO 100: Foundations (4 credits)
- THEO 228: Comparative: [Choose Topic] (4 credits)

- THEO 228: Comparative: [Choose Topic] (4 credits)
- THEO 228: Comparative: [Choose Topic] (4 credits)

*This minor is only available for non-Theology majors.

**Students may earn only one minor in Theology.

Minor or Certificate in Faith & Praxis

An Interdisciplinary Minor in Faith & Praxis requires four courses (or 16 credits); an interdisciplinary Certificate in Faith & Praxis requires three courses (or 12 credits).

Required to take:

- JPST 250: Introduction to Justice and Peace
–OR– THEO 227: Contexts: Justice & Peace
- Plus twelve credits (for the minor) or eight credits (for the certificate) chosen from two of the following competency areas:

If JPST 250 is the foundation, four credits must be in THEO;

If THEO 227 is the foundation, four credits must be in JPST.

+ Theological Competency

- THEO 221: Bible: Prophetic Literature
- THEO 221: Bible: Gospels
- THEO 224: Bridges: Theology and the Environment
- THEO 224: Bridges: Theology and Politics
- THEO 225: Faith & Ethics: Love and Justice
- THEO 225: Faith & Ethics: Social Thought
- THEO 225: Faith & Ethics: Incarceration
- THEO 225: Faith & Ethics: Morality & War
- THEO 225: Faith & Ethics: Immigration
- THEO 227: Contexts: Justice and Peace
- THEO 227: Contexts: Global Christianity
- THEO 227: Contexts: Liberation Theology

- THEO 227: Contexts: The Church in Latin America
- THEO 227: Contexts: Culture & Bible
- THEO 227: Contexts: Justice & Bible
- THEO 227: Contexts: Women & Bible
- THEO 227: Contexts: Women & Christianity
- THEO 227: Contexts: Women & Early Church

+ Interreligious Competency

- THEO 228: Comparative: World Religions
- THEO 228: Comparative: Islam
- THEO 228: Comparative: Judaism
- THEO 228: Comparative: Hinduism and Buddhism
- THEO 228: Comparative: Interreligious Encounter
- THEO 228: Comparative: Qur'an & the Prophet
- THEO 228: Comparative: Interreligious Dialogue

+ Justice and Peace Competency

- JPST 275 Qualitative Methods: Research for Social Justice
- JPST 280: Active Nonviolence
- JPST 355: Public Policy Analysis and Advocacy
- JPST 365: Leadership for Social Justice
- JPST 375: Conflict Analysis and Transformation

+ Communication Competency

- ARTH 106: Global Photography
- COMM 100: Public Speaking
- COMM 212: Communication Criticism
- COMM 328: Comm. of Race, Class, and Gender
- COMM 326: Communication & Leadership

- COMM 370: Intercultural Communication
- ENGL 315: Topics in Professional Writing
- ENGL 304: Analytical and Persuasive Writing
- STCM 234: Principles of Strategic Comm.

+ Policy and Advocacy Competency

- JPST 355: Public Policy Analysis and Advocacy
- POLS 205: Citizen Participation and Public Policy
- POLS 301: Political Identity and Participation
- POLS 309: Environmental Policy
- SOCI 200: Introduction to Criminal Justice and Juvenile Delinquency
- SOWK 391: Social Policy for Social Change

+ Intercultural Competency

- ACST 200: American Culture: Power/Identity
- ARTH 1xx: Art and Resistance (GP)
- ARTH 2xx: Art and Social Justice in the Americas (DISJ)
- ENGL 202: Reading Black Resistance
- ENGL 202: Fictions of Nature
- ENGL 217: Multicultural Literature
- ENGL 218: Literature by Women: Critical History
- ENGL 337: The Literature of Human Diversity
- ENGL 341: Lit. by Women: Critical Questions
- POLS 302: Women and Politics
- SOCI 251: Race and Ethnicity
- SOCI 315: Gender, Culture, and Society
- SOCI 354: Sex in Society
- WGSS 205 Foundations in Women, Gender, and Sexuality Studies (4 credits)

+ Sustainability Competency

- ENVR 151: Environmental Challenges & Sustainable Solutions
- ENVR 212: Society and Sustainability
- COMM 372: Communication and the Environment
- ECON 370: Environmental and Natural Resource Economics
- ENTR 330: Sustainability and Innovation
- GEOG 331: Conservation Geography
- HIST 228: Environmental History
- JOUR 372: Environmental Journalism
- PHIL 258: Environmental Ethics
- PSYC 334: Psychology of Sustainability

**A student cannot qualify for both the certificate and the minor in Faith & Praxis.

Major in Theology with a Ministry Concentration

The Lay Ministry Concentration is a specialization within the undergraduate theology major. It combines academic study (KNOW), observation of working ministers (SEE), and internship opportunities (DO), in order to provide students with the theological foundation, pastoral skills and spiritual formation necessary to assume entry-level positions in lay ecclesial ministry. Opportunities include pastoral ministry, youth ministry, religious education and faith formation, as well as a variety of support services for church and faith-based organizations.

Students who complete the program will have satisfied all of the theological competencies approved by the U.S. Conference of Bishops for lay ministers in the Roman Catholic Church, including the theology of revelation, God, church, sacraments and worship, morality and Catholic social teaching, ecumenism and interfaith relations. Ecumenical in nature and designed in cooperation with ministers from local Protestant churches, the program also welcomes students of other Christian traditions.

- THEO 101 Christian Theological Tradition (4 credits)

- THEO 205 Introduction to the Old Testament (4 credits) (or a 300-level course in Old Testament)
- THEO 210 Introduction to the New Testament (4 credits) (or a 300-level course in New Testament)
- THEO 215 Christian Morality (4 credits)
- THEO 323 Church and Sacramentality (4 credits)
- THEO 406 Pastoral Ministry (4 credits) or THEO 407 Catechesis and Faith Formation (4 credits)

Plus four credits from the following:

- THEO 200 Christian Belief: Ancient and Contemporary (4 credits)
- THEO 220 Early Christian Theology (4 credits)
- THEO 373 Person and Mission of Jesus (4 credits)

Plus eight credits from the following:

- THEO 240 Theology of the Protestant and Catholic Reformation (4 credits)
- THEO 302 Second Vatican Council (4 credits)
- THEO 325 Catholic Social Tradition (4 credits)
- THEO 310 Christian Worship (4 credits)

Plus four credits from the following:

- THEO 417 Internship for Ministry (4 credits)
- THEO 445 Theology and Education (4 credits)

Certificate In Lay Ministry

The Certificate in Ministry will consist of six (6) four-credit undergraduate courses:

- THEO 100: Foundations
- THEO 221: Bible: Old Testament
- THEO 221: Bible: New Testament

- THEO 223: Belief: Jesus
- THEO 223: Belief: Church and Sacramentality
- THEO 225: Faith & Ethics: Love & Justice

All of the courses in the Certificate program are part of the standard offerings of the Theology department. These courses are taught by St. Thomas faculty at the same level and with the same standards as the coursework for a major in Theology. Thus, the coursework for the Certificate in Lay Ministry would be applicable toward a Baccalaureate of Arts degree, should the student decide to complete his or her studies at that level. Because they will be applicable toward the Theology major, all program standards will be the same as for the major. This means that students must maintain a grade point average of 2.0 within the program. No course can be taken on a Pass/Fail basis. If the department passes any other regulations for the major, these would automatically apply to the certificate program as well.

Because the students for which this program is designed likely will come with very different educational backgrounds and ministerial experiences, an advisor will work with each individual student to ensure the student's success. Insofar as their coursework will typically be taken within a cohort, students will attain a common educational experience by the time they have concluded the program.

Applicants for the Lay Ministry Certificate program should have at least 12 months of full-time or part-time professional ministry experience prior to admission. Prospective students will provide official high school transcript(s) or GED and official college transcript(s) (if any). They will also submit a writing sample, in which they reflect on their understanding of the vocation or theology of ministry, and a letter of recommendation from one of their supervisors in ministry. Students can transfer up to three courses into the certificate, if approved by the program director.

THEO Course Catalog

THEO 100 Foundations (4 credits)

This course introduces students to foundational concepts and skills associated with Christian theology. The course reflects critically upon the concepts of God and Christ, Scripture, Faith and Reason, the Human Being, and the Common Good, especially in the context of Catholic Intellectual Tradition and Catholic Social Teaching. Students will

gain a basic level of theological literacy through introduction to central texts within Christian tradition, particularly the Bible. Students will also be introduced to connecting fundamental theological questions to the common good in the context of the pressing challenges of today's world.

THEO 200 Christian Belief: Ancient/Cont (4 credits)

This course introduces systematic theology, a discipline that tries to understand how Christian doctrines are interrelated with each other and with other beliefs about the world. It explores both traditional and contemporary interpretations of the most significant doctrines in Catholic and Protestant traditions, emphasizing the relationship of scripture, tradition, experience, and reason as sources for Christian theology. The course is structured on the classical "system" of the Nicene Creed, and will focus on the ongoing formation of the doctrines of God, Christ, the Spirit, creation, sin, salvation, and Church. Special emphasis will be given to the role of grace in history and human experience.

THEO 205 Old Testament (4 credits)

An intensive reading and discussion of the Old Testament, also known as the Hebrew scriptures. The course investigates methods of biblical interpretation and the literature and theologies of the Israelite people in their ancient Near Eastern context. In addition, this course explores the Old Testament as a foundational document for the Jewish and Christian traditions (both ancient and modern) in the development of doctrine, in the expressions of worship and in the articulation of moral principles.

THEO 210 New Testament (4 credits)

This course involves the student in an intensive historical, literary and theological reading of major portions of the New Testament in the Jewish and Greco-Roman contexts and from the perspective of modern methods of biblical interpretation. In addition, the course explores the New Testament as a foundational document for modern Christian traditions in the development of doctrine, in the expressions of worship and in the articulation of moral principles.

THEO 215 Christian Morality (4 credits)

This course is an introduction to the principles, methods and topics of Christian theological ethics. The following themes will be addressed: the relation of Christian faith to moral reflection and decision making (both individual and social); the contribution of the Christian tradition to the understanding of the human person (including freedom, sin, conscience,

character and grace); the role of the believing community in its relation to culture; and the connection of worship and spirituality to the Christian moral life. Some application will be made to selected issues in personal, professional and social ethics.

THEO 220 Early Christian Theology (4 credits)

A theological and historical introduction to the origins and development of the Christian church from the first to the fifth centuries. Special attention will be given to the historical emergence of Christian doctrines, creeds and canon; the formation of Christian understandings of the human person; the development of liturgical and sacramental traditions; and the interaction of Christianity with other ancient cultures. Contemporary approaches to the study of Christian origins will be emphasized.

THEO 221 Bible (4 credits)

This course involves the student in a literary, historical, and theological reading of major portions of the Hebrew Bible (Old Testament) or New Testament. All sections explore the Bible as a foundational document for the Jewish and Christian traditions (both ancient and modern), examining to varying degrees how the texts have been used in the development of doctrine, in the expressions of worship, and in the articulation of moral principles. The course also examines elements of power and privilege, both with respect to the social and political positions of the authors and the settings in which the texts were written, and also with respect to how the biblical texts have been appropriated in different time periods and by different communities (in history and today), and used as vehicles of both oppression and liberation. The course investigates the literature and theologies of the Israelite people in their ancient Near Eastern context, or in their Jewish and Greco-Roman contexts, applying modern methods of biblical interpretation. Students may examine a specialized biblical topic of the instructor's choosing such as the Pentateuch, historical literature, wisdom literature, prophetic literature, or apocalyptic literature in the Hebrew Bible; or the Gospels, the Letters of Paul, or apocalyptic literature in the New Testament. Courses might focus on a particular theme, such as justice in the Bible, or how Jesus approached forgiveness or nonviolence.

THEO 222 History (4 credits)

This course introduces students to a historical examination of a particular period or periods of Christian history, such as the emergence and development of the Christian Church in the early centuries, the Middle Ages, or the period of the

Reformation, or students may delve into a specialized topic in Christian history with a focus on a topic of the instructor's choosing, such as Christianity and Nazism, the Second Vatican Council, contemporary Catholic theologians, etc.

THEO 223 Belief (4 credits)

This course either introduces systematic theology, a discipline that tries to understand how Christian teachings relate to each other and to other beliefs about the world, or it focuses on a particular teaching of the Church, such as Christ, salvation, or death and the afterlife. It explores both traditional and contemporary interpretations of the most significant teachings in Catholic and Protestant traditions, emphasizing the relationship of scripture, tradition, experience, and reason as sources for Christian theology. Special emphasis is given to the role of grace in history and human experience. All sections explore the ways in which Christian doctrine has influenced and been influenced by the culture in which it is lived, and the role that Christian teachings play in responding to social need.

THEO 224 Bridges (4 credits)

In this course, students will conduct a theological examination of a topic of the instructor's choosing that is held in conversation with another area of study, such as theology and aesthetics, art, literature, film, music, science, psychology, politics, mass media, consumerism, public discourse, technology, or the environment.

THEO 225 Faith & Ethics (4 credits)

This course explores principles, methods, and topics of Christian theological ethics. It addresses the relation of Christian faith to moral reflection and decision making (both individual and social); the contribution of the Christian tradition to understanding the human person; the significance of love, justice, and commitment to the common good in Christian moral life; and the role of the believing community in its relation to culture. Topics might include sex, marriage, and family; crime, justice, and forgiveness; war, peace, and revolution; immigration; environmental sustainability and animal rights; poverty and economic justice, among others.

THEO 226 Spirituality (4 credits)

This course either introduces diverse expressions of Christian spirituality or focuses on topics within a distinctly Christian spirituality according to the discretion of the instructor such as Christian styles of worship, Christian understandings of sacramentality (especially Christian marriage), or stages of spiritual formation. Students will consider methodological

issues in the academic study of spirituality. Emphasis is placed on a wide reading in the Christian tradition of both primary and secondary literature in order to assist the student in grasping the integral link between the lived faith of Christians and the theological articulation of that faith.

THEO 227 Contexts (4 credits)

In this course, students will explore approaches to theology that emerge out of diverse cultural contexts. Sections may focus on biblical interpretation, dynamics of church life, mission work, or transnational solidarity through the eyes of the marginalized, or they may focus on efforts to articulate and bear witness to the gospel amid new cultures and historical challenges, according to the instructor's discretion. Sections may focus on experiences of marginalization and oppression as a source for theological reflection for women (giving rise to feminist/womanist/mujerista theologies, for example), or for people of color or indigenous peoples (giving rise to Latin American, African-American, Minjung, and South African liberation theologies, for example), or for economically exploited classes (also giving rise to liberation theologies). This course will thus provide an opportunity to learn how the global Christian community is gaining fresh insights into the gospel that were missed when the dominant perspective on theology reflected primarily the experience of European men, or to learn how claims by Christians have at various times served both to challenge and to reinforce systems of power and privilege.

THEO 228 Comparative (4 credits)

This course invites students to explore Judaism, Islam, Hinduism, Buddhism, Sikhism, Indigenous worldviews, or other traditions, in relation to Christianity. They may also examine distinctions within a single religious tradition (between Sunni and Shia sects within Islam, for example). Classes may focus on lived practice, modes of inter- and intrareligious dialogue, theologies of religious pluralism, or sacred texts. Students will critically and creatively reflect on the theological opportunities and challenges posed by the reality of religious pluralism in our contemporary world.

THEO 229 Professions (4 credits)

In this course, students will conduct a theological examination of vocation or professional life in conversation with a chosen profession, such as management, law, education, engineering, medicine, healthcare, public health, or social work.

THEO 230 Medieval Theology (4 credits)

A study of the development of Christian Theology

from the fall of the Roman Empire until the Renaissance. Special attention will be given to the main themes of the classical Christian views of faith/reason, grace/nature, God/creation in the theologies of such theologians as St. Thomas Aquinas and St. Bonaventure. Other themes that may be treated: the role of monasticism and mendicant life; medieval saints such as St. Francis of Assisi and Catherine of Siena, women's spirituality, mysticism, liturgical developments, religious art and architecture, and the interaction of Christians with Jews and Muslims.

THEO 231 American Catholicism (4 credits)

This course emphasizes the impact of cultures on one another in the growth of the Catholic community in today's United States. These world and theological views and their practical applications in the piety, politics, and everyday life of Catholics will be the primary focus. By summarizing significant events and characters in the history of the Catholic experience, the student will develop an understanding both of the different ethnic experiences and the theological concerns which created a pluralism among American Catholics that makes the Church of the United States truly catholic.

THEO 240 Prot & Catholic Reformation (4 credits)

An investigation of the origins of the Protestant tradition through the writings of Martin Luther, John Calvin, Ulrich Zwingli, and the Radical reformers, among others. This course also examines the Roman Catholic response, especially as articulated by Ignatius of Loyola, Teresa of Avila, and the Council of Trent. Attention will be given to the theological issues which emerged, as well as views on marriage and family life, religious and political authority, and the status of women.

THEO 243 Individual Study (2 or 4 credits)

THEO 251 Global Christianity (4 credits)

The history of Christianity is a history of enculturation in diverse geographical and cultural settings. This course examines both the history and implications of this enculturation in various contexts, and investigates the resources that Christian theology and tradition offer for guiding how Christians live out their faith across cultures. Specific topics may include: the worldwide growth of Pentecostal/Charismatic Christianity; implications for the ecclesiology of the Roman Catholic and other historic churches; how Christians in different cultures read the Bible; the development of non-Western Christianities until the present day; and the Christian

duty of global solidarity and its potential to reshape national, ethnic and class loyalties.

THEO 269 Research (2 or 4 credits)

THEO 298 Topics (4 credits)

THEO 300 Signature Work in Theology (4 credits)

Open to all students, not only theology majors, the signature work in theology course is designed as a capstone experience to integrate a student's entire college career, bringing fullness of expression to the University's efforts through the liberal arts core to educate morally responsible leaders who, grounded in the Catholic intellectual tradition, think critically, act wisely, and work skillfully to advance the common good. There are two types of signature work in theology: signature work that is focused on contemporary challenges, or signature work that is focused on faith and the professions. Signature work that is focused on contemporary challenges will invite students to conduct research and/or experiential learning around matters of pressing concern according to the instructor's discretion, such as fostering understanding across lines of religious difference; cultivating interfaith leadership; searching for beauty; establishing justice and peace; or responding to contemporary challenges such as environmental sustainability, immigration, or mass incarceration. Signature work that is focused on vocation may explore the integration of theology with a profession of the instructor's choosing, such as the management professions, the legal professions, the medical professions, the public health professions, the psychological professions, or the engineering professions. Prerequisites: THEO 100 and a student must have at least 80 credits completed.

THEO 301 Theological Meths/Resources (4 credits)

This course explores the role of scripture, history, tradition and common human experience in the understanding of religious mystery and the systematic expression of that mystery in the Christian tradition. It examines both ancient and contemporary formulations of theological knowledge, requirements for theological scholarship, and consideration of certain key theological questions.

THEO 302 Second Vatican Council (4 credits)

This course examines the roots of Vatican II in the unfinished work of the First Vatican Council, together with the movements and events in the period between the councils. In addition, it analyzes major documents of the Second Vatican Council

with special attention to the dogmatic and pastoral constitutions of the Church.

THEO 310 Christian Worship (4 credits)

A study of Christian communal worship from historical, social science, and theological perspectives. This course examines worship as the sanctification of time, space, and life. It also includes a comparison and contrast of Eastern (Orthodox) and Western (Lutheran, Anglican, Reformed, Baptist, Methodist, Quaker, Frontier, Pentecostal) worship practices with those of Roman Catholics.

THEO 314 Christian Spirituality (4 credits)

This course explores the diverse expressions of Christian spirituality. Students will discuss the definitions given to the term "spirituality" and consider methodological issues in the academic study of spirituality whether these are historical, anthropological or theological in approach. Emphasis is placed on a wide reading in the Christian tradition of both primary and secondary literature in order to assist the student in grasping the integral link between the lived faith of Christians and the theological articulation of that faith. Spiritualities will be seen in the context of their historical emergence, the unique contributions each makes to Christianity, and the link they demonstrate between spiritual life and theological insight.

THEO 320 Readings: Thomas Aquinas (4 credits)

An introduction to the theology of St. Thomas Aquinas, his influence and his contemporary significance.

THEO 323 Church & Sacramentality (4 credits)

A study of past and present models of the Church and of sacramentality as a central expression of Christian communities. Sacramentality recognizes God's transformation of human beings through effective signs, such as Baptism and Eucharist. This course examines the implications of various models of Church and sacramentality for the status and functions of laity, forms of ministry and authority, and the relationship between the churches.

THEO 325 Catholic Social Tradition (4 credits)

This course examines Catholic reflection on social structures and patterns of moral behavior as they are expressed in economic, social and political contexts. Focus topics might include: social virtues, the role of religion in the public realm, understanding of the person in relation to society and the state, the defense of the dignity of the person, the promotion of the common good, the use of force and the meaning of justice within and between communities. Possible sources for this course might include

selections from classic biblical, patristic and medieval texts; papal, conciliar and episcopal documents; writings of modern and contemporary Catholic social theorists; and social movements inspired by the tradition.

THEO 330 Wisdom Writings (4 credits)

This course introduces students to the structure and contents of some of the major wisdom writings of the Bible, such as Proverbs, Job, Ecclesiastes, Sirach (Ecclesiasticus), and Wisdom of Solomon. Special emphasis is given to the intellectual climate and essential controversies of ancient Israel which produced the wisdom movement and its literature. One of the aims of the course is for students to experience the unique relevance of this ancient quest for wisdom in today's climate of secularity and skepticism.

THEO 335 Letters of Saint Paul (4 credits)

Through a careful reading of the authentic letters of Paul, as well as some of the letters attributed to him, this course explores the religious and cultural world of Paul and the Christian communities with whom he interacted. It will also investigate some of the major theological themes of his letters and inquire into Paul's understanding of the ethical life of first-century Christian communities. Finally, the course will examine the impact of Paul's theological and ethical teaching for modern Christian life.

THEO 343 Apocalyptic Literature (4 credits)

This course examines some of the apocalyptic literature of the Bible, specifically the books of Daniel and Revelation, as well as non-biblical Jewish and Christian apocalyptic literature of the same periods. It explores a variety of ways of interpreting apocalyptic literature with special attention given to the meaning and significance of its mythical imagery and symbolism. It also examines the nature and function of apocalypticism as a worldview and as a theological response to universal and compelling questions such as the justice of God and the problem of evil.

THEO 345 Gospels: Matthew, Mark, Luke (4 credits)

This course introduces students to the major methods of modern biblical criticism (for example, source criticism, form criticism, historical criticism, redaction criticism, literary criticism, and sociological analysis) and develops expertise in the application of each of these methods to the synoptic gospels (Matthew, Mark and Luke- Acts). Students will learn the major theological teachings, social and historical contexts, and literary features of each of the synoptic gospels.

THEO 350 Hist Lit of Old Testament (4 credits)

Many books of the Old Testament, such as Joshua, Judges, 1 & 2 Samuel and 1 & 2 Kings, contain ancient Israel's own understanding of its history. This course examines books such as these in order to examine their historical content, and to develop an appreciation for the way history was told in the ancient world. Students will learn to apply certain methods of biblical study to the texts. In addition, several major themes in the biblical histories will be explored, such as prophecy, monarchy and developments in Israelite worship. One aim of the course is to examine the relationship between the memorable story telling in these texts and the theological message for both the ancient and modern audience.

THEO 352 The Pentateuch (4 credits)

Critical and in-depth investigations of various Pentateuchal traditions: Primeval Stories; Patriarchs; Exodus; Sinai Covenant; Laws; Entry into Canaan. Particular emphasis will be focused on their origin, transmission, mutual relationships and final theological unity.

THEO 357 Sacred Music: Cath Heritage (4 credits)

Music both expresses and shapes religious experience. This course explores the practice and theory of music-making in Catholic worship and devotion. Special emphasis will be given to the study of Gregorian chant as foundational for Roman Rite worship music, the historical development of other forms of Catholic church music, and contemporary issues of music, culture and spirituality.

THEO 360 Contemp Cath Theologians (4 credits)

This course concentrates on the study of two to four influential Catholic systematic theologians of the 20th and 21st centuries within their historical, cultural, and philosophical contexts. The course will alternate between the study of the prominent themes and concerns of the modern and post-modern world, and the theologians' varied responses to these issues through substantial primary text reading and discussion. The Second Vatican Council's impact upon systematic work will be measured as well.

THEO 365 Prophetic Lit/ Old Test (4 credits)

This course examines biblical prophetic activity and prophetic texts within their ancient Near Eastern context. Biblical texts will include both narratives about the prophets, and collections of oracles in the prophetic books. The course includes an examination of the nature and function of prophetic activity from a cross-cultural perspective, the

historical background of the prophets, as well as the literary forms and Israelite traditions utilized in the oracles. It will be seen that this background is essential to any discussion of the theology of the prophets.

THEO 369 Theology of Luther & Calvin (4 credits)

How are humans saved? Do we have a free will? Does God choose some to be saved and others to be damned? This course examines the answers offered to these questions by two influential Protestant reformers: Martin Luther and John Calvin. It also explores their views on marriage and family life, work, religious and political authority, and the status of women.

THEO 373 Person & Mission of Jesus (4 credits)

This course explores New Testament understandings of some of the titles of Jesus, such as Christ, Lord, and Savior, and investigates the development of Christological doctrine in the early centuries of Christianity. Consideration will also be given to some modern Christological questions.

THEO 380 Grace, Hope, Eschatology (4 credits)

This course explores the connections among the life of grace, Christian hope and the traditional "last things" - death, judgment and eternal life - using the death-resurrection of Jesus as the foundation and point of departure for study.

THEO 386 Topics in Systematic Theology (4 credits)

The subject matter of this course, announced at <https://banner.stthomas.edu/pls/banner/prod/bwckschd>, will vary from year to year, but will not duplicate existing courses in systematic theology. Examinations of topics are: Theologies of Global Economics, the Church in Latin America, Theology of the Catholic Worker Movement, Women Mystics, Ireland: Understanding Celtic Spirituality, and Newman and the Catholic Revival.

THEO 388 Topics in Historical Theo (4 credits)

The subject matter of this course, announced at <https://banner.stthomas.edu/pls/banner/prod/bwckschd>, will vary from year to year, but will not duplicate existing courses in historical theology. The course will consider particular historical thinkers, texts, themes, or movements and help students to develop expertise in the theological consideration and analysis of them. This course may be taken more than once.

THEO 389 Issues: Christian Morality (4 credits)

This course focuses on the historical development and contemporary discussion of a specific moral issue to be announced in the Searchable Class

Schedule on Murphy Online, <https://banner.stthomas.edu/pls/banner/prod/bwckschd>, addressed within the Christian theological tradition. Examples of such issues include, but are not limited to: war and peace, sex and the body, wealth and poverty, family and society. Emphasis will be on the foundations (biblical, traditional) and development of a distinctively Christian approach to the issue. Substantial attention will be devoted to modern challenges. This course may be taken more than once.

THEO 391 Seminar for Theo Maj/Min (4 credits)

A capstone experience for theology majors and minors. The subject matter of this course, announced in the annual Class Schedule, will vary from year to year, but will not duplicate already existing theology courses. Students explore, in seminar format, a particular theological theme or issue from the perspective of at least three of the four sub-disciplines of theology (biblical, systematic, historical, moral). Under the guidance of the instructor, students will complete a major research project. Prerequisite: a minimum of sixteen credits in theology

THEO 393 Research Thesis for Majors (2 or 4 credits)

An independent research thesis for majors to be completed under the direction of a theology faculty member. The results of this thesis, at the student's option, may be presented at the annual Senior Forum, in which theology majors present their research work before theology students and faculty members. The research thesis is best suited to students who intend to pursue an academic career in theology. See the department chair for further information. Prerequisite: permission of chair

THEO 394 Death and the Afterlife (4 credits)

This course explores Christian and non-Christian conceptions of death and afterlife. It focuses on Christian theological views, but also considers Jewish, Muslim, Hindu, and Buddhist conceptions. Specific topics addressed will be ideas of judgment, heaven, purgatory, hell, reincarnation, and accounts of near-death experiences.

THEO 395 Special Seminar (2 credits)

THEO 397 Special Seminar (0 or 4 credits)

THEO 403 Theology and Genetics (4 credits)

NOTE: This course is for students on the "old core." Students on the new core should take any THEO 221-229 if they are choosing to take the third required course on philosophical and theological reasoning in Theology. In the half-century since

Watson and Crick first deduced the structure of DNA (1953), our knowledge of the fundamental properties of organic life has grown exponentially. So too has our ability to manipulate those properties for the relief of suffering and the improvement of human life. Our continued pursuit of genetic knowledge and the application of that knowledge to human life have sparked vigorous debate on a variety of distinct but related levels of inquiry: scientific, practical, moral, political, philosophical, and theological. This course aims to introduce students to a representative sampling of these debates. It emphasizes the inescapably theological dimension underlying them all. Prerequisite: one 200-level or 300-level THEO course

THEO 405 Spiritual Formation (0 credits)

Person involved in lay ministry can provide appropriate spiritual leadership only if they themselves pursue a vibrant, adult faith life. This zero credit course introduces student to resources and religious practices from a variety of faith traditions that will contribute to their own spiritual development. Through group discussion and reflective assignments, they will also have opportunities to reflect upon their gifts, strengths and limitations for lay ministry. Required of all students completing the ministry concentration. Enrollment in the lay ministry program or permission of instructor required. Prerequisite: Enrollment in lay ministry program or permission of instructor.

THEO 407 Catechesis & Faith Formation (4 credits)

Ecumenical in nature, this course is designed to help students connect the knowledge and skills they have gained in previous theology courses to the practice of catechetical ministry and adult faith formation in a parish or church setting. Students will investigate various strategies for evangelization, particularly for outreach to people of diverse backgrounds. They will learn how one's faith development is related to the various stages of events in one's life and investigate ways to relate church teachings and Christian scriptures to the faith development and formation of both youth and adults. To this end, they will study relevant catechetical documents and learn how to assess catechetical and faith formation programs for their appropriateness to a particular community of faith. Emphasis will be placed on the Rites of Christian Initiation of Adults as paradigmatic for Christian formation across the life span. This course is intended for students pursuing the concentration in lay ministry. Field observation is required Prerequisites: Four college-level courses in theology.

THEO 411 Catholicism and Modernity (4 credits)

NOTE: This course is for students on the "old core." Students on the new core should take any THEO 221-229 if they are choosing to take the third required course on philosophical and theological reasoning in Theology. The course addresses the development of the Catholic Church and Catholic theology from the medieval age to contemporary times. A key theme in this history is an understanding of the "political culture" of Catholicism, that is to say, its developing theology of government, power, rights, revolution, geopolitics, and globalization. The course relies on history, canon law, and political science as sources of its theological evaluation of the continuing encounter of Catholicism and modernity. Prerequisites: one 200-level or 300-level THEO course

THEO 417 Internship in Ministry (4 credits)

NOTE: This course is for students on the "old core." Students on the new core should take any THEO 221-229 if they are choosing to take the third required course on philosophical and theological reasoning in Theology. This internship complements the student's academic work by providing a supervised ministerial experience. Working with an on-site ministry staff person, the student will apply their academic training to their chosen area of ministry. A minimum of 10 hours per week at the selected agency or church is required, as well as a weekly seminar session led by a UST Theology faculty member. Prerequisite: Completion of 24 credits in theology, including 215

THEO 420 Theology & Biomedical Revol (4 credits)

NOTE: This course is for students on the "old core." Students on the new core should take any THEO 221-229 if they are choosing to take the third required course on philosophical and theological reasoning in Theology. This course examines the contributions of Christian faith to reflecting upon, understanding, and resolving issues and ethical questions raised by revolutionary developments in the life sciences, e.g. innovation birth technologies, genetic manipulation and control, human experimentation, the prolonging of life and allocation of scarce medical resources. Prerequisite: one 200-level or 300-level THEO course

THEO 421 Theologies of Justice & Peace (4 credits)

NOTE: This course is for students on the "old core." Students on the new core should take any THEO 221-229 if they are choosing to take the third required course on philosophical and theological reasoning in Theology. An examination of the views

of various religions and ideologies on issues of justice and peace, with special attention to the Catholic and other Christian teachings on such issues as war and peace, violence, economic justice, the environment, criminal justice, and social justice. Special attention is given to how fundamental presuppositions and principles of each group studied affect their views on justice and peace, and contribute to or hinder dialogue and peaceful interaction with other groups. In addition to Christianity, students will study (at least) one far eastern worldview (e.g. Buddhism, Hinduism, Jainism), one tribal religion (Native American, African Tribal), Islam, and one secular worldview (e.g. Marxism, capitalism, secular humanism). Students are required to investigate one worldview in depth through a semester-long research project. Prerequisite: one 200-level or 300-level THEO course

THEO 422 Christ Faith & Mgmt Profesn (4 credits)

NOTE: This course is for students on the "old core." Students on the new core should take any THEO 221-229 if they are choosing to take the third required course on philosophical and theological reasoning in Theology. What is a good manager and how does he or she contribute to the common good? This course pursues these questions within the Christian social tradition broadly understood through an exploration of the theological relationship between work as a vocation and leisure as contemplation. Within this theological context, the course examines the financial, organizational, technological, and cultural forces that managers and organizations encounter daily. Prerequisite: one 200-level or 300-level THEO course

THEO 423 Christian Marriage (4 credits)

NOTE: This course is for students on the "old core." Students on the new core should take any THEO 221-229 if they are choosing to take the third required course on philosophical and theological reasoning in Theology. This course is designed to acquaint students with the theology of Christian marriage, understood as covenant relationship and as sacrament, that is, an effective sign of God's love in our world. Primary though not exclusive emphasis will be on the Roman Catholic tradition. Students will also examine contemporary cultural attitudes toward sexuality, marriage, and the family in the light of Christian theology. Prerequisite: one 200-level or 300-level THEO course

THEO 424 Christianity/World Religion (4 credits)

NOTE: This course is for students on the "old core." Students on the new core should take any THEO

221-229 if they are choosing to take the third required course on philosophical and theological reasoning in Theology. This course is a comparison of the teachings and practices of Christianity with the teachings and practices of selected non-Christian religions, for example, American Indian (Lakota), Judaism, Islam, Hinduism and Buddhism. The aim of the course will be to clarify similarities and differences between Christianity and other religions, to reflect on the problem posed by religious pluralism in modern culture, and to develop a Christian theology of world religions. Prerequisite: one 200-level or 300-level THEO course

THEO 425 Judaism (4 credits)

NOTE: This course is for students on the "old core." Students on the new core should take any THEO 221-229 if they are choosing to take the third required course on philosophical and theological reasoning in Theology. An examination of Judaism, its history, literature, religious concepts, practices and personalities. Prerequisite: one 200-level or 300-level THEO course

THEO 426 Islam (4 credits)

NOTE: This course is for students on the "old core." Students on the new core should take any THEO 221-229 if they are choosing to take the third required course on philosophical and theological reasoning in Theology. This course is designed to familiarize students with the basic beliefs and practices of Islam in its diverse cultural expressions worldwide, including worship, family life, and intellectual and artistic traditions. Through a close reading of Qur'anic and biblical texts, students will consider how Islam is both similar to and different from the other two major monotheistic faiths, Judaism and Christianity. Finally, the course will examine how both Islam and Christianity are meeting the challenges of modern culture. This course fulfills the Human Diversity requirement in the core curriculum. Prerequisite: one 200-level or 300-level THEO course

THEO 427 Evil & Suffering (4 credits)

NOTE: This course is for students on the "old core." Students on the new core should take any THEO 221-229 if they are choosing to take the third required course on philosophical and theological reasoning in Theology. This course analyzes some of the most profound evils of the modern era, and attempts to relate them to traditional and contemporary discussions of divine and human responsibility. It is especially concerned with the unique features of modern evils, including their presence in certain social structures, political

systems and scientific technologies. Specific subjects for study, which will vary from year to year, may include, the Holocaust; slave trade; genocidal colonization in Africa, Asia, and the Americas; the threat of nuclear annihilation. This course investigates how religious faith might be re-interpreted in light of these evils, and whether the notion of a suffering deity is theologically appropriate for Christian faith. Prerequisite: one 200-level or 300-level THEO course

THEO 428 Women & the Old Testament (4 credits)

NOTE: This course is for students on the "old core." Students on the new core should take any THEO 221-229 if they are choosing to take the third required course on philosophical and theological reasoning in Theology. This course explores the topic of women and the Old Testament from several different vantage points. In the first place, it will try to reconstruct the status and roles of women during the biblical periods at various points in their ancient Near Eastern context. This reconstruction will involve an examination of the legal and narrative material of the Old Testament and cross-cultural studies on women and family life in non-industrial countries. Secondly, the course investigates the conceptions of gender in the Old Testament, including key texts such as the creation stories, the stories about the ancestors, the stories about family honor, the female characters of the historical books of the Bible, the books named after women (Ruth, Esther, Judith), the texts symbolizing women as evil (e.g., the foreign woman, the adulterous wife, the whore of Babylon). Finally, the course studies the interpretive work of biblical scholars and how they utilize various historical and literary-critical methodologies in order to bring issues of gender, race, and class to bear upon the biblical text. Prerequisite: one 200-level or 300-level THEO course

THEO 429 Women & Christian Tradition (4 credits)

NOTE: This course is for students on the "old core." Students on the new core should take any THEO 221-229 if they are choosing to take the third required course on philosophical and theological reasoning in Theology. This course explores the ways in which the Judeo-Christian religious tradition has profoundly influenced our society's definition of women. It will focus on what some of the major works of this tradition assert about the nature and place of women in their particular historical communities. Students will also read religious literature by women in order to acquire a sense of women's religious experience both throughout

history and in the present day. Prerequisite: one 200-level or 300-level THEO course

THEO 430 Music & the Bible (4 credits)

NOTE: This course is for students on the "old core." Students on the new core should take any THEO 221-229 if they are choosing to take the third required course on philosophical and theological reasoning in Theology. This course explores the social, cultural and religious contexts for music-making among biblical peoples and the primitive Christian communities. Students will learn to do detailed analysis of psalm and canticle texts in the Old Testament and acclamations, infancy canticles, God-hymns, Christ-hymns and psalmody in the New Testament. Implications for present-day worship and spirituality will also be addressed. Prerequisite: one 200-level or 300-level THEO course

THEO 431 Women in the Early Church (4 credits)

NOTE: This course is for students on the "old core." Students on the new core should take any THEO 221-229 if they are choosing to take the third required course on philosophical and theological reasoning in Theology. The literature of early Christianity is filled with ambiguity concerning women's role in the churches and in the story of salvation. Women's subordination was justified on the basis of Eve's role in bringing evil and sin into the world. At the same time, women were presented as heroines and models of the ideal Christian life. They held roles of leadership within early church communities, even while early church writers argued against their right to do so. This course will examine a wide range of primary texts by and about women in the early Christian churches in order to explore the relationship between faith and culture as the context for understanding women's role and status in the early church. It will also look at ways in which these texts might be relevant for the modern context. Prerequisite: one 200-level or 300-level THEO course

THEO 432 Black Religious Experience (4 credits)

NOTE: This course is for students on the "old core." Students on the new core should take any THEO 221-229 if they are choosing to take the third required course on philosophical and theological reasoning in Theology. This course explore Black theological development as a cultural, functional and cognitive dimension of traditional Afro-American society, including belief, worship, expression, symbol, spirituality and God. Attention will be given to the meaning and roots of the notions of culture, nationalism and racism as they appear as questions in Black theological thought, including African religions, Islam and The Nation of

Islam, along with Afro-American Christian theologies. African as well as Afro-American religious experience combined with the affirmation of the Christian creed are identified in order to evaluate the questions of Black Catholic theology in America today. Prerequisite: one 200-level or 300-level THEO course

THEO 433 Theology & Politics (4 credits)

NOTE: This course is for students on the "old core." Students on the new core should take any THEO 221-229 if they are choosing to take the third required course on philosophical and theological reasoning in Theology. A theological investigation of changing relationships between Christianity and the political order, principally in religious terms as understood by Christians themselves but also from the vantage point of government. Emphasis in the first half of the course is on the foundational events of the New Testament and the early Christian era, and in the second half on Christianity's experience with secular and democratic modernity in America. The aim of the course is to measure the effect, in changing historical contexts, of persecution, establishment, and disestablishment, on a religion which professes both to be rooted in transcendent reality, and to have direct implications for life in this world. Primary readings from scripture, ancient and modern theology, speeches, sermons, Supreme Court decisions, and political, sociological and religious reflections on the American experiment with democracy and freedom of religion. Prerequisite: one 200-level or 300-level THEO course

THEO 434 Science & Christian Theo (4 credits)

NOTE: This course is for students on the "old core." Students on the new core should take any THEO 221-229 if they are choosing to take the third required course on philosophical and theological reasoning in Theology. This course is an introduction to the interrelationship between Christian theology (the understanding of the Christian faith), and the natural sciences. It explores the relationship between scientific and theological methods and modes of knowledge, and considers some of the central topics of Christian theology - God, creation, providence, resurrections, and afterlife - in the light of modern scientific evidence and theories. Prerequisite: one 200-level or 300-level THEO course and one Science course

THEO 435 Atheists & Apologists (4 credits)

NOTE: This course is for students on the "old core." Students on the new core should take any THEO 221-229 if they are choosing to take the third required course on philosophical and theological

reasoning in Theology. This course explores the problem of religious beliefs in a secular society by focusing on the effects of the empirical and human sciences on the classical understanding of God. Considering original thinkers, such as Descartes, Kant, Hegel, Marx, Darwin, Nietzsche, and Freud, the course will explore the emergence of several types of atheism and the intellectual defense of religious belief. Students will do a detailed reading of selected texts, which may include theological, philosophical, scientific, and literary works. Prerequisite: one 200-level or 300-level THEO course

THEO 436 Christian Faith & Legal Profes (4 credits)

NOTE: This course is for students on the "old core." Students on the new core should take any THEO 221-229 if they are choosing to take the third required course on philosophical and theological reasoning in Theology. If to work is to share in the creative activity of God, then what specific challenge does this pose for an attorney given the grinding realities of the legal profession? If to be a professional is to live out a tripartite relationship between self, client, and a higher standard, then how does an attorney determine, much less respond to such a standard? Through a close reading of a variety of theological texts, treaties, case studies and rules of professional conduct, this course will address these questions and, in so doing, attempt to fashion a paradigm for the Christian practice of law. Within this paradigm, emphasis will be placed on the meaning of justice, law, rights and responsibilities. An ethic of care that fosters the development of a compassionate world and a common life will be emphasized. Prerequisite: one 200-level or 300-level THEO course

THEO 437 Chrstn Faith & Hlth Care Prof. (4 credits)

NOTE: This course is for students on the "old core." Students on the new core should take any THEO 221-229 if they are choosing to take the third required course on philosophical and theological reasoning in Theology. What is a good health care professional? This course pursues this question and possible answers to it, from a historical, moral, and theological point of view. Reading and discussion will be guided by a detailed investigation of the scientific/technological, economic, and cultural forces that are presently complicating our traditional understanding of health care. Emphasis throughout will be on the Christian tradition of moral inquiry as a resource for responding to this question.

Prerequisite: one 200-level or 300-level THEO course

THEO 438 Theo-Crime, Punish, Forgive (4 credits)

NOTE: This course is for students on the "old core." Students on the new core should take any THEO 221-229 if they are choosing to take the third required course on philosophical and theological reasoning in Theology. This course will (a) explore U.S. criminal justice systems from several theological viewpoints and (b) cultivate a conversation between the resources of theology and criminology in the search for responses to the current issues in these systems. The overlapping themes in criminology and theology of crime and sin, punishment and rehabilitation and redemption, restoration and forgiveness will shape the discussion. Students pursuing vocations in criminal justice will have an opportunity to consider the relationship between their work and Christian theology, while students who are interested in the topic as involved citizens may come to see how they may play a part in addressing this issue. Prerequisite: one THEO course numbered 200-399

THEO 439 History of Religion in America (4 credits)

NOTE: This course is for students on the "old core." Students on the new core should take any THEO 221-229 if they are choosing to take the third required course on philosophical and theological reasoning in Theology. This course traces the evolution of religion in the territories that constitute the United States of America today. This collection of believers (Native, Catholic, Protestant, Jewish, and Muslim, etc.) initially emerged from the complex encounters between the indigenous Native American residents and triduum of European explorers (Spanish, French, and English). Ultimately it not only incorporated several additional imported communities and belief systems, but also created a unique blend of the sacred and secular. Attention will be given to the social dynamics of these communities, their understanding of God, and the theologies that developed. The polemic and harmonious relationships of these communities will serve as a backdrop to the development of key concepts (religion, culture, belief, common good, values, etc.) as they appear in the religious vocabulary of citizens of the USA. Prerequisite: one 200-level or 300-level THEO course

THEO 440 Hinduism & Buddhism (4 credits)

NOTE: This course is for students on the "old core." Students on the new core should take any THEO 221-229 if they are choosing to take the third

required course on philosophical and theological reasoning in Theology. This course investigates Hinduism and Buddhism, two great Asian religions that have had world-wide impact. We will examine the historical and theological foundations of each religion as well as the plurality of expressions within each. Considerable attention will be paid to classical Hindu and Buddhist texts. This course will also attend to issues of comparative religion and interreligious dialogue, particularly with regard to Christianity. Prerequisite: one 200-level or 300-level THEO course

THEO 445 Theology and Education (4 credits)

NOTE: This course is for students on the "old core." Students on the new core should take any THEO 221-229 if they are choosing to take the third required course on philosophical and theological reasoning in Theology. A study of topics and procedures for teaching religion. Using previously acquired theological knowledge, the course examines the tasks of translating and transmitting that knowledge as a series of insights to elementary and secondary students. Prerequisite: one 200-level or 300-level THEO course

THEO 446 Theology & Psychology (4 credits)

NOTE: This course is for students on the "old core." Students on the new core should take any THEO 221-229 if they are choosing to take the third required course on philosophical and theological reasoning in Theology. This course will investigate the relationship between psychology and theological approaches to human existence. This course will address interfacing issues such as how the human person is variously conceived, the relationship between human flourishing and spiritual development. There is an inherent, creative tension between the assumptions and methods of both disciplines, one typically seeking adjustment and individuation and the other seeking holiness and realizing the reign of God. Through lecture, critical reading, class discussion, and student research this course shall examine how both academic disciplines inform and challenge each other. Prerequisite: one 200-level or 300-level THEO course

THEO 447 Faith, Social Transform & SOWK (4 credits)

NOTE: This course is for students on the "old core." Students on the new core should take any THEO 221-229 if they are choosing to take the third required course on philosophical and theological reasoning in Theology. There are strong ties between the profession of social work and Christian social morality. Social workers promote social

change, healthy human relationships and the enhancement of personal well-being. Many social workers see their work as a vocation. They are often moved to join the profession and are motivated in profession by spiritual beliefs. Christian social ethics affirms these goals. This course will explore the ties and the tensions between social work, social transformation and Christian ethics. Prerequisite: one 200-level or 300-level THEO course, one SOWK course

THEO 448 Theology & Literature (4 credits)

NOTE: This course is for students on the "old core." Students on the new core should take any THEO 221-229 if they are choosing to take the third required course on philosophical and theological reasoning in Theology. How do various writers explore and convey their understandings or theological categories such as God, humanity, creation, redemption, faith, doubt, good, and evil? How does looking at the interplay of form and content, the elements and purpose of storytelling, and the connections of culture and ideology to artistic expression shed light on key theological questions? This team-taught course will explore these literary and theological questions through critical engagement with texts from a variety of time periods, literary genres, and religious perspectives. Prerequisite: one 200-level or 300-level THEO course, and one English course

THEO 449 Christian Faith & ENGR Prof (4 credits)

NOTE: This course is for students on the "old core." Students on the new core should take any THEO 221-229 if they are choosing to take the third required course on philosophical and theological reasoning in Theology. This course explores the relation of theology and engineering, focusing on how the two disciplines come together in the contemporary profession of engineering. Study of theological topics, such as the nature of the created world, the dignity and vocation of the human person, and a theological understanding of work, provides a foundational Christian vision. Extensive case study analysis assists the integrated comprehension of that vision and its application to the social, moral, and professional obligations of engineers. Emphasis is given to issues encountered by mechanical and electrical engineers, such as product impact on the environment, the social implications of engineering, and engineering for the military. Prerequisite: one 200-level or 300-level THEO course, one engineering course

THEO 450 Theology & Mass Media (4 credits)

NOTE: This course is for students on the "old core." Students on the new core should take any THEO

221-229 if they are choosing to take the third required course on philosophical and theological reasoning in Theology. This course will analyze and evaluate the coverage of religion and religious issues in the mass media (primarily in newspaper and magazines) and analyze religiously-inspired or religiously-themed media products (primarily in films, radio, television programs, and books). This course attempts to develop skills in detecting the religious thread in the tapestry of modern culture, interpreting the theological content in popular culture, critically analyzing the coverage of religion in the news, and appreciating the ways in which the finest examples of religiously-themed popular culture have advanced the theological conversation of which all modern believers are a part.

Prerequisite: one 200-level or 300-level THEO course

THEO 451 Christianity & Nazism (4 credits)

NOTE: This course is for students on the "old core." Students on the new core should take any THEO 221-229 if they are choosing to take the third required course on philosophical and theological reasoning in Theology. This course studies both Catholic and Protestant Christianity in Germany from the First World War to the end of the Second World War. The basic theme is Christianity's relationship with its host culture, and the ways in which the churches, both theologians and lay people, understood that relationship, especially in its political dimension, amidst the crises that convulsed Germany in the twenties, thirties, and forties.

Attention is given both to cases that demonstrate the conflict between Christianity and culture, and to cases in which the conflict was not acknowledged, whether through defects of character, theological blind spots, or political miscalculations. Prerequisite: one 200-level or 300-level THEO course

THEO 452 Theology & Beauty (4 credits)

NOTE: This course is for students on the "old core." Students on the new core should take any THEO 221-229 if they are choosing to take the third required course on philosophical and theological reasoning in Theology. Is beauty "in the eye of the beholder"? Are "beauty" and "prettiness" synonymous? Are "beauty" and "ugliness" opposites? Might beauty still be considered a transcendental aspect of being along with the true and the good? Is it possible that Beauty is a name for God, or a means by which God reveals God's self in the created order? This course examines a variety of theological approaches to these questions, both ancient and modern. It also explores the implications of varying answers to these questions

for the arts, and for lives of faith. Prerequisite: one 200-level or 300-level THEO course

THEO 453 Theology & Art (4 credits)

NOTE: This course is for students on the "old core." Students on the new core should take any THEO 221-229 if they are choosing to take the third required course on philosophical and theological reasoning in Theology. Through the ages, the relationship between theology and the arts has been mutually enriching, resulting in some of the world's masterpieces of visual art, architecture, music, and literature. The relationship, too, has been strained by iconoclastic movements which express fear that the arts tempt people with idolatry. In this course, students will consider the theological dimensions of the complex relationship between theology and the arts. Emphasis on historical periods, themes, doctrines, intersections, and types of art will vary according to the expertise of the instructors. Prerequisite: one 200-level or 300-level THEO course, one Art History course

THEO 454 The Morality of War (4 credits)

NOTE: This course is for students on the "old core." Students on the new core should take any THEO 221-229 if they are choosing to take the third required course on philosophical and theological reasoning in Theology. Against the background of historical debates within the Christian tradition, this course examines circumstances in which military force may be justified and the moral constraints that apply to its conduct. Major attention to concrete case studies will familiarize students with standard just war criteria and develop their capacity to apply them in difficult situations. Students explore emerging debates over questions such as: Who decides whether a war is just? What place does war have in the evolving international system? What prospects has Gandhian nonviolence opened up for transarmament? Is there an obligation for humanitarian intervention even in the absence of national self-interest? Prerequisite: one 200-level or 300-level THEO course

THEO 455 Church in Latin America (4 credits)

NOTE: This course is for students on the "old core." Students on the new core should take any THEO 221-229 if they are choosing to take the third required course on philosophical and theological reasoning in Theology. In this course we will study Christian theology and practice in a context of great suffering and struggle. We analyze the various forms that Christianity has taken in Latin America from the period of the Spanish Conquest to the present. We will study the history of the Church in Latin America, but more importantly we will examine the

theological issues raised in each era to see how Christians have lived their faith under different circumstances. As we examine the complex interplay of Church, poverty, and power in Latin American history, we will examine theologies and spiritualities of evangelization, liberation, martyrdom, poverty, and the Church. We will also study and critique specifically Latin American methods and approaches to the theological task itself. Finally, we will examine the coming of the Latin American Church to the United States through immigration. Prerequisite: one 200-level or 300-level THEO course

THEO 456 Christianity & Consumer Cultr (4 credits)

NOTE: This course is for students on the "old core." Students on the new core should take any THEO 221-229 if they are choosing to take the third required course on philosophical and theological reasoning in Theology. Consumerism can be defined as the tendency to reduce both the material and the spiritual to commodities. This course is an extended investigation of the dynamics of consumerism in American culture from the perspective of the Christian intellectual tradition. Sources drawn upon will include materials from theology, political theory, philosophy, and economic theory. Attention will be given to the history of consumerism, the theology implicit in consumerism, and different Christian reactions to the phenomenon of consumerism. Prerequisite: one 200-level or 300-level THEO course

THEO 457 Theology & Public Discourse (4 credits)

NOTE: This course is for students on the "old core." Students on the new core should take any THEO 221-229 if they are choosing to take the third required course on philosophical and theological reasoning in Theology. This course addresses students as citizen believers, mapping out what role they can play in public life. It first examines the Christian tradition and its teachings on responsible citizenship. It then examines the question using legal and political theory from before our founding as a nation through the debates about the nature of our democracy today. The rest of the course is focused on preparing students as citizen believers to enter the public square with their own theological argument on a contemporary political topic of interest to them, which will make public through varied written formats and class debate. Prerequisite: one 200-level or 300-level THEO course

THEO 458 The Bible/ Multicltr Perspect (4 credits)

NOTE: This course is for students on the "old core." Students on the new core should take any THEO 221-229 if they are choosing to take the third required course on philosophical and theological reasoning in Theology. This course examines the interaction between biblical interpretation and diverse contemporary cultures. The course defines multiculturalism broadly to include race/ethnicity, gender, sexual orientation, class and/or religion. The course has three goals: a reconstruction of the cultural context of the ancient world; an examination of challenges posed by cultural theories; and the impact diverse readings have for contemporary theologies based on the bible. Prerequisite: one 200-level or 300-level THEO courses

THEO 459 Theology & Environment (4 credits)

NOTE: This course is for students on the "old core." Students on the new core should take any THEO 221-229 if they are choosing to take the third required course on philosophical and theological reasoning in Theology. This course examines Christian theological and moral reflection on the relation between human activity and the natural environment. It will address environmental issues that are of mutual concern to theologians and the natural or social sciences; thus it will study scientific analysis along with theological perspectives. The course will also review contemporary practices and/or policies that address environmental problems. Prerequisite: one 200-level or 300-level THEO course

THEO 460 Christian Ethics & US Immigrtn (4 credits)

NOTE: This course is for students on the "old core." Students on the new core should take any THEO 221-229 if they are choosing to take the third required course on philosophical and theological reasoning in Theology. This course will bring the tools and the methods of Christian ethics to bear on the issues of economic immigration in the contemporary, U.S. context. The first part of the course examines the economic, political, historical, social and cultural dimensions of transnational migration in the U.S. context. The second part of the course will bring the resources of Christian ethics to the ethical issues of immigration raised in the first part of the course. This second part of the course will examine the centrality of alterity (otherness) in the Bible and the Christian tradition. The course will conclude with the discussion of how Christian ethics can inform the national discourse on these issues and conversely, how the issues of migration must

shape Christian ethics. This course will have a service learning component that will bring students into contact with immigrant communities in the Twin Cities. Prerequisite: one 200-level or 300-level THEO course

THEO 461 Comp. Theo. of Sex/Gender/Body (4 credits)

NOTE: This course is for students on the "old core." Students on the new core should take any THEO 221-229 if they are choosing to take the third required course on philosophical and theological reasoning in Theology. This course provides an introduction to theological reflection on sex, gender, and the body in the Christian tradition and the Islamic religious traditions. It is a comparative theological course in that it juxtaposes texts of diverse perspectives from these two religious traditions in order to seek deeper understanding of sex, gender, and the body. This "Bridge 2 course" prompts students to reflect on their vocation as a sexual, gendered, and embodied being, and to do so interreligiously. While the course will take into consideration how theology has collaborated with patriarchal, imperial, ethnic, heteronormative, and socio-economic powers, the central focus will be on contemporary feminist, queer, and post-colonial theologies that attempt to undermine oppressive systems in Asian, Latin American, North American, Middle Eastern, and/or other contexts. Crosslisted with Women's Studies. Prerequisites: THEO 2xx or THEO 3xx

THEO 462 Theo and Lit - C.S. Lewis (4 credits)

NOTE: This course is for students on the "old core." Students on the new core should take any THEO 221-229 if they are choosing to take the third required course on philosophical and theological reasoning in Theology. This is a Bridge Course whose readings will focus primarily on C.S. Lewis's literary works, especially, but not exclusively, on his fiction. The course will also include some critical works, both Lewis's as well as others' work about Lewis. In addition, numerous biblical passages will be examined, including the parables of Jesus, which, as a parallel to Lewis's work, can demonstrate the theological possibility of narrative. Class lectures and readings in and about Lewis will explore Christian theology and its interdisciplinary relations to literature, especially myth. Through the lens of Lewis's literature, historical, philosophical, moral, educational, and global issues will be considered. Prerequisite: one 200-level or 300-level THEO course

THEO 463 The Bible & American Politics (4 credits)

NOTE: This course is for students on the "old core." Students on the new core should take any THEO 221-229 if they are choosing to take the third required course on philosophical and theological reasoning in Theology. This course examines the use and misuse of the Bible and its political teachings in American political history. Readings and discussions will address the political message of the Bible, the question of whether the Bible played any substantial role in the creation of the American polity, and the way in which particular biblical passages, themes, and schools of interpretation have functioned in American political discourse and have influenced the development of American history. Prerequisite: one 200-level or 300-level THEO course

THEO 464 Jesus Christ & Intrelg Dialg (4 credits)

NOTE: This course is for students on the "old core." Students on the new core should take any THEO 221-229 if they are choosing to take the third required course on philosophical and theological reasoning in Theology. This course will explore the identity and role of Jesus in Christianity in relation to Judaism, Islam, Hinduism and Buddhism. It will show the similarities and differences in the various approaches to Jesus in the context of each of these respective religions and of interfaith dialogue. Prerequisite: one 200-level or 300-level THEO course

THEO 465 Justice & the Bible (4 credits)

NOTE: This course is for students on the "old core." Students on the new core should take any THEO 221-229 if they are choosing to take the third required course on philosophical and theological reasoning in Theology. This course will investigate ways that the Bible has been and can be used to address issues of social justice and peace in today's world, both within Christian faith communities and in public debate. Topics of investigation may include war, poverty, oppression, human rights, world hunger, immigration, ecology, globalization, capital punishment, genocide, euthanasia, and racial, gender and economic inequities. Attention will be given to contemporary approaches to the study of the Bible that lend themselves to exploring these issues. The instructor may opt to focus on the Old Testament or the New Testament of the Christian scriptures. Prerequisite: one 200-level or 300-level THEO course

THEO 466 The Qur'an and the Bible (4 credits)

NOTE: This course is for students on the "old core." Students on the new core should take any THEO 221-229 if they are choosing to take the third required course on philosophical and theological

reasoning in Theology. This course will examine the Bible and Qur'an and compare them. Points of comparison might include: competing claims of divine inspiration; creation, Adam and Eve; Joseph; the law; Mary and Jesus; Mohammed and Jesus. This course has three goals. First, to gain an understanding of each broad tradition (Islamic from the Qur'an, and Jewish and Christian from the Bible); second, to develop a method by which to approach sacred texts, a way to see their relevance and power; and third, to appreciate both the differences and similarities in these two sacred texts, both in their literary features, and in their effect upon society. Prerequisite: one 200-level or 300-level THEO course

THEO 467 Muslim & Christian Dialogue (4 credits)

NOTE: This course is for students on the "old core." Students on the new core should take any THEO 221-229 if they are choosing to take the third required course on philosophical and theological reasoning in Theology. This course will explore what Christianity and Islam have in common, where they differ, and what are the most fruitful points of dialogue between the two religions. We will examine both Muslim and Christian perspectives on a range of topics, including God, revelation/prophesy, Jesus, Muhammad, scripture, human nature, women and marriage, morality, peace and war, religion and politics, salvation, and eschatology. We will also consider some ongoing examples of Muslim-Christian dialogue, as well as papal statements concerning Islam and Muslim responses to those statements. Prerequisite: one 200-level or 300-level THEO course

THEO 468 Interreligious Encounter (2 or 4 credits)

NOTE: This course is for students on the "old core." Students on the new core should take any THEO 221-229 if they are choosing to take the third required course on philosophical and theological reasoning in Theology. In the last half century religious diversity in the West has rapidly increased, bringing people from different religious traditions into daily contact. This has resulted in new conflicts, sometimes in violence, but also in new collaborations and friendships. Drawing on several approaches to interreligious conflict and relations, this course will examine the dynamic encounters that take place between and among people of different religious identities and ask students to reflect on their own role in religiously complex situations. Students will consider this interreligious reality and their role in it against the backdrop of

their own individual relationship to spirituality, faith, and theology. To foster interreligious understanding beyond the classroom, students in this course will spend significant time outside the classroom directly engaging religious diversity. Prerequisites: and one 200-level or 300-level THEO course

THEO 470 Happiness, Suffering, and God (4 credits)

NOTE: This course is for students on the "old core." Students on the new core should take any THEO 221-229 if they are choosing to take the third required course on philosophical and theological reasoning in Theology. This seminar addresses the perennial problem of suffering and evil in light of contemporary research on human flourishing and happiness. The central question of the course is whether suffering can play a constructive role in the good life. While some forms of suffering are destructive, other forms of suffering, given the right attitude, can be conducive to the building of character and leading a life that has a richer meaning. The course brings a theological viewpoint to bear on these issues; it also draws on the resources of philosophy, psychology, literature, and history. The written assignments will encourage the students to integrate course material, articulate their own assumptions about suffering and human flourishing, and apply general principles to real-life situations. Prerequisites: one THEO course numbered 200-399

THEO 472 Theology and Public Health (4 credits)

NOTE: This course is for students on the "old core." Students on the new core should take any THEO 221-229 if they are choosing to take the third required course on philosophical and theological reasoning in Theology. This course will explore the relationship between theology and the public health professions. "Public health" is a term that refers to the art and science of a society's efforts to prevent disease and to promote health and human thriving. Topics will include biblical, theological, ethical, sociological, and epidemiological approaches to gender and economic-based disparities in health care. Special attention will be given to the religious dimension of global responses to crises in public health. Focus of sections will vary depending on the expertise of the faculty. Prerequisites: a 200 or 300 level THEO course

THEO 488 Topics (2 credits)

THEO 489 Topics (4 credits)

THEO 490 Topics (0 or 4 credits)

THEO 491 Research (2 or 4 credits)

THEO 495 Individual Study (2 or 4 credits)

THEO 498 Individual Study (4 credits)

Women, Gender, and Sexuality Studies (WGSS)

College of Arts and Sciences, Interdisciplinary Program

O'Shaughnessy Educational Center (OEC) 205B,
(651) 962-5159

Ehrmantraut (MCL), director

[Women, Gender, and Sexuality Studies Department Web Site](#)

The Twin Cities Women's and Gender Studies Collaborative offers a cooperative major in Women, Gender, and Sexuality Studies (or, at St. Thomas, Women's Studies). Women, Gender, and Sexuality Studies is an interdisciplinary program which takes gender as its critical term of inquiry, exploring it as a social construct and analyzing its impact on traditional disciplines. As an interdisciplinary major and minor, Women, Gender, and Sexuality Studies spans the curriculum, incorporating many disciplines in a diverse and stimulating package of courses. Courses consider historical and contemporary contexts from multicultural and multiracial perspectives, and focus on the intersections of race, class, gender, ethnicity, sexuality, religion, and culture.

Students in the program learn how to analyze social forces and assumptions that have shaped the lives of women and men, as well as the lives of gender and sexual minorities, on individual, national, and global levels. This flexible program of study combines theoretical, practical, and research components and provides preparation for both advanced study and professional work in a variety of professions, for example, in organizations focusing on women, in human relations departments of corporations, and in health or legal professions.

Women, Gender, and Sexuality Studies majors and minors are encouraged to study abroad. Specific courses taken abroad may substitute for St. Thomas requirements. See the director of Women's Studies, a study abroad advisor in the International Education Center, or Academic Information & Programs in the front section of this catalog for program options.

Students are encouraged to speak with the program director early in their academic careers for assistance in choosing courses or arranging schedules that will most effectively serve the student's interests.

Major in Women, Gender, and Sexuality Studies

- WGSS 205 Foundations in Women, Gender, and Sexuality Studies (4 credits)
- WGSS 327 Feminist Theory (4 credits)
- Internship Course (designated as Individual Study)
- WGSS 480 Women's Studies Seminar (4 credits)
or WGSS 495 Independent Study (4 credits)

Plus:

Approved Women's Studies electives within the following categories:

- Eight (8) elective credits
- Twelve (12) upper-level elective credits
- Four (4) credits in global/racial/ethnic elective

Note: The elective credits must be either eight (8) credits within the Humanities and 12 credits within Social /Natural Sciences, or 12 credits within Humanities and eight (8) credits within Social/Natural Sciences.

Minor in Women, Gender, and Sexuality Studies

- WGSS 205 Foundations in Women, Gender, and Sexuality Studies (4 credits)

Plus:

Approved Women's Studies electives within the following categories:

- Eight (8) credits in Humanities
- Eight (8) credits in Social Sciences/Natural Sciences

Recommended:

- WGSS 480 Women's Studies Seminar (4 credits)
- or a Directed Research Project may be substituted with approval of campus director

Note: The seminar can count as one of the Humanities or Social/Natural science courses.

Transfer students:

Students who transfer to St. Thomas and wish to complete a major or minor in Women's Studies are urged to consult with the director of Women's Studies immediately upon transfer.

Courses available for this program

Because the women's studies program at the University of St. Thomas is part of a consortium with three other area schools (Augsburg College, Hamline University, and the University of St. Catherine), appropriate courses may be taken at any of these institutions without the exchange course limitation. There is, however, potential for duplication of courses between schools, so students are urged to speak with the program director with any questions. Courses offered within the consortium are publicized by the program director, who can guide students in choosing eligible courses. Listed below are UST courses only.

The following courses may also have an attribute attached that is searchable in the class finder and Murphy. WSMJ = Major approved, WSMN = Minor approved.

Humanities Courses

- ARTH 260 Women in Ancient Art and Culture
- CLAS 245 Classical Mythology [also offered as ENGL 203]
- COMM 328 Communication of Race, Class, and Gender [Certain sections only]
- ENGL 203 Classical Mythology [also offered as CLAS 245]
- ENGL 217 Multicultural Literature: LGBTQ+ Writers of Color
- ENGL 218 Literature by Women: Critical History
- ENGL 337 Latina Women Writers

- ENGL 341 Literature by Women: Critical Questions
- HIST 112 The History of the Modern World since 1550 [Certain sections only]
- HIST 211 Women and Family in the Americas
- ITAL 489 Women and Nature: A Relationship to Recast
- MUSC 115 Music and Culture: Feminine Lens (only section 02)
- SPAN 489 Topics Women in the Zone of Conflict
- THEO 221 Bible and Culture
- THEO 428 Women and the Old Testament
- THEO 429 Women and the Christian Tradition
- THEO 431 Women in the Early Church
- THEO 458 The Bible from a Multicultural Perspective
- SOWK 291: The Anatomy of Violence
- WMST 297 Topics Making and Unmaking Masculinities
- WMST 488 Topics Women Food Justice Envr
- WMST 490 Topics Migration and Gender

Social Science and Natural Science

- BIOL 106 Women, Medicine, and Biology
- BLAW 352 Gender Issues and the Law (J-Term)
- COMM 220 Interpersonal Communications
- NSCI 398 - Neuroscience of Gender
- POLS 302 Women and Politics
- PSYC 205 Psychology of Women
- PSYC 298 Topics: Neuroscience and Gender
- SOCI 304 Adolescence in Society
- SOCI 321 Global Marriages and Families

- SOCI 354 Sex in Society
- SOWK 391 Social Policy for Social Change
- WMST 297 Topics Making and Unmaking Masculinities
- WMST 488 Topics Women Food Justice Envr
- WMST 490 Topics Migration and Gender

Multicultural or Ethnic Studies

- ARTH 284 Arts of the African Diaspora
- COMM 370 Intercultural Communication
- HIST 117 Latin America in Global Perspective
- HIST 216 African-American History
- MUSC 216 Jazz in America
- SOCI 251 Race and Ethnicity
- SOCI 301 General Anthropology

WGSS Course Catalog

WGSS 205 Found in Women/Gen/Sexuality (4 credits)

This multi-disciplinary course is designed to raise awareness of women's status and women's diversity, to explore gender identities and interrogate the way that these categories are constructed, and to critically examine disciplines and social practices through the lens of feminist theory. Course readings and discussion will examine ideas about race, class, sexuality, and other aspects of identity as they intersect with sex and gender. Available once a year, usually offered in the Fall semester.

WGSS 243 Individual Study (0 or 4 credits)

WGSS 269 Research (2 or 4 credits)

WGSS 297 Topics (4 credits)

WGSS 327 Feminist Theory (4 credits)

This interdisciplinary feminist theory course is designed as a mid-level course to serve as a bridge between the Foundations in Women's Studies course and the Senior Seminar. The content of the course will focus on theorizing around multiple differences of gender, race, ethnicity, class, and sexuality. As an interdisciplinary course, it provides an overview of historical and ideological trends in feminist thought around these differences. The

focus may vary, and may include feminist theories from the fine arts, history, literary studies, philosophy, psychology, the sciences, and sociology. Prerequisites: WGSS 205

WGSS 389 Research (2 or 4 credits)

WGSS 393 Individual Study (2 or 4 credits)

WGSS 476 Experiential Learning (1 to 4 credits)

WGSS 480 Women's Studies Seminar (4 credits)

This advanced capstone course for the Women's Studies major is a multi-disciplinary seminar usually taken during the student's senior year. The course will include student research and presentations that incorporate feminist theory. It will rotate among the different campuses of the ACTC. Prerequisite: WGSS 205

WGSS 487 Topics (2 credits)

WGSS 488 Topics (2 credits)

WGSS 489 Topics (4 credits)

WGSS 490 Topics (4 credits)

WGSS 491 Individual Study (2 or 4 credits)

WGSS 495 Individual Study (2 or 4 credits)

Organization & Personnel

The legal body that governs the university is the board of trustees. It is the final authority on setting our important policies, on the definition of major goals, and on the preservation of the academic mission. The financial health of the university is one of its chief responsibilities.

The board selects members who have demonstrated their understanding of the purpose of this institution, the commitment it has to higher education, and the unique contribution St. Thomas can make as a Catholic liberal arts university.

The chief executive officer of the university is the president. She is responsible to the board of trustees for the functioning of the university and the administration of its policies.

Under the direction of the governing board, the president of the university must make sure that adequate means exist for communication, decision-making, and governance.

The president delegates appropriate authority and responsibilities to the faculty, as described in the Faculty Handbook, and to various members of the

university administration, among them: the executive vice president and provost who is responsible for all academic units and academic support services and the day-to-day administrative operations of the university, vice president for mission, vice president for business affairs, vice president for enrollment, vice president for student affairs, vice president for innovation resources and technologies, vice president for development and alumni relations, chief marketing officer, chief of staff, and general counsel.

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Faculty

A

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2014; B.A. Central College; Ph.D. University of Oregon

Martin Schlag

Professor of Catholic Studies

2017; Magister iurus, University of Vienna; Doctor iuris, University of Vienna; Licentiate in Theology, Pontifical University of the Holy Cross; Doctorate in Moral Theology, Pontifical University of the Holy Cross

Sarah Schmalenberger

Professor of Music

2002; B.A., Capital University Conservatory; M.M., University of Michigan; Ph.D., University of Minnesota

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Associate Professor of Health & Exercise Science

2013; B.S., D.C., Northwestern College of Chiropractic; Ph.D., University of Minnesota

Britain Scott

Professor of Psychology

1996; B.S., University of Iowa; Ph.D., University of Minnesota

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Associate Professor of Mechanical Engineering

2016; B.S.M.E, University of Minnesota; M.S.M.E, Ph.D., Massachusetts Institute of Technology

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Associate Professor of French

2002; B.A., M.A., University of North Texas; Ph.D., Florida State

Arkady Shemyakin

Professor of Mathematics

1993; Diploma (M.S.), Novosibirsk State University; C.S.D. (Ph.D.), Academy of Science (Siberia)

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Associate Professor of Engineering

2011; B.A., Colorado College; M.S., Oregon State; Ph.D., University of Minnesota

Michael Sheppeck

Associate Professor of Management

1990; B.A., Slippery Rock University; M.A., Western Washington University; Ph.D., University of South Florida

Heather Shirey

Professor of Art History

2006; B.A., University of Iowa; M.A., Tulane University; Ph.D., Indiana University

Mikhail Shvartsman

Associate Professor of Mathematics

1998; B.S., M.S., Moscow Institute of Steel and Alloys (Russia); Ph.D., University of Maryland (College Park)

Gregory Sisk

Professor of Law

2003; Montana State University; J.D., University of Washington School of Law

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Clinical Faculty of Ethics and Business Law

2015; B.A., University of Washington; M.A., Ph.D., University of Pennsylvania

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Associate Professor of Biology

2012; B.A., B.S., North Carolina State University; M.A., University of North Carolina; Ph.D., University of Georgia

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Dean, School of Education; Associate Professor of Education

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Buffy Smith

Dean, Dougherty Family College; Professor of Justice and Society Studies

2004; B.A., Marquette University; M.S., Ph.D., University of Wisconsin (Madison)

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Associate Dean, School of Divinity; Associate Professor, School of Divinity

1994; B.A., Mary College; M.T.S., Weston Jesuit School of Theology; Ph.D., The Catholic University of America

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2013; M.S.W., University of Minnesota

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Associate Professor of Educational Leadership

2015; B.A., Gustavus Adolphus College; M.A., University of Sussex; M.A. University of St. Thomas; Ph.D., University of Minnesota

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2012; B.A., M.A., Franciscan University (Steubenville); Ph.D., State University of New York (Buffalo)

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Professor of Finance

2003; B.S., The Ohio State University; M.A., Ph.D., University of Rochester

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College of Arts and Sciences; Professor of Art History

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Professor of Risk Management and Insurance

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Victoria Young

Professor of Art History

2000; B.A., New York University; M.Arch.H., Ph.D., University of Virginia

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B.S., M.S., Utah State University; Ph.D., University of Memphis

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Instructor in the School of Divinity

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Professor of Biology

2003; B.A., Luther College; M.A., St. Cloud State University; Ph.D., North Dakota State University

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Associate Professor of History

2013; B.A., University of San Francisco; M.A., University of California at Los Angeles; Ph.D., Stanford University

Retired Faculty

James Ahler

Assistant Professor of Sociology and Criminal Justice

1967-2000

Susan Alexander

Associate Professor Emerita of Economics

1981-2016

Martin Allen

Professor Emeritus of Chemistry

1956-1984

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Associate Professor Emeritus of Computer and Information Sciences

1976-1998

Regina Anctil

Associate Professor Emerita of Accounting

2005-2015

Philip Anderson

Professor Emeritus of Management

1977-2017

Sister Christine Athans, BVM

Professor Emerita of Church History, School of Divinity

1984-2002

Gary Atkinson

Professor Emeritus of Philosophy

1980-2020

Eugene Audette

Professor Emeritus of Education

1973-2007

Carlos Badessich

Associate Professor Emeritus of Modern and Classical Languages

1980-2014

Angeline Barretta Herman

Professor Emerita of Social Work

1991 - 2011

Ann Bateson

Professor of Law

2007-2017

Diane Bauer

Clinical Faculty Emerita of Social Work

1998-2015

Heino Beckmann

Associate Professor Emeritus of Finance

1986-2013

Paul Beckmann

Clinical Faculty of Psychology

2003-2015

Michael Bellamy

Professor Emeritus of English

1979-2007

Ronald Bennett

Associate Professor Emeritus of Engineering

1994 - 2012

Richard Berquist

Associate Professor Emeritus of Philosophy

1965-2001

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Professor Emerita of Economics

1984-2007

Thomas Bohlen

Professor of Business Administration

1958-1983

Rev. Ronald Bowers

Professor Emeritus of Canon Law, School of Divinity

1982-2006

Rene Bowser

Associate Professor of Law

1985-2017

David Boyd

Professor Emeritus of Chemistry

1989-2009

David Brennan

Professor Emeritus of Marketing

1987-2017

Joseph Brom

Professor Emeritus of Chemistry

1987-2014

Stephen Brookfield

Professor Emeritus of Educational Leadership

1992-2020

Robert Brown

Professor Emeritus of Education

1964-2005

Joan Cady Brownstein

Associate Professor of Education

1990-2007

Carol Bruess

Professor Emerita of Communication

1998 - 2017

Alan Bryan

Associate Professor Emeritus of Music

1983-2020

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Associate Professor Emerita of Ethics and Business Law

1984-2021

James Callahan

Professor Emeritus of Music

1968-2007

Harlow P. Callander

Assistant Professor of Accounting

1969-2005

Mary Anne Chalkley

Professor Emerita of Psychology

1989 - 2011

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Professor Emerita of Biology

1990 - 2011

Seehwa Cho

Associate Professor of Education

1995-2017

Winston Chrislock

Professor Emeritus of History

1972 - 2011

Peter Coffey

Professor Emeritus of International Management

1989-2002

John Conbere

Professor of Education

2002-2016

Richard Connell

Professor of Philosophy

1963-1990

Thomas Connery

Professor Emeritus of Communication and Journalism

1982-2014

Joseph Connors

Professor of English

1946-1955; 1964-1982

Rev. Thomas Conroy

Assistant Professor of Theology

1968-1997

Catherine Cory

Associate Professor Emerita of Theology

1991-2021

Gregory Coulter

Associate Professor Emeritus of Philosophy

1985-2022

Robert Craig

Professor Emeritus of Communication and Journalism

1994-2013

Jennifer Cruise

Professor Emerita of Biology

1988-2019

Larry Davis

Professor of Accounting

2010-2022

Palahela Dayananda

Professor of Mathematics/Actuarial Science

2002-2014

Michael Degnan

Professor Emeritus of Philosophy

1985-2021

DuWayne Deitz

Assistant Professor of Health and Human Performance

1970-1997

Robert Delahunty

Professor of Law

2004-2021

William Delehanty

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1964-2003

Rev. Jerome Dittberner

Professor Emeritus of Systematic Theology, School of Divinity

1970-2009

Doug Dokken

Professor Emeritus of Mathematics

1985-2022

Donald Dziekowicz

Associate Professor Emeritus of Modern and Classical Languages

1983-2020

Harriet Ebeling

Associate Professor Emerita of Education

1967-1989

Katherine Egan

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1978-2005

Dawn Elm

Professor Emerita of Ethics and Business Law

1989-2020

Simon Emms

Associate Professor Emeritus of Biology

1996-2019

Michael Evers

Professor Emeritus of Management

1974 - 2011

Daniel Fairchild

Professor Emeritus of Economics

1976-2015

Thomas Feely

Assistant Professor of Health and Human Performance

1954-1990

James Filkins

Professor of Finance

1977-1994

Thomas Fisch

Associate Professor Emeritus of Divinity

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Thomas Fish

Associate Professor Emeritus of Education

1972-2013

Joseph Fitzharris

Professor Emeritus of History

1972 - 2011

Joseph Flood

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Bernice Folz

Professor Emerita of Software Engineering

1977-2004

Robert Foy

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1989-2013

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1991-2001

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2013-2020

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1991-2016

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2004-2016

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1983-2020

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1954-1989

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1977-2007

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2001 - 2012

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Demos Hadjiyanis

Professor Emeritus of Economics

1965-1991

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1955-1990

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1961-1996

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1977-2014

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1988-2006

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2002 - 2012

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1993-2022

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1990 - 2011

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1991-2004

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Professor of Management

2010-2019

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1992-2021

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1977-1995

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1982-2007

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Associate Professor Emerita of Accounting

1999-2014

Monsignor John Sankovitz

Assistant Professor of Theology

1980-1997

Kevin Sauter

Professor Emeritus of Communication and Journalism

1982-2020

Richard Sauter

Associate Professor Emeritus of Marketing

1990-2002

Gerald Schlabach

Professor Emeritus of Theology

2000-2020

Mabel Schleif

Associate Professor Emerita of Education

1972-1991

Jacob Schmitt

Assistant Professor of Education

1975-1990

Kurt Scholz

Professor Emeritus of Mathematics

1972 - 2011

Joseph Schramer

Instructor in Accounting

1961-1976; 1977-1998

Sister Katarina Schuth, OSF

Professor Emerita for the Social Scientific Study of Religion, School of Divinity

1991-2017

Joseph Schwebel

Assistant Professor Emeritus of Computer and Information Sciences

1969-2006

Timothy Scully

Associate Professor Emeritus of Communication and Journalism

1990-2014

Jonathan Seltzer

Clinical Instructor in Marketing

2008-2017

Daniel Sevenich

Senior Member of Adjunct Faculty in Accounting

1956-1998

Chehrzad (Cheri) Shakiban

Professor of Mathematics

1983-2020

Barbara Shank

Professor Emerita of Social Work

1981-2018

Brian Shapiro

Professor Emeritus of Accounting

2004-2020

Glenn Sherer

Associate Professor Emeritus of Biology

1984-2013

William Silverman

Professor Emeritus of Biology

1959-199

Rev. David Smith

Professor Emeritus of Theology

1970-2007

Susan Smith-Cunnien

Professor Emerita of Sociology and Criminal Justice

1990-2014

Ritch Sorenson

Professor of Entrepreneurship

2007-202

Peter Southard

Associate Professor Emeritus of Operations and Supply Chain Management

2008-2020

E. Arnold Spencer

Assistant Professor of Speech and Theater

1960-1974

Mark Spriggs

Associate Professor Emeritus of Entrepreneurship

1997-2021

Thomas Stoffel

Assistant Professor of Accounting

1988-2006

Patricia Stankovitch

Professor Emerita of Professional Psychology

2007-2020

Ralph Stouffer

Associate Professor Emeritus of Teacher Education

1972 - 2011

Rev. James Stromberg

Professor Emeritus of Philosophy

1956-1999

Thomas Sturm

Professor Emeritus of Computer and Information Sciences

1972 - 2011

Michael Sullivan

Associate Professor Emeritus of Finance

2000-2014

Thomas Sullivan

Professor Emeritus of Philosophy

1966 - 2011

Mary Supel

Assistant Professor Emerita of Economics

1976-2002

Scott Taylor

Professor of Law

2002-

Trudi Taylor

Professor Emerita of Teacher Education

1988 - 2011

Serene Thornton

Assistant Professor Emerita of Social Work

1990 - 2011

Thomas Tommet

Associate Professor of Physics

1979-2009

Albert Trostel

Professor Emeritus of Management

1977-1999

Peter Vaill

Professor of Management

1997-2004

John van Ingen

Associate Professor Emeritus of Philosophy

1989-2019

Robert E. Veverka

Assistant Professor of Business Administration

1976-1989

Chelley Vician

Professor Emerita of Accounting

2010-2021

James Vincent

Professor Emeritus of Economics

1988-2017

Hubert Walczak

Professor Emeritus of Mathematics

1963-1995

William Walsh

Associate Professor Emeritus of Economics

1970-2013

Rev. Peter Wang

Professor of Theology

1967-1996

Martin Warren

Associate Professor Emeritus of English

1997-2020

Douglas Warring

Professor Emeritus of Education

1974-2017

Harry Webb

Associate Professor of Education

1954-1990

John Wendt

Professor Emeritus of Ethics and Business Law

1987-2017

I. David Welch

Professor of Professional Psychology

2004-200

Rev. George Welzbacher

Instructor in History

1966-1995

Robert Werner

Professor Emeritus of Geography

1991-2014

Karen Westberg

Professor Emerita of Education

2000-2017

D. Reginald Whitt

Professor of Law

2001-2017

Melvin Williams

Associate Professor Emeritus of Finance

1976-2004

Miriam Williams

Associate Professor Emerita of Organization
Development

1980 - 2011

Barbara Wolfe

Associate Professor Emerita of Special Education

1995 - 2010

Mary Lou Wolsey

Associate Professor Emerita of French

1976-2001

Robert Woodhouse

Associate Professor of Management

1983-2001

Jennifer Wright

Associate Professor of Law

2003-2017

Scott Wright

Professor Emeritus of History

1980-2010

Heekyung Youn

Professor Emerita of Mathematics/Actuarial Science

1984-2017

Jean Zilisch

Associate Professor of Education

1976-1987

Frederick Zimmerman

Professor Emeritus of Engineering

1981-2006

Nancy Zingale

Professor Emerita of Political Science

1976-2007

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