



Ave Maria University

Catalogue

2004-2005

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An Invitation to Study at Ave Maria University

Ave Maria is a new Catholic University aspiring, under grace, to become a vital center of the “new springtime” of culture anticipated by John Paul II for this millennium.

As a Catholic institution of higher education dedicated to the Blessed Virgin Mary, our patroness, we know that her Son, Jesus Christ, is the divine Teacher who opens our minds and hearts to the fullness of Truth. “He who abides in me, and I in him, bears much fruit; for without me you can do nothing” (John 15:5).” He is the source and goal of everything we do, as we educate laity, priests and religious who will go forth boldly to foster a true culture of life and civilization of love.

Ave Maria is committed to building a university that will earn a reputation for excellent teaching, cutting-edge research, and joyful fidelity to the Magisterium of the Catholic Church.

To develop the first of these “pillars,” we have attracted an extraordinarily gifted and dynamic faculty. By means of our integrated liberal arts core curriculum, these teachers introduce our students to the great tradition of theology, philosophy, history, literature, classical languages and natural sciences, imparting what Pope John Paul II calls “a unified and organic vision of knowledge” (Papal Encyclical, *Fides et Ratio*). Students learn not just to memorize material, but to understand it deeply, appropriate it, and apply it to their lives.

The members of our faculty are also excellent scholars. At the heart of every true university can be found professors who are actively engaged with the world and at the forefront of the search for truth in their respective field. Ave Maria encourages its faculty to research, publish, lecture at international conferences or serve as editors of scholarly journals.

Finally, our joyful fidelity to the Magisterium of the Catholic Church lies behind our expansive academic vision. To be “Catholic” means being universal: open to all true things, and committed to bringing the good news to every aspect of our world. Students at Ave Maria will receive the tools and education to be the next generation of leaders as businessmen, politicians, lawyers, scientists, priests, educators, doctors, dramatists, homemakers, and the list goes on.

Come and be part of the development of a great Catholic university for the 21st century and beyond.

In Christ,

William K. Riordan, S.T.D.
Dean of Faculty

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Introduction and General Information



“The University is a place on concourse, whither students come from every quarter for every kind of knowledge...It is a place where inquiry is pushed forward, and discoveries verified and perfected, and rashness rendered innocuous, and error exposed, by the collision of mind with mind, and knowledge with knowledge.”

—John Henry Cardinal Newman, *The Idea of a University*

Mission Statement

Founded in fidelity to Christ and His Church in response to the call of Vatican II for greater lay witness in contemporary society, Ave Maria University exists to further teaching, research, and learning in the abiding tradition of Catholic thought in both national and international settings. The University takes as its mission the sponsorship of a liberal arts education curriculum dedicated, as articulated in the apostolic constitution *Ex Corde Ecclesiae*, to the advancement of human culture, the promotion of dialogue between faith and reason, the formation of men and women in the intellectual and moral virtues of the Catholic faith, and to the development of professional and pre-professional programs in response to local and societal needs. As an institution committed to Catholic principles, the University recognizes the importance of creating and maintaining an environment in which faith informs the life of the community and takes expression in all its programs.

History and Catholic Identity

Ave Maria University is a Catholic liberal arts-based institution of higher education devoted to the education of the whole person, a dynamic process that engages students in both the pursuit of academic excellence and a deep exploration of Catholic faith and culture. The essential mission of the University is the development of a Christ-centered scholar prepared for lifelong learning, professional career, or pursuit of further graduate education.

In 1998, Ave Maria was founded as a two-year institute of Catholic higher education with the encouragement and support of Bishop Carl F. Mengeling of the Diocese of Lansing, Michigan. After it began in September 1998 with 40 students, Ave Maria Institute quickly grew and developed an ambitious and far-reaching plan for development. In 1999, it acquired a branch campus in Nicaragua.

In the year 2000, Ave Maria College was pre-accredited by the American Academy for Liberal Arts Education and approved by the State of Michigan as a four-year, degree-granting educational institution offering the Bachelor of Philosophy degree. The Ave Maria College graduated its first class in Spring 2002. The College received candidacy from the North Central Association in the Spring of 2003.

As additional Ave Maria entities came into existence, the concept of an Ave Maria University evolved. Originally conceived as a Michigan development, the wisdom of establishing a Florida entity as the foundation for the University became increasingly clear. Thus, an interim campus of Ave Maria University was established at the Greenfield Commons property, 1025 Commons Circle in the Vineyards, an upscale residential and recreational development in Naples, Florida. This campus is located on seven acres and Phase I construction currently contains two four-story mid-rise, condominium style residence halls, an indoor-outdoor recreational facility, classrooms, a library, a chapel, computer laboratories, a dining facility, and offices for faculty and administrative personnel. Phase II construction will contain an additional set of six faculty residences, and an auditorium, bookstore, new chapel, and library expansion complex, as well as additional parking space. Phase III will contain residential and operational space for laboratories, faculty offices, and the Pre-theologate on the north side of the campus. When completed, this campus will contain more than 75,000 square feet of facility space. The interim campus is designed to house more than 400 students with adequate office space for faculty and staff and appropriate support facilities.

While the University launches its operations at Greenfield Commons, property acquisition, planning, and permitting work has begun on the permanent campus to be located east of Naples near the Immokalee community. The University will be built as an integrated entity containing the educational and student support facilities, a distinctive church, a commercial center, and residential and recreational areas. This development is a significant development in the history of Florida and higher education, as rarely has a campus of such anticipated stature been conceived and built from the ground up within such a short time. This is the first new Catholic university to be founded in more than 40 years. The campus is initially designed to occupy 750 acres and is scheduled to open in the fall of 2006.

Governance

Ave Maria University is governed by a self-perpetuating Board of Trustees that oversees the activities of the University. The Board appoints the President to carry out its mission through the programs offered by the academic community. The Board is advised by a national advisory committee of Catholic scholars, clergy and lay leaders. In consultation with the Chancellor and other senior staff, the President appoints the faculty and other administrative officers who manage the operation of the University.

In accordance with the bylaws of the University, the Ave Maria University Board of Trustees are members of the Catholic Church committed to its Magisterium (teaching authority). This Board guides the development of the institution and takes responsibility for its ongoing programs and success. In accordance with the laws of the state of Florida, the Board exercises fiduciary responsibility for the University, reviewing and approving its annual budget and making appropriate policy decisions.

The Board delegates to the President the responsibility of leading the academic community in fulfilling the institution's mission. With the help of senior staff, the President implements Board policies for academic and non-academic programs. It is also the President's role to represent the University to the rest of the community and to outside regulatory and academic bodies.

On the recommendation of the faculty and administrators of the University, the Board confirms and awards all academic degrees and honors.

ACADEMIC CALENDAR 2004-2005

Fall 2004

Aug. 26-29	Thursday-Sunday	New Student Orientation
Aug. 28	Saturday	Returning Students Arrive on Campus
Aug. 30	Monday	Registration and Opening Mass (Noon)
Aug. 31	Tuesday	Academic Year Begins—First day of classes
		Late Registration begins
Sept. 6	Monday	Labor Day Holiday No Classes
Sept. 7	Tuesday	Last day for adding courses
Sept. 14	Tuesday	Last day for dropping courses
Oct. 1-3	Friday-Sunday	Parents Weekend
Oct. 6	Wednesday	Fall Formal Academic Convocation
Oct. 8	Friday	Last day for course withdrawal without penalty
Oct. 18-22	Monday-Friday	Midterm Exam Period
Oct. 26	Tuesday	Mid-Term Deficiency Reports/Grades Due
Oct. 30-Nov. 2	Saturday-Tuesday	Fall Term Break—Feast of All Saints No Classes
Nov. 3	Wednesday	Fall Break Ends and Classes Resume
Nov. 5-7	Friday-Sunday	Admissions Open House Weekend
Nov. 25-28	Thursday-Sunday	Thanksgiving Break No Classes
Nov. 29	Monday	Thanksgiving Break Ends and Classes Resume
Dec. 8	Wednesday	Feast of the Immaculate Conception—School Closed
Dec. 9	Thursday	Last Day of Classes
Dec. 10	Friday	Exam Preparation Day No Classes
Dec. 13-16	Monday-Thursday	FINAL EXAMS

Spring 2005

Jan. 8-10	Saturday-Monday	New Students Orientation
		Returning Students Arrive
Jan. 10	Monday	Registration and Opening Mass (Noon)
Jan. 11	Tuesday	First Day of Classes
Jan. 18	Tuesday	Last Day for adding classes
Jan. 24	Monday	March for Life
Jan. 25	Tuesday	Last Day for dropping courses
Feb. 9	Wednesday	Ash Wednesday
Feb. 16	Wednesday	Spring Formal Academic Convocation
Feb. 18	Friday	Last Day for course withdrawal without penalty
Feb. 18-20	Friday-Sunday	Spring Open House Weekend
Feb. 28-Mar. 4	Monday-Friday	One week period for Mid-Term Exams
March 7	Monday	Midterm Deficiency Report/Grades Due
March 24	Holy Thursday	Spring Break Begins 5pm
Mar. 25-Apr. 3	Friday-Sunday	Spring Term Break (Easter Week) No Classes
April 4	Monday	Spring Break Ends and Classes Resume
April 28	Thursday	Last Day of Classes
April 29	Friday	Exam Preparation Day No Classes
May 2-5	Monday-Thursday	FINAL EXAMS
May 7	Saturday	Baccalaureate Mass (Morning)
		Commencement (Afternoon)

Majors and Degrees

The University offers the Bachelor of Arts degree in the fields of Biology, Classics and Early Christian Literature, Economics, History, Literature, Mathematics, Music, Political Science, Philosophy and Theology. Pre-professional programs are offered in pre-theology, pre-law, pre-medicine, pre-business and pre-education programs will be offered over time. Graduate programs are offered in theology (Master of Arts and Doctor of Philosophy in Theology and Master of Theological Studies in Pastoral Theology) and exceptional education (Master of Arts in Exceptional Education).

Licensure from the Commission for Independent Education

Ave Maria University is licensed and authorized by the Commission for Independent Education, State Department of Education, State of Florida, to recruit, admit, and enroll students, as well as offer the degrees described in this catalogue. Interested parties desiring information regarding Ave Maria University may obtain such information from the Commission for Independent Education, Department of Education, 2650 Apalachee Parkway, Suite A, Tallahassee, Florida 32301, call toll-free 888-224-6684, or visit the Commission's website at www.fldoe.org.

Tuition

The cost of attending Ave Maria compares very favorably with other private liberal arts Universities. Costs for tuition, housing, meals and fees total an estimated \$17,980 for the 2004-2005 full academic year. Tuition alone is \$11,580.

Financial Aid

Every effort is made to ensure that all admitted students are able to attend Ave Maria University. All admitted students are automatically considered for scholarships based on demonstrated financial need. Financial need is determined by use of the data from the Free Application for Federal Student Aid (FAFSA) and the University's Financial Aid Data Form.

The majority of students receive some form of financial assistance through a combination of merit-based scholarships, need-based grants, work-study opportunities and loans.

Ave Maria University is committed to excellence in education and to student service. Ave Maria University Financial Aid Office strives to help qualified students afford the University by offering a variety of financial aid programs. All admitted students are considered for academic scholarship based on merit and test scores. Ave Maria University financial assistance programs are available to students who demonstrate financial need.

Financial need is the difference between students' cost of attendance at Ave Maria University and their families' computed ability to contribute to this cost. In order to determine financial need, students and/or their families are asked to provide an Ave Maria University Financial Aid Application and their tax returns and W-2 forms.

The majority of Ave Maria University students receive some form of financial assistance through a combination of merit-based scholarship, institutional need-based grants and loans, and student work programs.

Philosophy of the Curriculum



“By means of a kind of universal humanism a Catholic University is completely dedicated to the research of all aspects of truth in their essential connection with the supreme Truth, who is God.”

—John Paul II, *Ex Corde Ecclesiae*

Unity of All Truth

Any university worthy of the name is committed to searching for truth and, as far as possible, to finding it. Moreover, it is obliged to pass on the great deposit of truth discovered and confirmed by succeeding generations. But a university must not limit itself to one region of truth to the exclusion of others; it is open to all truth. Venerable John Henry Newman has explained in a masterful way how the professors and students of a university grow into this unity of truth. They do not just accumulate truths, learning one after another, but they see these truths in relation to each other so that they illuminate each other and reality. Professors lead their students in developing a sense of the unity of knowledge, so that they never forget the whole when they study the parts. In this way, as Newman writes, they do not just enlarge their learning, but they begin to grow in the wisdom that “discerns the whole in each part, the end in each beginning . . . because it [wisdom] always knows where it is, and how its path lies from one point to another.”

This unity of all knowledge is ultimately rooted in the order of God and creation, an order that possesses a hierarchical structure: God, the Blessed Trinity and emanating from Him, the various levels of creatures. Not only, then, is there a vast unity to all creation, which, in turn, accounts for the unity of all forms of knowledge, but there is a natural order of priority in these forms of knowledge. Since its founding, the University deliberately selected the liberal arts as the center of its curriculum because of their focus on what is primary. Building upon the liberal arts, the University adds further disciplines and, thus, further majors in an organic way that reflects the order of God and creation.



This principle of the unity of knowledge shapes the curriculum at Ave Maria University as it introduces our students to the main areas of knowledge. They study theology as faith seeking understanding, which includes Revelation, dogmatics, morals, and Church history. They study philosophy, confident in the capacity of reason to come to the truth about absolute and contingent being. They read great literature, which embodies truth about man's life within God's creation through incarnate forms true to the variety of human experience. Through the study of history, students are freed from the narrow lens of the present and come to see the meaning of past events in the light of the Incarnation. The study of classical languages embodies contemporary unity with the Church Fathers and the fundamental sources of the Faith; through all language study students become aware of the principles of the structure and function of language. They are introduced to the rigors of the scientific method and quantitative analysis which delineate the physical structures of creation, with due attention to the ethical implications of scientific research. Their artistic sensibilities are refined so that they may appreciate beauty in all its forms as a hallmark of the transcendent and of a truly human life. Among the fine arts, music has

pride of place at Ave Maria University because it is most intimately joined to the Holy Sacrifice of the Mass. Social sciences are conducted in the light of the truths of philosophy, theology, and the natural sciences, for they teach much about man's temporal development and have crucial implications for issues of social justice. Our curriculum presents these disciplines, not in isolation, but in such a way that each throws new light on the other.

We aim not only at human wisdom, but also at Christian wisdom. In presenting the Christian faith, we take care to follow the directions of the Pope John Paul II: "The very heart of theological enquiry will thus be the contemplation of the mystery of the Triune God . . . (It is) Christ the Lord (who) 'in revealing the mystery of the Father and his love fully reveals man to himself and makes clear his supreme calling' which is to share in the divine mystery of the life of the Trinity" (*Fides et Ratio* 93, 13; *Dei Verbum* 2). The Christian faith is presented in relation to other truths so that faith interprets them and is at the same time interpreted by them. We want to enable our students to make Christian sense out of what they learn in their natural science courses, in their social science courses, in their study of art and literature, of history and philosophy and languages. This does not mean that the Christian faith should interfere with or overrule the methods proper to the different disciplines, or that it should make us unwilling to accept the contributions made by non-Christians; it means that these disciplines, while being entirely respected according to their proper autonomy are, as the nature of each allows, seen in relation to Christian revelation. And in the encounter with human knowledge, faith not only gives but also receives; our students find that their faith becomes "embodied" in such a way as to be deepened and enriched.

This unity of faith and human knowledge is what we mean by Christian humanism, and we declare it to be one of the first principles of the curriculum. We commit ourselves to all that John Paul II says about Christian humanism in his *Ex Corde Ecclesiae*.

Intellectual Virtues

Our curriculum also aims at developing in our students certain habits of mind that are con-natural to the universal openness to all truth to which we are committed. Indeed, the proper concern of the curriculum is with intellectual virtue, which is intimately bound with moral virtue.

Thus, the curriculum educates our students to recognize the central issue in a discussion, and to distinguish it from other issues that are related to it only by association but not in an intrinsic way. We want to enable our students to develop a sense of proportion with regard to truth, and to know how to discern first principles. When they listen to a speaker, they should not be so dazzled by rhetorical flourish that they fail to demand intellectual substance. They should mature intellectually in such a way as never to grow old intellectually, that is, never to reach a point where they are unable or unwilling to understand what another is saying, or to learn something new, or to do justice to challenging questions put to them about their convictions. They should also recognize issues that are beyond them, on which they are unable to have any informed judgment.

We judge that these intellectual habits also give our students a unique resourcefulness in facing life, so that they do not need a specially protected environment to thrive; their intel-

lectual formation gives them an adaptability that is expressed in rising to the most unexpected challenges. It also prepares them for assuming positions of leadership in the Church and the world.

We affirm that nothing is as important for developing in our students a spirit of just judgment as professors who themselves practice just and balanced judgment in their teaching, writing, and professional practice, and who guide and accompany students' extended encounter with the truths in the Classics of western civilization.

Our students' exposure to exemplary teachers and to canonical authors will not be passive. Students must receive and appropriate what they see being lived by their mentors and what they see in the past masters. This they do in a particular way in the activities of writing and speaking. Our curriculum places a high premium on students learning to express clear thought eloquently. They must also learn the art of positive and respectful questioning of their current teachers and their past masters, for education does not mean simply understanding and accepting as true what past or present teachers have said.

In accordance with our Catholic heritage, these intellectual virtues are fostered at Ave Maria University together with the moral and religious virtues, that is, together with love of truth and reverence for God and respect for all persons, including those with whom we disagree. Here, too, we aim at the fullest possible integration. Although the University as a whole must be concerned with more, as already stated, the curriculum as such is concerned with the intellectual virtues; if it does not foster these, it is a failure. We resist confounding intellectual and moral excellence, and we know well, as Venerable Newman insisted, that one does not necessarily follow upon the other.

The Major

Important as general liberal arts education is, it is not enough; without the special concentration of study, which we call the major program, something important would be missing in the education of our students. Our students should learn to unite their broad studies in the liberal arts with the more specialized studies in their major discipline. The work in the major is done within the unity of all knowledge, and so it is protected from a narrowing spirit of specialization. Yet our goal is to open all disciplines to the light of the Gospel and reorient them as its truth demands while respecting the proper autonomy of each discipline.

The University and the Wider Culture

We resist the temptation to be "relevant" in a shortsighted way. We teach many important subjects that are often perceived not to have immediate applicability to pressing social issues. It is our conviction that the development of the intellectual and moral virtues and the learning of the history of ideas as an avenue for understanding reality are the best preparation for responding to current problems. Class lectures, discussions, and written assignments provide some opportunity for students to bring their learning to bear on contemporary issues. We believe that this is what Pope John Paul II means in *Ex Corde Ecclesiae* when he speaks about the unique contribution the Catholic university—precisely as Catholic and as university—can make to the Church's work of evangelization.

One way of serving the larger society would be to provide at the appropriate time in the

University's development various kinds of professional education. The addition of such programs would flow naturally from the University's liberal arts core, and be developed in sympathy to its first principles. The curriculum should facilitate the education of fully competent professionals who at the same time remain full human beings, never losing their sense of unity of all knowledge, and above all never losing their sense of the ethical dimensions of human activity.

These are the principles on which the curriculum is built; on these principles it will continue to be developed. We, therefore, invoke Our Lady after whom the university is named and to whom it is dedicated:

*“May Mary, Seat of Wisdom, be a sure haven for
all who devote their lives to the search for wisdom.
May their journey into wisdom, sure and final goal
of all true knowing, be freed of every hindrance by the
intercession of the one who, in giving birth to the
Truth and treasuring it in her heart, has shared
it forever with the world”*

Fides et Ratio 108.



Admission to Undergraduate Studies



It is the nature of human beings, and especially youth, to seek the Absolute, the meaning and fullness of life. Dear young people, do not be content with anything less than the highest ideals! ...Our personal encounter with Christ bathes life in new light, sets us on the right path, and sends us out to be His witnesses.
(cf. Veritatis Splendor, 88).

—John Paul II, *Invitation to 2002 World Youth Day in Toronto*

General Principles

Ave Maria University's undergraduate student body consists of an exceptional community of young scholars. The academic enthusiasm and moral character of her students is second to none; this is one of the hallmarks of Ave Maria University.

It is the desire of the Admissions Office to assist students in their efforts to find a University that will enable them to develop into all that God has designed for them. At Ave Maria, students will be challenged intellectually, spiritually, and socially. Therefore, a careful admissions process is followed for each student, and several indicators determine acceptance to the University.

Applicants for admission must furnish evidence of good character, excellent academic preparedness, and an ability to succeed in the rigorous demands of the curriculum.

Admissions Counseling

The Ave Maria University Admissions Office provides information and admissions counseling for prospective students. Interviews are a desirable part of the admissions procedure. Appointments may be made throughout the week, Monday through Friday, from 8:00 a.m. to 5:00 p.m. Special arrangements may be made for weekend appointments.

An Overview of the Admissions Process

- ▶ **Step 1:** Complete the application procedure. A detailed description of the process is outlined on the next page of this catalogue.
- ▶ **Step 2:** Once the Admissions Office receives all essential documents, the complete application is evaluated by the Admissions Committee for acceptance. Admission decisions are made on a rolling basis.
- ▶ **Step 3:** The Admissions Office mails a decision letter to the applicant.
- ▶ **Step 4:** All U.S. citizens and U.S. permanent resident students interested in financial aid must complete the Ave Maria University Financial Aid Application and must provide the parents/students' tax returns and W-2 forms to the Financial Aid Office.
- ▶ **Step 5:** Upon admission to Ave Maria University, the applicant will receive a "New Student Enrollment Kit", which contains several important forms and other useful information. When the Financial Aid Office receives both the Ave Maria University Financial Aid Application and the parents/students' tax returns and W-2 forms, a "Financial Aid Package" will be mailed to the applicant.

Admissions Procedure

Applicants are expected to complete their admissions files as early as possible for the Fall and Spring semesters. These deadlines may be extended at the discretion of the Admissions Office. An admissions file is considered complete when the Admissions Office has received the following:

1. A completed Ave Maria University Application
2. An application fee of \$25 (waived for online applications)

3. An official high school transcript
4. SAT or ACT test scores (Ave Maria's school codes are ACT: 6212 and SAT: 4249)
5. An official College transcript, if the student has taken any College courses (please see the Transfer Student section)
6. An essay complying with the "minimum standards" below.
7. Two letters of recommendation from individuals not related to the applicant who have a basis for making such a recommendation.

Application forms are available through the Office of Admissions and online at www.ave-maria.edu. Students may submit applications after completing their junior year in high school. Early application is encouraged. Inquiries should be addressed to:

Ave Maria University Admissions

Admissions Office
1025 Commons Circle
Naples, FL 34119

Tel: 239-280-2400
Toll Free: 877-AVEUNIV (877-283-8648)
Fax: 239-352-2392
Email: admissions@avemaria.edu

Standards for Acceptance

To be eligible for regular undergraduate admission to the University, students must meet the following standards:

1. High school grade point average above 2.8 or College grade point average above 2.4.
2. SAT score equal to or above 1050 or ACT score equal to or above 22.
3. A well-constructed essay, on why the applicant wishes to study at Ave Maria, as well as a description of long-term educational or professional goals. The essay should demonstrate consideration for content as well as grammar and style
4. Two letters of recommendation from individuals not related to the applicant that provide thoughtful reflection on the applicant's ability to succeed at Ave Maria University. The letters should serve as an academic reference from an academic source (teacher, guidance counselor, or tutor), as well as a character reference from a pastor or employer.

In making admissions decisions, the University will consider all of the above factors in reaching a decision as to admissions. The University reserves the right to administer placement tests and procedures to admitted students in order to improve the advisement process, ensure placement in the correct course, and enhance the probabilities for student success. On occasion, the University may accept students who deviate from the above criteria but for whom the preponderance of the evidence indicates a probability of success.

Freshmen

Applicants who intend to enroll as freshmen typically apply during junior and senior years of high school studies. Therefore, an official but not final transcript will be used to determine the student's eligibility for acceptance and scholarship. At the completion of the academic year, a final and official transcript must be sent from the applicant's high school to the University. The University reserves the right to revoke the acceptance of a student if academic performance has severely declined as evidenced by the final transcript.

High School Program Preparation

A comprehensive College preparatory program is an important foundation for fostering a liberal arts education. Ave Maria University recommends the following curriculum in preparation for its academic program:

1. 4 years of English (Literature, Grammar, Composition);
2. 4 years of Social Studies (including History);
3. 3 to 4 years of Mathematics (Calculus is not required, but recommended for students pursuing a degree in Mathematics);
4. 3 years of Science (preferably Biology, Chemistry and Physics);
5. 2 years of Foreign Language (Ancient or Modern);
6. 2 years of Art (including Performing and Visual Art);
7. 4 years of electives.

Transfer Students

Students who previously have taken College level courses are considered transfer students. Admission is based on the strength of academic achievements in 24 or more semester hours of College credit. For students with less than 24 credit hours, high school records and other credentials will be weighed more significantly in the evaluation process.

Ave Maria University accepts transfer credit from other accredited or approved institutions. A course-by-course evaluation will be completed by the Registrar once an applicant has been accepted to the University. An official copy of the course evaluation will be mailed from the Registrar's Office.

Home-Schooled Students

Ave Maria University encourages students from all accredited home school programs to apply for admission. The University has also created procedures to assist students from independent programs of home schooling. A home-schooled student should:

- Complete the application for admission, and all required essays
- Submit a \$25 application fee (waived for online applications)
- Request that ACT or SAT scores be sent to the Admissions Office. (Ave Maria's school codes are ACT: 6212 and SAT: 4249)
- Provide:
 1. A transcript from an accredited home school program showing completion of high school; or
 2. Documentation showing which courses fulfill the University's high school course requirements. The Ave Maria University Admissions Office has created a Home School Transcript Form, which can provide a format for creating transcripts. This tool is especially helpful for families

who have followed an independent program of home schooling.
Please contact the Admissions Office if you would like to receive
this transcript form.

International Students

International applicants are expected to complete their admissions files as early as possible. International Students may begin their studies during any term.

Application Process for International Students

1. Application
2. Application fee (\$25 U.S. dollars)
3. Academic records
4. English translation of academic records
5. Official evaluation of transferable credits
6. ACT or SAT
7. TOEFL
8. Two letters of recommendation
9. Certification of Finances
10. Affidavit of financial support
11. The Ave Maria University International Student Financial Aid Form

Consideration for admission will be delayed until all required credentials are received by the Admissions Office. Candidates must submit proper transcripts (or certificates) of all academic records or examination results documenting each year of study beginning with the first year of secondary school and continuing through all post-secondary or university-level work. These documents must be signed by the appropriate school officials. Only original or certified copies will be accepted. Original documents will not be returned; all documents become the property of Ave Maria University. When official credentials are in a language other than English, a certified English translation must be included.

Transferable Credits for International Students

Due to variations among educational systems from country to country, Ave Maria University reserves the right to require that all international students who wish to transfer college or university credits from another school pay for professional Credential evaluation services. Credential evaluation services may be provided by independent evaluation agencies or by the American Association of Collegiate Registrars and Admissions Officer's (AACRAO) Office of International Education Services is suggested. Transfer students using AACRAO services must select the Course-by-Course Evaluation procedure so that each class can be evaluated for transferable credits. To request a professional evaluation, please download the applicable form and return it to the Office of International Services. The web address of the applicable form is <http://www.aacrao.org/credential/index.htm>. For questions or further information, please contact the Office of International Education Services at: 202-296-3359, fax: (202) 872-8857, or e-mail: oies@aacrao.org. (If the student has Adobe Acrobat Reader they can link directly to the course-by-course application by visiting: <http://www.aacrao.org/credential/course.pdf>.)

Canadian applicants are not required to complete an Official Credential Evaluation, but may choose to use this service if they wish.

Required Standardized Tests for International Applicants:

Applicants from countries where English is not the native language must submit scores from the TOEFL (Test of English as a Foreign Language). A minimum score of 550 is required on the paper-based test and 213 is the minimum score required for the computer-based test. This evidence of proficiency must be provided regardless of the language of instruction in your country.

Applicants must submit scores on the Scholastic Aptitude Test (SAT) or the American College Test (ACT). These scores will assist AMU in academic advising; they are mandatory for international applicants.

For more information about the ACT visit: <http://www.act.org>. For specific information about taking the ACT outside of the United States visit: <http://www.act.org/aap/regist/outside.html> or call: (319) 337-1270.

For more information about the SAT visit: <http://www.Collegeboard.com>.

To register online: <http://www.Collegeboard.org/sat/html/satform.html> or call: (609) 771-7600.

TOEFL Testing Sites:

TOEFL information and registration forms are available in many locations outside the United States; usually at U.S. consulates and embassies, and the offices of the U.S. Information Agency and other U.S. educational commissions and foundations. Candidates who cannot obtain information locally on TOEFL should write: Educational Testing Service, Box 955, Princeton, New Jersey, 08540, U.S.A. The web site is: <http://www.toefl.org>.

Certification of Finances:

The purpose of the Certification of Finances is to help universities obtain complete and accurate information about the funds available to international applicants who wish to study in the United States. This form will be necessary both for Ave Maria records and as a legal proof of finances for your visa interview with the United States Consulate. A Certification of Finances form must be completely and accurately filled out. Signatures are required. Bank statements must be submitted.

Affidavit of Financial Support:

If the applicant is able to secure a private sponsor to aid with educational expenses, a sponsor for the applicant will need to fill out an Affidavit of Financial Support. The sponsor will need to follow the directions on the form and provide documentation to prove his/her ability to support the applicant financially.

Notice of Admission for International Students:

When the Admissions Committee accepts an applicant, an official notice of acceptance will be sent by the University as well as the Certificate of Eligibility (I-20 form).

Admission is for a specific term. If the student is unable to enroll for the term indicated in the notice of acceptance, the Admissions Office should be informed immediately. If the student wishes to be considered for entrance in a different term, the Admissions Office must be notified.

Financial Arrangements:

An international student must be able to finance his/her tuition, room, board, books, and travel to and from the United States. Before obtaining a visa and leaving his or her country, a student must be able to furnish the United States Consul evidence of financial resources to support the costs of tuition charges for the year as well as an estimated \$2,350 in addition for transportation and related costs.

Ave Maria University may offer partial financial aid to those students who fill out the Ave Maria University Financial Aid Form and show severe financial need. Payment of tuition, fees, etc. is required at the beginning of each semester. Students should be familiar with the regulations of their government about sending money to the United States and make arrangements to have the necessary funds available at the designated time. All checks for payment of tuition and fees should be made payable to Ave Maria University in U.S. dollars.

Health and Accident Insurance:

Sickness and accident care in the United States is expensive. To protect against the expense of accidental injury or unforeseen major illness, all students attending Ave Maria University must carry an accident and sickness insurance policy payable in the United States. At registration, all students will be automatically enrolled on an annual basis in a plan approved by the University. The premiums will be charged to the student's account to be paid in full by the individual student. If the student can show proof of other insurance, then the charges will be removed from their account and the policy will be dropped. If the student acquires a policy during the school year, the student can request that the Registrar's Office notify the Business Office to have automatic charges dropped within 30 days after proof of insurance is provided. The policy provided at registration will then cease to be in force.

Employment:

According to the regulation of the United States Bureau of Citizenship and Immigration Services (BCIS), those who enter the country with "F-1" student visas may not accept off-campus work, unless they have proper approval from the INS. This regulation does not apply to "on-campus" student work programs that are available. However, the INS does not permit dependents of international students to be employed under any circumstances. Students cannot expect to work in order to meet educational expenses. The maximum amount of hours per week that any Ave Maria student can work is 15 hours. This number of hours was established by the University faculty as the maximum amount a student should undertake while also pursuing a normal program of study.

High School Dual Enrollment Students

Outstanding high-school students may enroll for part-time study while finishing their high school graduation requirements. This program is open to students from both home-schooling programs and local area schools. The minimum age for high-school dual enrollment is 16 years of age. Participating students are required to have a 3.2 cumulative grade point average in high school.

Official enrollment through the high school may be required. Tuition reimbursement may be available from participating area high schools. Students should check with the high school guidance and counseling office for information regarding collegiate-high school dual enrollment.

A maximum of two classes per semester is permitted for dual enrollees. Dual enrollees file the standard Application for Admission and select “High School Dual Enrollment” under the special program section of the application. No application fee is charged for high school dual enrollment applicants.

To apply, high school dual enrollment applicants must submit the following:

1. A completed Ave Maria University Application, with all required essays attached;
2. An official high school transcript;
3. SAT or ACT test scores, if applicable (Ave Maria’s school codes are ACT: 6212 and SAT: 4249);
4. Two letters of recommendation.

Once a high-school dual enrollment student has completed the admissions process she or he will be notified. At that time, the student must submit a \$150 dollar deposit and an official class registration form. The deposit is applied toward the tuition and fees for the upcoming semester and therefore is not refundable after May 1 for the Fall semester or December 1 for the Spring semester.

Dual enrolled students who intend to enroll as freshmen at Ave Maria University will need to submit final/official transcripts.

Guest Students

Students enrolled at another college or university may attend Ave Maria as guest students. A Guest Student Application may be submitted at any time before the semester begins. The application requires students to receive permission for each academic term from both the Admissions Office of Ave Maria University and their home institutions.

Guest students must be in good standing at their home institutions and have at least a 2.0 grade point average. The student should consult the home institution to verify that the classes taken at Ave Maria University are acceptable in the student’s curriculum. Students must earn C grades or better in all courses taken at Ave Maria University to be considered for future admission as guests or regular students.

Once a guest student has completed the admissions process he or she will be notified of acceptance or rejection. At that time, the student must submit a \$150 deposit and an official class registration form. The deposit is applied toward the tuition and fees for the

upcoming semester and is not refundable after May 1 for the Fall semester or December 1 for the Spring semester.

A guest student who intends to become a degree student must submit an application for admissions and all additional documents needed to complete the admissions file. A guest student is not eligible to receive financial assistance. Tuition for guest students is the same as that charged regular students.



Personal Enrichment Students

Individuals who wish to enroll in classes at Ave Maria University but do not intend to seek a degree are considered personal enrichment students. These students are required to complete the Personal Enrichment Application. This application may be completed at any time before the semester begins. Personal enrichment students must earn C grades or better in all courses taken to be considered eligible for future enrollment.

Personal enrichment students may complete courses for credit or on an audit basis. Transcripts are generated for all personal enrichment students.

Once a personal enrichment student has completed the admissions process, that student will be notified of the acceptance decision. If accepted, the student must submit a \$150 dollar deposit and an official class registration form. The deposit is applied toward the tuition and fees for the upcoming semester and is not refundable after May 1 for the Fall semester or December 1 for the Spring semester.

A personal enrichment student who intends to become a degree candidate must submit an application for admission and all additional documentation needed to complete the admissions file. A Personal Enrichment Student is not eligible to receive financial aid.

Re-Admission

No application fee will be charged to students who have already applied and paid the fee at the time of the original application.

Students who have voluntarily taken one or two semesters off from Ave Maria University, but have not attended any other college or university, may simply contact the Registrar's Office and begin the registration process. These students, who are considered "previous-ly on leave," do not need to re-apply through the Admissions Office.

All students who fit into any of the following four categories must reapply for admission before they may contact the Registrar's office to register for classes:

1. Students who have left Ave Maria University and have attended another college or university;
2. Students who have left Ave Maria University for more than two semesters;
3. Students who have been dismissed from Ave Maria University for academic reasons;



Admission to Studies

4. Students who have been dismissed from Ave Maria University for disciplinary reasons.

The readmission process includes:

1. A completed Ave Maria University Application, with all required essays attached;
2. An official collegiate transcript from each institution attended since leaving Ave Maria University;
3. Two letters of recommendation (new letters are required).

No student is readmitted until all past fees and charges due to Ave Maria University have been remitted.

Advanced Placement Credit

It is possible to exempt or place out of some courses, such as Calculus 1 and the first year of Latin. To make this determination, the University will use the results from Advanced Placement or CLEP (College Level Examination Placement) examinations, both of which are provided by the University Board Testing Service. Testing dates for these examinations, which are normally taken during senior year, are available from your high school or local Board of Education. (*Please also see Academic Policies and Programs, section IV.*)

Application Deadlines

Ave Maria University has adopted a rolling admissions policy for undergraduate admissions. Pursuant to this decision, the University will consider applications at any time during the year they are received as long as space remains in the dormitories and the classrooms. Obviously, earlier applications receive preferential consideration. Students interested in financial aid should submit their application at the earliest possible time to ensure the availability of funds.

Non-Discrimination Policy

Ave Maria University recognizes the inherent dignity of all members of the human family and seeks racial, cultural, and ethnic diversity. Ave Maria University prohibits discrimination on the basis of race, color, national origin, gender, age, disability, or status as a veteran or disabled veteran. Ave Maria University maintains its Catholic character while remaining open to persons of all religious faiths who respect its goals.

Financial Aid



“Everyone who breathes, high and low, educated and ignorant, young and old, man and woman, has a mission, has a work. We are not sent into this world for nothing; we are not born at random; we are not here, that we may go to bed at night, and get up in the morning, toil for our bread, eat and drink, laugh and joke, sin when we have a mind, and reform when we are tired of sinning, rear a family and die. God sees every one of us; He creates every soul, ... for a purpose.”

—John Henry Newman, from *Discourses Addressed to Mixed Congregations*

Financial Aid Philosophy

Ave Maria University is committed to excellence in education and to student service. Ave Maria University Financial Aid Office strives to help qualified students afford the University by offering a variety of financial aid programs. All admitted students are considered for academic scholarships based on merit and test scores. Ave Maria University financial assistance programs are available to students who demonstrate financial need.

Eligibility for Financial Aid

Because Ave Maria University is a newly established institution of higher education, students applying to the University for admission are not currently eligible for governmental financial aid. However, until such eligibility is achieved, the institution will provide its own financial aid packages for eligible students.

Applicants must establish their eligibility to apply for financial aid by meeting the following general requirements.

1. The applicant must be admitted to a degree seeking program.
2. The applicant must be a U.S. citizen or a permanent resident of the U.S., unless an international student applies for financial aid at the time of admission.
3. The applicant must meet satisfactory academic progress requirements.
4. The applicant must not owe any type of debt to Ave Maria University.

How to Apply for Financial Aid

Students requesting financial aid should submit an Ave Maria University Financial Aid Application, parents'/students' tax returns and W-2 forms to the Financial Aid Office.

Students should explore other financial aid avenues such as business and industry scholarship programs, religious organizations, and online scholarship searches.

Policy on Packaging Financial Aid

Ave Maria University believes that the primary responsibility for financing a student's postsecondary education rests first with the student and his or her family. However, when the total resources provided do not meet expenses, Ave Maria University will assist with the remaining documented need to the best of its ability. This may be accomplished through an aid package comprised both of merit-based aid, such as scholarships, and need-based aid, such as Ave Maria University grants and student loans.

Types of Financial Aid

Pell Grant Replacement: Ave Maria University provides this grant to students who would have received a Pell Grant under the Federal Financial Aid guidelines. No repayment is required.

Ave Maria University Grant: Ave Maria University funds this institutional grant program. These grants are awarded to students who show considerable need as demonstrated by the Ave Maria University Financial Aid Application and the students'/parents' tax returns.

Ave Maria University Academic Scholarships: These scholarships are awarded to students based on prior academic achievement and test scores (ACT and SAT). These scholarships typically require the student to maintain a certain grade point average for renewal. Scholarship funds do not need to be repaid.

Student Work Programs: A student requiring a job to help meet University expenses may be eligible for employment under Ave Maria University Work Programs. Students are awarded student work positions by virtue of demonstrated financial need.

Payment Plan: Ave Maria University offers families the option to spread the total balance remaining after financial aid has been awarded over a 4-month or 8-month period. This payment plan is managed by Advanced Education, Inc. The payments are made via automatic debit from a checking account. There is a \$50 enrollment fee and no interest on the payment plan.

Financial Aid For International Students: Ave Maria University offers a limited number of scholarships to qualified international students. To be eligible, students must be accepted for full-time study and must remain in good academic standing. International Scholarships may be awarded for all or part of a student's tuition or room and board expenses. International Scholarship funds do not need to be repaid; however, other loans or aid may carry repayment obligations. A limited number of on-campus jobs are also available to help international students meet expenses. For more information on International Scholarships and on-campus employment, contact the Admissions Office.

Resident Assistant (RA) Awards

Student who are selected by the Office of Student Life to serve as Resident Assistants will receive financial aid to be applied to institutional room, board, and tuition fees, in addition to appropriate compensation.

2004-2005 Tuition and Fees

Full Time Resident Student

Tuition	\$11,580.00 per year
Housing	\$3,250.00 per year
Meal Plan	\$2,750.00 per year
Technology Fee	\$250.00 per year
Activities Fee	\$150.00 per year

Full Time Commuter Student

Tuition	\$11,580.00 per year
Technology Fee	\$250.00 per year
Activities Fee	\$150.00 per year

Part Time Degree Seeking Student

Tuition and Fees	\$370.00 per credit hour
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Guest Student

Tuition and Fees	\$370.00 per credit hour
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Personal Enrichment Student

Tuition and Fees \$370.00 per credit hour

Tuition and Fees \$190.00 per audit hour

High School Dual Enroll Student

Tuition and Fees \$370.00 per credit hour

New Student Deposit \$150.00

To be subtracted from total Tuition and Fees

Parking Fees

For Residents \$50.00

For Commuters \$35.00

Satisfactory Academic Progress

Ave Maria University defines and enforces standards of satisfactory academic progress for students receiving financial aid. Failure to meet these standards will result in the loss of aid until the student takes the necessary action to regain eligibility. The standards are established for students who are receiving aid in any form of award program. Student should consult the Academic Progress Policy.

To regain eligibility, a student must complete (at his or her own expense) the number of credit hours lacking and/or complete enough credit hours to achieve the minimum grade point required. If special circumstances exist, students can file a written appeal with the Director of Financial Aid. If the appeal is granted, the student will be eligible for federal financial aid.

Students should speak with the Director of Financial Aid whenever they are planning on dropping or adding classes or withdrawing from the University.

Dropping Classes: Impact on Aid

Final eligibility for aid is based on the number of hours for which students are enrolled on the Official Day of Record (date of the end of the Drop Period) listed in the class schedule. Eligibility for aid will be recalculated for students who register and then drop classes as of the Official Day of Record. Since financial aid is released prior to the Official Day of Record, students who receive a financial aid payment based on more hours than those remaining as of the Official Day of Record may be responsible for repaying a portion of any financial aid received. Dropping classes may affect eligibility for future aid. Students should consult the Satisfactory Academic Progress Policy to determine if dropping classes will affect your eligibility for aid.

Withdrawal from School: Impact on Aid

Students who register and then withdraw from all classes will have their eligibility for aid recalculated based on the number of days of class attendance. If a student totally withdraws from all classes *prior* to the first class day, all financial aid must be repaid. If a student totally withdraws on or after the first class day, the financial aid received must be repaid on a pro-rata basis. Students who totally withdraw should consult the definition of Satisfactory Academic Progress to determine if the withdrawal will affect eligibility for future aid.



Return of Financial Aid Funds

Students who withdraw from all classes prior to completing 60 percent of the semester will have their eligibility for aid recalculated based on the percent of the semester completed. For example, a student who withdraws completing only 30 percent of the term will have “earned” only 30 percent of any aid received. The remaining 70 percent must be returned to the school. The Financial Aid Office encourages students to read a complete copy of this policy carefully. Students considering withdrawing from all classes PRIOR to completing 60 percent of the semester should contact the Financial Aid Office to see how their withdrawal will affect their financial aid.

Definition of Terms and Conditions

Standard 1:

Maximum length of time to receive aid: Regulations set the maximum time frame a student may take to complete his/her educational program at 150% of the published length of the educational program. Once the student reaches this maximum time frame, eligibility for financial aid ends. *Note: A student's credits which transfer in from other colleges or universities are counted as attempted hours.*

Standard 2:

Minimum number of credit hours: If a student receives aid as a full-time student, the student must be continuously enrolled as a full-time student. *Example: If a student receives aid based upon 16 credit hours, he/she must successfully complete a minimum of 12 credit hours in that semester to remain in good standing.*

Standard 3:

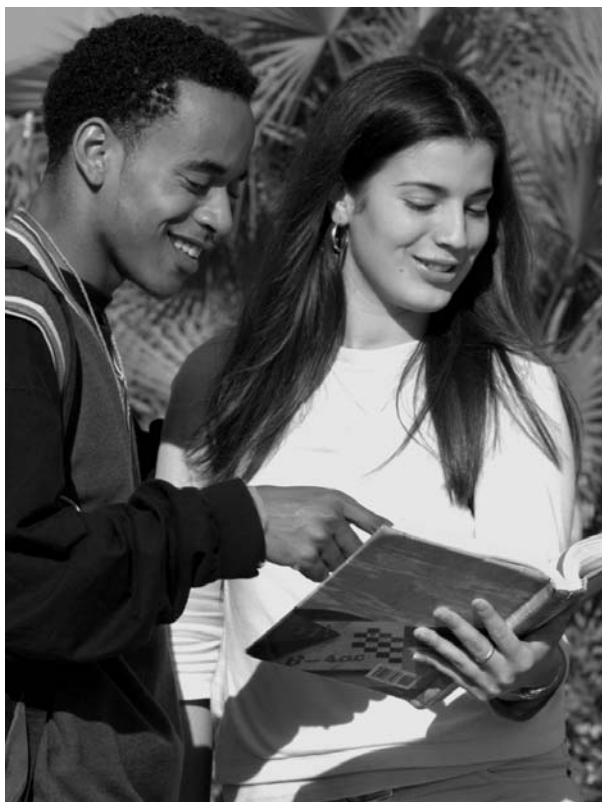
Successful completion: Successful completion is defined as having received a passing grade. Grades of F, W, NR, or I are not considered to be successful completion.

Repeated Courses: For financial aid purposes, students are able to repeat a course one time. Therefore, once-repeated courses will count towards all three of the above standards. However, if a student repeats a course for a second time, that course will count towards standard 1 but will not count towards standards 2 or 3. In addition, a course taken for the third time is deemed ineligible for aid.

Incompletes: Grades of Incomplete (I) will count against all three standards. However, if a student is able to successfully compete the course by the end of the following semester, their progress will be re-evaluated at that time.

Remedial Courses: Remedial courses, taken within the student's first year at Ave Maria University, will count towards all three standards. Courses taken at any other point will count towards Standard 1 only.

Minimum Cumulative Grade Point Average: To be in good academic standing, a student must have a cumulative grade point average of at least 2.00 based on all courses attempted on a graded basis.



Procedures

1. Initial Review

At the completion of each semester (Fall and Spring) the Office of Financial Aid receives a grade report based on the Registrar's records. The office then reviews all aid recipients' progress for that semester, first checking overall progress towards the degree, then the number of credits completed for the semester compared to the enrollment level aid was based, and finally the cumulative grade point average of each student. If the student meets each standard's minimum, no further action is necessary and the student remains in good standing. If the student does not meet the minimum of *any* of the three standards then further action is taken (as noted below).

2. Probation

Students who receive financial aid, but fail to meet any of the standards stated, will be placed on probation for the following semester. The student will be issued a letter indicating their probationary status and the minimum criteria the student must meet to remain aid eligible. While on probation, if the student fails to meet the minimum criteria set forth, any future financial aid eligibility will be suspended. Students are allowed only one semester of probation.

3. Suspension

Students who do not maintain satisfactory academic progress while on probation will be marked as 'not meeting SAP guidelines' in the financial aid system and will not be awarded future financial assistance. Any continuation of course work will be at the student's own expense.

4. Appeal

Students who are unable to meet the satisfactory academic guidelines due to extenuating or special circumstances may appeal in writing to the Director of Financial Aid. The student must provide documentation that will support his/her case. Each appeal is reviewed on a case-by-case basis. Submission of an appeal does not guarantee a reinstatement of aid eligibility. If the appeal is denied by the Director of Financial Aid, students have the option to appeal to the Financial Aid Committee. The decision of the committee is final.

5. Reinstatement

A student's eligibility for financial aid may be reinstated after suspension in one of two ways:

1. Students may successfully appeal their suspension.
2. Students may register for classes, at their own expense, and earn a minimum of 6 credit hours with a "C" (2.00) or higher semester grade point average.

Note: After reinstatement, a student is considered on probation and must meet the minimum standards in order to maintain aid eligibility.

Satisfactory Academic Progress (SAP)

Guidelines For Financial Aid Recipients

All financial aid recipients are required to meet the satisfactory academic progress standards established by Ave Maria University. These standards apply to all students receiving assistance from any aid program (including student loans) administered by the Financial Aid Office. The standards were established to encourage students to complete courses for which aid is received and to progress at a reasonable rate toward the completion of their degree. This policy is separate (while remaining identical in content) from Ave Maria University’s academic standing policy and is monitored each semester the student is enrolled. The chart below outlines the three standards established by the Financial Aid Office at Ave Maria University. These standards are in the process of being reviewed.

Terms and Conditions Students receiving aid must meet each of the three criteria. (12 credits and above)	Full-Time Enrollment	Three-Quarter Time Enrollment (9-11 credits)	Half-Time Enrollment (6-8 credits)
Standard 1: The maximum length of time for which a student may receive financial aid at Ave Maria University.	12 Semesters	15 Semesters	20 Semesters
Standard 2: The minimum number of credit hours a student must successfully complete each semester.	12 Credits	9 Credits	6 Credits
Standard 3: The minimum cumulative Grade Point Average (GPA) the student must earn.	15-29 Credits: 1.25 GPA 30-44 Credits: 1.50 GPA 45-59 Credits: 1.75 GPA 60+ Credits: 2.0 GPA	15-29 Credits: 1.25 GPA 30-44 Credits: 1.50 GPA 45-59 Credits: 1.75 GPA 60+ Credits: 2.0 GPA	15-29 Credits: 1.25 GPA 30-44 Credits: 1.50 GPA 45-59 Credits: 1.75 GPA 60+ Credits: 2.0 GPA

Student Life



“Young people are surely your nation’s greatest treasure. ... That is why they urgently need an all-round education which will enable them to reject cynicism and selfishness and grow into their full stature as informed, wise and morally responsible members of the community.”

—Pope John Paul II, from his Welcome to U.S. Ambassador
on September 13, 2001

A Unique Community of Academics and Faith

Ave Maria University offers students the opportunity to be part of an academic environment that combines the pursuit of academic excellence with an emphasis on building a supportive, faith-filled, close-knit community. The University's high faculty-to-student ratio enables instructors to give informed, personal guidance to their students and allows students to form friendships with each other. Students experience a balanced way of life, in which their decisions are informed by both faith and reason.

Spiritual Life

As a Catholic community of scholars, we understand that the ultimate aim of our lives is union with God in Christ. Our intellectual mission as students, faculty and staff is embedded in this higher and deeper vocation. We therefore place the sacramental life of the Church at the very heart of our communal life, and commit ourselves to doing everything possible to deepen, strengthen, refine and increase our life of faith, as individuals and as a body of believers.

Office of the Campus Chaplain

Campus Ministry at the University brings together students, faculty, and staff for prayer, worship, and learning. Campus Ministry also promotes the building of a genuine Christian community on campus through a vibrant sacramental life.

This is accomplished in part by daily and Sunday Masses and by regular opportunities for the Sacrament of Reconciliation. Through its many services and programs, Campus Ministry strives to help students integrate spiritual, academic, and personal growth.

The Campus Chaplain is a Catholic priest whose full-time responsibility is the pastoral care of the entire University community. He provides regular sacramental ministry and spiritual counseling, as well as help and support to students in times of crisis or guidance in making decisions.

University Retreat Program

Campus Ministry also seeks to help develop future leaders for society and for the Church. This is done through the Ave Maria University retreat program that includes one retreat each semester, as well as through extra-curricular lectures, workshops, and opportunities for involvement in ministry to the University faith community.

Works of Mercy

The Office of Student Life encourages students to find opportunities to serve the poor, the infirm, and the elderly in the local community. New initiatives to perform works of mercy in the local area are very welcome. See the Dean of Student Life for information about existing student apostolates, or for support in starting something new.

Households

A household is a group that can range in number from three to 15 men, or women, students, usually living in the same wing of a residence hall that provides its members with the opportunity to support each other in the Catholic faith and in their academic vocation.

Participation in households is voluntary.

Households provide a “place” to pray and play with other students in a variety of life-filled ways such as retreats, Masses, Holy Hours, meals, intramural sports, entertainment, dances, parties, and service projects.

Student Government

Students collectively developed and implemented the first student government at Ave Maria University in 2003. Student government service provides valuable leadership experience and opportunity for students to participate in University operations through their representatives. The representatives are chosen by election from the student body on an annual basis. The organization also coordinates the process of funding student events and official University recognition of student organizations.

Study Abroad Program

Ave Maria University offers two study abroad programs in which students are encouraged to participate: our Nicaraguan program at the Ave Maria College of the Americas in San Marcos and an Austrian program that is operated by the International Theological Institute (ITI) in Gaming, Austria.

Students are given the opportunity to apply for admission into these programs for one semester, for either the Fall or Spring terms. For each program, the courses are taught in English, and they correspond to the requirements of the degree programs at Ave Maria University. The cost of the study abroad programs is equal to that of attending the main campus though students are expected to cover their travel expenses. Financial aid is also available for those who qualify.

Students must have at least sophomore status to enter either program, though they may apply after the first semester of their freshman year is complete. Transfer students must have spent at least one full semester at the Ave Maria home campus before being eligible to apply for the study abroad programs.



Residential Life

Residential Life is a key part of the overall education at Ave Maria University. It provides a rare and wonderful opportunity to develop life-long friendships and enjoy company and surroundings that support and encourage Ave Maria students in their faith and vocation.

The over-arching principle governing life in the residence halls is courtesy toward others.

This means that students behave in a way that reflects awareness of, and thoughtfulness toward, others with whom they live.

The residence halls should be places where students can flourish in their vocation; places characterized by an atmosphere that mingles warm, free-flowing friendship with religious devotion and intellectual seriousness.

In each residence hall, there is a live-in adult Residence Director. A student Resident Assistant lives on each floor. They are responsible for overseeing the life of the hall, fostering a good living environment, addressing the needs of the residents, maintaining order and enforcing rules.

Residency Requirement

Because residential life is so valuable and so integral to the education at Ave Maria University, full-time students are required to live on campus, unless they are living at home with their parents. However, students who are 23 years old or older may ask to live off campus. In special circumstances, other exceptions to this general policy may be granted. Requests for exceptions should be submitted in writing to the Dean of Student Life.

Choice of housing on campus (i.e. particular apartments) will be granted each year primarily, though not exclusively, on the basis of academic seniority.

Dining

The University has a private dining area in the Ark of the Covenant Student Center. Breakfast, Lunch and Dinner will be served Monday through Friday. Brunch and an evening meal will be served on Saturdays and Sundays. The cost of the Meal Plan will fluctuate on an annual basis.

Residence Directors

There is a men's and a women's Residence Director. This Director, assisted by a staff of student Resident Assistants (RAs), is responsible for overseeing the life of the residence halls, fostering a good living environment, addressing the needs of the residents, maintaining order and enforcing rules. There are Resident Assistants on each floor of every residence hall.



Resident Assistants

Students who are selected by the Office of the Dean of Student Life to serve as Resident Assistants will receive a full waiver of room and board fees. Additionally, each RA will receive a stipend that will be determined yearly by senior administration.

Common Areas

Each residence hall has designated common rooms for the use of the residents and their guests for gatherings and socializing, television viewing, group study sessions, prayer meetings, etc. Student groups may reserve common rooms in advance with the Residence Director.

Quiet Hours

Consideration of others' desire to sleep, study or pray should govern residential life at all times, but extra care should be taken during Quiet Hours. From 9 p.m. to 9 a.m. on week-nights and 11 p.m. to 10 a.m. on weekends, voices should be kept low in the hallways, common room doors should be kept closed, and music played only very softly. The RA on duty each evening is responsible for enforcing Quiet Hours.

Open House Hours

As a faith community that places a high premium on virtuous, healthy relationships between men and women and in an effort to employ both common sense and the benefits of experience, Ave Maria University maintains separate residences for men and women.

In addition, students' apartments are closed to members of the opposite sex, except during Open House hours which take place from 12 noon – 8 p.m. on Saturdays and 12 noon – 5 p.m. on Sundays.

During Open House hours, men and women students may visit in each other's living rooms with the door open to public hallways.

Visitors

Ave Maria University is happy to host guests on campus, but to ensure the safety of our residents and the security of our buildings, students who wish to have non-members of Ave Maria visit them in the residence halls must first obtain permission from the Dean of Student Life. This applies to siblings and friends living in the local area, as well as to out-of-town visitors.

Students are responsible for ensuring that their guests understand and respect residence hall policies and the values of Ave Maria University.

The Dean of Student Life is free to grant permission for overnight visits of up to three nights. For longer visits, express permission of the Dean of Student Life is required, and a nightly fee will be charged.

Social Life

Ave Maria University seeks to develop a rich and varied social life on campus, including such activities as intramural sports, drama productions, talent shows, excursions, dances, etc. Students are encouraged to organize and participate in wholesome social and recreational activities.

Official Recognition of Student Organizations

The constitutions of all student organizations must be submitted to the Student Government and then to the Dean of Student Life for approval. A guide and outline form for a constitution is available from the Student Government.

Recognition of new departmental or professional organizations must be sought from the Dean of Student Life. New religious organizations must have the approval of the University Chaplain.

Faculty Advisors

Each student organization officially recognized by the University must have a full-time faculty member or administrator as its advisor. The Office of the Dean of Student Life approves advisors in consultation with the President of the University.

Complaint and Appeal Policy

Students who have a grievance or a complaint concerning a policy, action by, or an employee of the University, should notify the Dean of Student Life and complete a *Student Complaint Form*. These forms allow students to document the complaint and offer suggestions for resolution. The complaint should be submitted to the Student Life Office or the office with which the student has the complaint. Completion of the entire form is necessary for the complaint to be processed. Complaints submitted will be reviewed on a weekly basis and responded to as soon as practical. Serious or reoccurring complaints will be addressed at the next Student Life Committee Meeting. Subsequent to a decision being reached, if the complainant remains dissatisfied, an appeal may be filed in accordance with the procedures listed in the 2004-2005 *Student Handbook*.

Anti-hazing Policy

Hazing in any form, whether engaged in by an individual student, group of students, or an organization is strictly prohibited and forbidden by the University. Such activity, irrespective of the absence of any physical harm, falls within the classification of “Major Infractions” covered by the “Disciplinary Matters and Procedures” section of the 2004-2005 *Student Handbook*, and will be addressed as provided therein. Students found guilty of hazing will be subject to possible suspension or dismissal from the University, and may be subject to further criminal or civil legal action as provided by Florida law.

Clubs and Organizations

A student organization is defined as a group of students joined in the pursuit of a common purpose, guided by an approved constitution under the direction of chosen officers, and officially recognized by the University. Students are urged to take an active role in student organizations, since such activity contributes to their total education as a whole per-

son, and the educational goals of Ave Maria University.

Student Publications

A student newspaper and the University yearbook are planned and will be managed by students with staff oversight through the Office of Student Life.

Intramural Sports

The intramural sports program at Ave Maria University is organized in conjunction with the available University facilities. The purpose of the intramural sports program is to provide a safe and enjoyable arena of organized recreational activities and team competitions that meet the leisure-time needs of students. The University is situated adjacent to a comprehensive public sports facility appropriate for a variety of outdoor sports.

The general objectives of the program include the promotion of recreational activities to enhance the life of the University, exercise and fitness, wholesome sport, the opportunity for the development of athletic skills, personal virtues and leadership qualities.

Sports and Exercise Facilities

Ave Maria University students have student access to the neighboring outdoor facilities and the University's pool and weight and cardio fitness rooms. An outdoor running track, basketball court, racquetball, handball, volleyball, soccer, tennis, flag football and softball facilities are available.

Smoking

All Ave Maria University buildings are smoke-free. Ash urns are provided in designated areas for smoking outdoors. Please take care not to litter University property with cigarette butts, matches, etc.

Alcohol

According to the state laws of Florida, no person under 21 years of age may purchase or consume alcoholic beverages of any kind. Any under-aged student involved in drinking alcohol is subject to legal penalties, as well as to disciplinary measures from the University.

Students who are 21 years of age are permitted to have alcohol in their apartments in moderate quantities for personal consumption. Alcohol may not be consumed or stored in common rooms or outdoors on campus. Drunkenness is not consistent with the Catholic mission of the University and is subject to penalty.

Weapons-Free Campus Policy

In the interest of protecting its employees and visitors from violence and to maintain a safe campus, Ave Maria University strictly forbids the possession or use of dangerous weapons on campus. This prohibition includes individuals licensed to carry a concealed weapon.

Psychological and Career Counseling

Counseling for career and personal assistance is available at Ave Maria University.

The University environment provides unique opportunities for spiritual, intellectual and social development, yet relocation to a new environment and the increased expectations for individual personal responsibility and self-management can also be stressful for a young person. While most students adjust well to these changes and new challenges, many also experience periods where social pressure and stress interfere with individual performance, self-esteem, or general health.

The Office of Student Life is equipped to provide assistance and help students learn to manage their time, relationships, and responsibilities, as well as adjust to a new environment. The counselors can aid students who are experiencing problems that interfere with their performance or quality of life, or make appropriate referrals.



Academic Policies



*“Fecisti nos ad te, et inquietum est
cor nostrum donec requiescat in te.”*

—St. Augustine, *Confessions*

Academic Advising

Upon admission to Ave Maria University, each student is assigned an academic advisor from among the faculty. This advisor provides guidance with everything from course selection at registration, to choosing a major field, to career investigation. When the student selects a major, a new academic advisor with expertise in the selected field will be assigned if the current advisor does not teach that discipline. The academic advisors approve student workloads and study loads. They regularly help the student look into summer study, work or fellowship opportunities. Advisors are notified if any issues arise that affect the student's academic performance, or if the student is placed on academic probation. All advisors keep regular, posted office hours.

Normal Load/Overload

The minimum course load for a full-time student is 12 or more credit hours per semester, although a normal full-time load is 16 credit hours. An overload is defined as more than 16 credit hours per semester. Special permission from the academic advisor and the Academic Dean are required before a student may enroll for more than 16 credit hours. A cumulative GPA of 3.0 or better on a 4.0 scale is a prerequisite for an overload.

Transfer of Credit to Other Institutions

The acceptance of credit transfer is discretionary. Students seeking to transfer to other colleges or universities should check with the other institutions' transfer credit policies regarding acceptance of Ave Maria University course credits.

Students Transferring to Ave Maria University

Credit earned at other, accredited, post-secondary institutions can be applied to Ave Maria University requirements, provided the student earned at least a "C" (2.0 on a 4.0 scale) in each course proposed for transfer. When students from other institutions apply to Ave Maria University their official transcripts should be sent to the Office of Admissions. Upon acceptance, unless otherwise desired in advance, Admissions will send their transcripts and a course catalogue and/or course syllabi to the Registrar's office for evaluation. Transfer coursework is evaluated and applied towards the student's program of studies. The student will receive a copy of the completed transfer of credit evaluation. Total accepted transfer hours are shown on the transcript. Neither transfer credit hours nor grades are used in calculating the cumulative grade point average.

Transfer students must be in residence for one year and complete at least 32 credit hours of coursework at Ave Maria University in order to earn a degree from this institution.

Placement Exams

Credit earned by means of CLEP (University Level Examination Placement), Advanced Placement, or Military Service (ACE approved) may fulfill some of Ave Maria University's curriculum requirements.

Advanced Placement Program (AP)

High School students seeking transfer of credit for AP (Advanced Placement) courses taken during high school must take the AP Examination (administered by *The College Board*), in order for that course to be considered for transfer to Ave Maria University. The student must request that a copy of the scores be sent directly to the Registrar's office. To request scores, please call 1-877-274-6474. A minimum score of 4 or higher must be earned through examination. Courses transferred may count towards core requirements or electives, but may not be used to satisfy requirements for major coursework.

University Level Examination Program (CLEP)

Students can earn credit through prior CLEP exams if their scores meet the credit granting score standards set by Ave Maria University. A student seeking credit through CLEP must submit an official CLEP score report. To request a report please call 1-800-257-9558.

Credit by Exam

In extraordinary instances, matriculated students may waive out of a course by means of special examination of the specified course. There is a non-refundable \$50.00 application fee per course for credit by examination.

Classification of Students

A regular student (one working toward a degree) is classified according to the number of semester hours earned either by approved transfer credit or credit earned at Ave Maria University, as follows:

Freshman	under 32 or 1-31 semester hours
Sophomore	32 to 63 semester hours
Junior	64 to 95 semester hours
Senior	96 or more semester hours

Academic Integrity

Any student guilty of plagiarism or other forms of academic dishonesty is subject to expulsion or other discipline by the Honor Council. If expelled, the student must meet with the instructor(s) involved, as well as with University administrative officers, to seek permission to remain enrolled in the University. All students take the Honor Pledge at the beginning of each academic year. Please see the Ave Maria University Academic Honor Code for a complete statement.

Class Attendance

Regular attendance at class is essential to a good collegiate level education. Frequent absences will affect grades negatively, while faithful attendance with active, thoughtful participation in class will affect them positively. Class attendance rules are established by each professor for each individual course and attendance is reported for international students as required by law.

Grading System

The grading scale of the University is based on a 4.0 scale. The instructor determines the final grade of a student in each course.

Grades, along with points for calculating grade point average, are the following:

A	(4.0)	Excellent	
A-	(3.7)		
B+	(3.3)		
B	(3.0)	Good	
B-	(2.7)		
C+	(2.3)		
C	(2.0)	Average	
C-	(1.7)		
D+	(1.3)		
D	(1.0)	Below average	
D-	(0.7)		
F	(0.0)	Failure	
P		Pass	Not used in GPA computation
AU		Audit	Not used in GPA computation

(W) Withdrawal—A withdrawal without penalty is given for withdrawals within the first five weeks of the semester. A withdrawal becomes a failing grade after the first five weeks of the semester.

(I) Incomplete—An incomplete grade on a student's transcript will become an "F" if the coursework is not completed by the end of the semester immediately following the earning of the "I".

(CE) Credit by Exam—Not used in computation of GPA.

(NR) Denotes a course for which a grade was not reported.

(TR) Denotes transfer credit. Neither transfer credit hours nor grades are used in calculating the cumulative grade point average.

Quality Grade Point Average

A student's academic standing at Ave Maria University is measured by the Quality Grade Point Average (QGPA). To calculate the QGPA, multiply the number of credit hours attempted by the numerical value of the grade (A=4, B=3, etc.). See the Grading System for numerical value interpretation. This total is a student's quality points. Divide the total quality points by the number of credit hours attempted to obtain the quality grade point average.

For example:

Course	Credits	Grade	Quality Pts.
Philosophy	4	A= 4	4x4= 16
Literature	4	B =3	4x3 = 12
Theology	4	B+=3.3	4x3.3= 13.2
Classics	4	C=2	4x2= 8

Total	16	49.2
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Quality GPA: 3.075 (49.2 /16= 3.075)

Graduation with Honors

Ave Maria University awards baccalaureate degrees with honors for distinguished

achievement according to the following system:

Cum laude is earned with a cumulative GPA of from 3.6 to 3.749.

Magna cum laude is earned with a cumulative GPA of between 3.75 and 3.899.

Summa cum laude is earned with a cumulative GPA of 3.9 and above.

To graduate with these honors recognitions, a minimum of 64 credits, or 16 courses, must be taken while the student is in residence at Ave Maria University. Graduate degrees do not carry such honors designations.

Graduation under a Particular Catalogue

In the case of substantive changes in curriculum or in academic programs, a candidate for a degree may choose to be graduated under the regulations of any catalogue in force during his or her time of enrollment. The University will accept all previous coursework and do its best to enable the student to follow the selected program, provided the catalogue under which the student wishes to graduate is not more than five years old.

Withdrawal from the University

Refund Policy

When considering the refund of excess funds on a student's account, Ave Maria University must have received all deferred sources of payment necessary to pay the account in full. These include outside scholarships and grants, student and/or parent loans, monthly payment plans, and any other sources of deferred payments upon which the student's registration was based.

Withdrawal Financial Credit

A student who withdraws from Ave Maria University will not be entitled to any credit of charges unless the Registrar has received an official withdrawal. An official withdrawal form must be fully completed by the student, dated, and signed by all designated offices and the Registrar before leaving campus. Students dismissed or suspended will not be entitled to a refund.

Students are eligible for a refund of tuition and room and board charges if they withdraw officially from course study according to the following schedule:

1. 100% for withdrawal before the second week of the semester
2. 75% for withdrawal before the third week of the semester
3. 50% for withdrawal before the fourth week of the semester
4. 25% for withdrawal before the fifth week of the semester

No refunds will be granted after the start of the fifth week of the semester.

Refund requests from students who withdraw for medical or other hardship reasons will be reviewed by the Academic Dean on a case-by-case basis.

New Students:

Total Institutional Costs

-Amount of reduced charges

-Unpaid charges for that semester

= Amount to be returned

Continuing Students:

Total Institutional Costs
-Net charges for the semester
-Unpaid charges for the semester
= Amount retained by Ave Maria University

Total Paid to Institutional Costs
-Amount retained by Ave Maria University
= Amount to be returned

Withdrawal from the Institution for Health or Other Serious Reasons

An enrolled student who experiences physical, psychological or other serious difficulties may request a voluntary medical leave of absence. Such a request is made through the Director of Student Life and the Academic Dean. The University may require medical confirmation before granting approval to withdraw. An official withdrawal form must be fully completed by the student, dated, and signed by all designated offices and the Registrar. A student approved to withdraw under this situation will receive a grade of “W” on his or her transcript for each course attempted in the semester.

Military Leave Policy

Ave Maria University will allow students to withdraw from courses without penalty if they are called to active duty as military reservists, National Guard, or for other military service. This shall include a 100 percent refund of tuition and fees (less any financial aid which the student may have earned for the semester) and a prorated refund of room and board charges, upon presenting an original copy of their orders to the Registrar.

Involuntary Withdrawal and Readmission

The University may require the involuntary withdrawal of a student if, in the judgment of the University, the student’s behavior poses a threat to the safety of himself or other members of the community, or the University has been advised by a health care professional that the student has a medical or psychological problem that cannot be properly treated in the University setting. (See the *Ave Maria University Student Handbook* for a more detailed explanation of this policy.)

Registration Procedures

A student must register during the days prescribed in the academic calendar. The student must meet with his or her academic advisor for approval of course selection. All changes to a student’s registration form after initial academic approval of course selection must be approved once again by the academic advisor.

Registration, Add/Drop, and Withdrawal forms must be filed with the Registrar’s Office within the time frame indicated by the academic calendar. A grade of “F” will be given for courses that have not been officially dropped.

Auditing Classes

Students wishing to audit a course must register for the course during the days prescribed in the academic calendar. A student will have up to the end of the first week of classes to

make a declaration of audit on his or her registration, and the change to audit status must be approved by the academic advisor. Auditors are required to attend all classes, but are not required to participate in class discussions or to write papers, homework, or present examinations.

Add/Drop Policy

After the semester begins, class changes can only be effected in person at the Registrar's office during the official "drop-add" period. Courses may be added and dropped during the first days of the term, as prescribed in the academic calendar.

Incomplete Coursework

Students will receive a grade of "I" in courses for which required work is incomplete. An "I" will be computed as an "F" if the work is not completed within the subsequent semester. An "I" should only be issued for valid reasons involving circumstances beyond the student's control that prohibit or interfere with the completion of coursework within the term the course is offered. (See also the catalogue's section entitled Grading System).

Repeating a Course

With the permission of his or her advisor and the Academic Dean, students may repeat a course once. The last grade earned stands as the official grade and is used in calculating the cumulative grade point average. All attempts will be recorded on the transcript.

Failure in a Required Course

A student who has failed a required course must repeat the course, unless an equivalent course is recommended and approved by the Academic Dean.

Concurrent Registration

Matriculated students at Ave Maria University who are seeking concurrent enrollment at other institutions must have advanced written approval from their academic advisor in order for Ave Maria University to accept that institution's credits.

Students desiring to enroll in summer session courses at another institution must obtain permission from the Registrar or the Academic Dean prior to leaving campus in order to have Ave Maria University recognize such credits. Concurrent registration permissions apply only to the semester for which they were obtained; new arrangements must be made each time concurrent enrollment in another institution is sought.

Midterm Deficiency

At the mid-term point of the semester, students whose work is at "C-" or lower will receive a mid-term deficiency notice. This notice is to alert the student of his status. The student is asked to meet with the instructor for advisement. The intent of this meeting is for the professor to assist the student in order for him or her to successfully complete the course.

Academic Distinction:

Academic Dean Merit List

At the end of each semester, the Academic Dean will publish a list of students who have achieved a grade point average of 3.65 or better with a 16-credit course load for that semester's work. The Academic Dean Merit List award will be noted on the student's transcript.

Academic Probation and Dismissal

Any student whose grade point average falls below 2.0 is subject to academic discipline. Academic discipline includes warning, probation and dismissal. The academic records of any student whose academic performance, measured by a semester or cumulative GPA, falls below 2.0, are reviewed by the Registrar and the Academic Dean to reach a determination of status. Based on the review, one of the following disciplinary actions may be taken:

1. A student who fails all courses in a semester may be dismissed.
2. A warning is the disciplinary action taken in the case of a student with fewer than 60 credit hours whose cumulative GPA falls below 2.0.
3. A student whose academic performance falls below 2.0 is placed on academic probation if the following requirements are not met:
 - 1.25 overall GPA after completion of 15 hours
 - 1.5 overall GPA after completion of 29 hours
 - 1.75 overall GPA after completion of 44 hours
 - 2.0 overall GPA after completion of 59 hours

The probationary status must be removed within the next semester or the status will change to dismissal. The record of each probationary student is reviewed by the Academic Dean to determine cases with extenuating circumstances. Students on academic probation are not eligible for study abroad programs.

Course or Program Cancellation

The University reserves the right to cancel a course for insufficient enrollment; however, such cancellations cannot be a reason for failure to graduate or complete a designated curriculum. Students who have had a course cancelled by the University must consult with their advisor and make arrangements to take the course at another time or substitute another course for the cancelled course. In the event that a student cannot retake or make up the exact course, a substitution will be made.

In the unlikely event that a program is cancelled, the University understands that it has the responsibility to "teach out" the program or to make satisfactory arrangements for the student's transfer to another program at a comparable institution. Should such a decision be made, students will be given at least one academic year's notice of the decision, and the University will make appropriate and reasonable efforts to assist individual students with the transfer or "teach-out" processes.

Directed Studies

At the discretion of the instructor, a student may be allowed to take a course for credit in the form of a tutorial. It is understood that such a course is part of the regular curriculum



of the University. Permission from the student's academic advisor as well as from the administration is required. Directed studies courses are evaluated in accordance with the standard grading system of the University. Typically, a student may have only one directed study in his or her program.

Internships

An internship is a curricular-related work-experience opportunity for the purpose of expanding one's education by applying accumulated knowledge in an academic field of study. This purpose presupposes a student has accumulated a background of knowledge in an applicable discipline or field. Therefore, the availability of internships is limited to upperclassmen, normally seniors. The academic department that grants the credits for the work experience approves students individually for internships at Ave Maria University. Internships sponsored by other organizations may also, with the prior approval of the academic advisor, the department chair and the Academic Dean, be applied to credit at Ave Maria University. The student should discuss the internship opportunity with the advisor, who will provide the Ave Maria University Registrar with a completed Request for Internship Application Form, supporting documentation about the internship, and the exact courses for which credit will be granted. The request for internship must be approved in advance for credit to be transferred back to Ave Maria University.

Access to Records (Family Educational Rights and Privacy Act Policy)

In compliance with the Family Educational Rights and Privacy Act of 1974, as amended (FERPA), Ave Maria University has developed policy guidelines for access to the education record with respect to the rights of eligible students and parents of dependent eligible students. All information contained in University records is considered confidential,

except for directory information, which may be released publicly in printed, electronic, or other form. Directory information is defined in the Student Handbook. Students may restrict the release of directory information no later than the end of the first week of the semester, in person, at the Office of the Registrar.

Course Prerequisites

All course prerequisites are stipulated in the catalogue or will be addressed through the academic advisement process. As a general rule for all majors, 100 and 200 level courses are to be taken in sequence as prescribed in the program sequence schedules printed in this publication. These courses will precede and are considered prerequisites to the taking of 300 and 400 level courses.

Undergraduate Major Programs and Course Descriptions



“Ultimate and perfect happiness can be in nothing other than the vision of the divine essence.”

—St. Thomas Aquinas, *Summa theologiae*

Curriculum

True learning requires engagement with the ideas of the great thinkers, artists, and scientists of the past and present. True learning also requires time to reflect upon and assimilate these ideas. Ave Maria University students not only cover a great range of material, they also learn it deeply. Students normally enroll in four classes per semester, allowing in-depth study and discussion of course material. As part of their education, students are expected to go the extra mile outside of class—guided by their professors.

The curriculum allows students to develop in a broad variety of ways. Whether in the classroom, the research lab, the library, the chapel, or the playing field, students are challenged to manifest the virtues of a well-formed mind. Students come forth from Ave Maria with the skills and habits that make them leaders in their chosen fields.

This program teaches students to think critically, solve problems and communicate effectively—skills demanded for effective leadership and evangelization in the modern world.

Core Curriculum

In an age when many colleges and universities simply offer distribution requirements that reflect the contemporary fragmentation of learning, Ave Maria University is deservedly proud of its core curriculum. The core offers guidance to our students by requiring them to take specific courses in the great tradition of the liberal arts. In these carefully selected courses, our students share together in the discovery of truth and acquire the indispensable foundation for a lifetime of learning. Moreover, since the core curriculum comprises one-half of the overall education, the students not only achieve breadth of knowledge, but also depth of knowledge. Since each discipline views reality from its distinct perspective, students encounter the truth about God and His creation more completely through the dynamic interplay of all of the liberal arts including theology and natural science.

Ave Maria University also seeks to inculcate in students an appreciation for the fine arts, an essential aspect of truly human and truly Catholic culture. Students are required to take two non-credit practica in the fine arts. The first of these must be chorus and is taken either semester during the freshmen year. The second can be taken at any point and may be in chorus, instrumental music, studio art or theater.

The core requirements are as follows:

- 3 courses in theology;
- 3 courses in philosophy;
- 2 courses in history;
- 2 courses in literature;
- 2 courses in Latin;
- 2 courses in the natural sciences;
- 1 course in American Civilization;
- 1 course in mathematics; and
- 2 non-credit practica in the fine arts.



The Core Curriculum illustrated:

First Semester

MTH 100 Number, Magnitude, Form or
MTH 120 Finite Mathematics
MTH 150 Functions or MTH 151 Calculus I or higher
LIT 103 Literary Tradition I
HST 101 Ancient and Medieval History
LAT 101 Elementary Latin

Second Semester

THL 105 Sacred Scripture
LIT 104 Literary Tradition II
HST 102 Modern History
LAT 102 Intermediate Latin

Third Semester

THL 205 Sacred Doctrine
PHL 205 Philosophy of the Human Person
Science I (any with laboratory)
Elective

Fourth Semester

PHL 206 Ethics
HST 203 / POL 203 American Civilization
Science II (any with laboratory)
Elective

Then the core is completed with two senior capstone courses, one in theology and one in philosophy.

Eighth Semester

PHL 400 Philosophical Perspectives
THL 400 Living in Christ

Students who begin their collegiate education at Ave Maria University must complete all core requirements with courses offered by Ave Maria University. Any exceptions to this policy must be approved by the Academic Dean.

Degree Awarding Authorization

At the undergraduate level, Ave Maria University is authorized by the Florida Commission on Independent Higher Education to grant the Bachelor of Arts (B.A.) degree to students who complete all coursework and other requirements, as well as the graduate degrees specified in the graduate section of this Catalogue.

The Major Programs

Ave Maria University offers the Bachelor's of Arts degree in the following disciplines:

Undergraduate Major Programs and Course Description

Philosophy, Theology, Biology, History, Literature, Classics and Early Christian Literature, Economics, Music and Sacred Music, Political Science, and Mathematics.

Each major consists of 32-40 credit hours of concentrated study in the discipline, 64 credit hours of core subjects, and 24-32 credit hours of general electives.

Double Majors

With careful planning between a student and his/her academic advisor, it may be possible to complete a double major at Ave Maria University. Depending on the combination of majors, a double major may require some courses beyond the normal 32 required for graduation. The credits required for a double major thus may exceed 128. A student who graduates with a double major will earn one Bachelor of Arts degree with two majors.

Electives

Electives consist of courses chosen at the discretion and interest of the student or by transfer credit to the institution.

Bachelor of Arts Degree Requirements

To graduate with the degree of Bachelor of Arts, a candidate must complete the following requirements:

1. Fulfill the core curriculum requirements.
2. Complete the requirements within a major according to the specifications of the respective discipline.
3. Earn a minimum of 128 credit hours from the core, the major, and elective courses.
4. Transfer students must complete at least 32 credit hours of coursework at Ave Maria University.
5. File an application for a degree with the Registrar at least one semester before graduation and be approved by the institution.
6. Attain a cumulative grade point average of at least 2.0 in the major and overall.
7. Length of study must not exceed seven years.

The Biology Major

The study of science is born from the conviction of the fundamental intelligibility of the world. Science at Ave Maria University testifies to the Catholic Church's confidence in human reason and in its ability to know the truth about God's creation even apart from the illuminating power of grace. The natural sciences are not simply technological disciplines, but are truly liberal arts education in which we seek to know truth for its own sake. By enabling us to enter the simultaneous complexity and simplicity of physical reality, science instills within the students a deep sense of wonder at the natural universe.

All students take at least two semesters of natural science as part of their core curriculum in the liberal arts education. These courses train their minds to think critically and allow them to understand more of the world that is a dim reflection of its Creator.

The biology major is designed to provide a comprehensive study in several areas of modern biology, molecular biology and biochemistry. This major will serve as excellent preparation for graduate school, medical school, nursing, dentistry, veterinary medicine, or for employment in research labs, clinical labs or science education. All courses should be taken in numerical order. If prerequisites are required they are identified within the course description. In addition to the general core curriculum requirements, the following courses are required:

Major Courses:

- CHM 211 General Chemistry I (w/lab)
- CHM 212 General Chemistry II (w/lab)
- CHM 311 Organic Chemistry I (w/lab)
- CHM 312 Organic Chemistry II (w/lab)
- BIO 211 Biology I (w/lab)
- BIO 212 Biology II (w/lab)
- PHY 211 College Physics I (w/lab)
- PHY 212 College Physics II (w/lab)
- BIO 303 Genetics (with lab)
- BIO 304 Anatomy and Physiology
- BIO 413 Critical Thinking II

Elective Courses:

- BIO 305 Molecular Biology
- BIO 311 Immunology
- BIO 401 Microbiology (w/lab)
- BIO 405 Biochemistry I (w/lab)
- BIO 406 Biochemistry II
- BIO 415 Special Topics in Biology (as offered)
- BIO 490 Directed Research

Minor in Biology

A Minor is available in Biology. Please contact the department chair for details.

Course Descriptions

BIO 201 CONCEPTS IN BIOLOGY I

Designed for *nonmajors*. An introduction to the study of living systems focusing on molecular and cellular biology (with lab) (4 cr.)

BIO 202 CONCEPTS IN BIOLOGY II

Designed for *nonmajors*. An introduction to the biology of organism physiology, anatomy, population dynamics, evolution and ecology. (with lab) (4 cr.)

BIO 211 BIOLOGY I – CELLULAR AND MOLECULAR BIOLOGY

An introduction to the study of living systems illustrated by examples drawn from cell biology, biochemistry, genetics, microbiology, neurology and developmental biology. (with lab) (4 cr.)

BIO 212 BIOLOGY II – ORGANISMAL AND POPULATION BIOLOGY

Introduction to the study of organisms emphasizing morphology and physiology, behavior, ecology, and evolution of whole organisms and populations. (with lab) (4 cr.)

BIO 213 Critical Analysis I

A course designed to introduce students to researching, reading, analyzing and discussing the biological and biochemical literature. This course will involve a combination of faculty and student literature presentations and analysis. Classic and current papers from the fields of biology and biochemistry will be chosen for analysis. This course is required for the Biology major and Pre-Medicine students. Prerequisites: BIO 211, BIO 212 (can be taken concurrently) (Pass/Fail)

BIO 303 GENETICS

Study of the principles of heredity in animals and plants, including the contemporary understanding of genes and gene mechanisms. Laboratory exercises will be used to elucidate genetic principles. (with lab) Prerequisites: Bio 211, Bio 212 (4 cr.)

BIO 304 ANATOMY AND PHYSIOLOGY

A systematic analysis of the structure and function of organisms, with special emphasis on the human body. The fundamental processes of body defense, nervous function, hormones, respiration, circulation, blood and lymph, muscles, digestion, and excretion will be introduced. Prerequisites: Bio 211, Bio 212 (4 cr.)

BIO 305 MOLECULAR BIOLOGY

Designed to explore the biology and molecular regulation of gene expression and other cell functions. Other topics include the nature, control, recombination and rearrangement of genes, gene manipulation, and recombinant DNA techniques. Prerequisites: Bio 211, Bio 212 Recommended: CHM 211, 212 (4 cr.)

BIO 311 IMMUNOLOGY

A study of immunology including innate, cellular, and humoral immunity, blood compo-

sition, immunogenetics, the major histocompatibility complex, immunoregulation and abnormalities of the immune system. Prerequisites: Bio 211, Bio 212 (4 cr.)

BIO 400 SPECIAL TOPICS SEMINAR IN BIOLOGY AND MEDICINE (1CR.)

BIO 401 MICROBIOLOGY

A general study of microorganisms (bacteria and fungi), emphasizing morphology, physiology, ecological relationships, and the nature of disease and its control. Consideration is also given to viruses. (with lab) Prerequisites: Bio 211, Bio 212, Bio 303 (4 cr.)

BIO 405 BIOCHEMISTRY I

A study of proteins, enzymes, carbohydrates, lipids and membranes with an emphasis on the relationship of structure and function. Also included is a study of catabolism with primary focus on glycolysis, gluconeogenesis, glycogen metabolism, Krebs cycle, and oxidative phosphorylation. Prerequisites: Bio 211, Bio 212, CHM 211, 212, 311, 312; Physics 211, 212 (4 cr.)

BIO 406 BIOCHEMISTRY II

A continuation of Biochemistry I. Topics covered are photosynthesis, biosynthesis of macromolecular precursors, the chemistry of storage, transmission and expression of genetic information, biochemical dimensions of selected physiological processes. Prerequisites: Bio 211, Bio 212; CHM 211, 212, 311, 312; Physics 211, 212 (4 cr.)

BIO 413 Critical Analysis II

A course designed to build on the skills introduced in BIO 213 where students research, read, analyze, and discuss the biological and biochemical literature. This course will involve primarily student presentations and analysis. This course is required for all Biology majors. Prerequisites: Senior standing, CHM 211, 212, 311, 312, BIO 211, 212, PHY 211, 212. (Pass/Fail)

BIO 415 SPECIAL TOPICS IN BIOLOGY

Various topics will be offered as needed.

BIO 490 DIRECTED RESEARCH

Students will be instructed in laboratory and/or library research on a project currently being studied by one or more faculty members. Prerequisite: Faculty approval (4 cr.)

Chemistry Courses:

CHM 211 GENERAL CHEMISTRY I

A study of the basic principles of chemistry, with an emphasis on the laws of chemical combination, descriptive inorganic chemistry, thermochemistry, the gas, liquid, and solid states of matter, the periodic law, atomic structure and chemical bonding, and the nature of intermolecular forces. (with lab) (4 cr.)

CHM 212 GENERAL CHEMISTRY II

A continuation of General Chemistry I with emphasis on kinetics, chemical equilibria involving gases, weak acids and bases, and slightly soluble solids, free energy changes, electrochemistry, transition metal chemistry. (with lab) (4 cr.)

CHM 311 ORGANIC CHEMISTRY I

A detailed study of organic compounds, their synthesis and reactions. An introduction to modern methods of analysis and identification is included. (with lab) Prerequisite: CHM 211, CHM 212 (4 cr.)

CHM 312 ORGANIC CHEMISTRY II

A continuation of Organic Chemistry I (with lab) Prerequisites: CHM 211, CHM 212, CHM 311 (4 cr.)

Pre-medicine Program

The pre-medicine program is designed to offer a complete academic preparation for medical school. In addition, we offer several unique programs designed to explore the ethical, moral and social implications of modern medicine and technology. An emphasis is placed on direct interaction with leading Catholic physician-mentors from a wide range of medical disciplines who will provide the student with valuable practical guidance and advice. Students participating in the pre-medicine program can choose Biology or any other academic major.

Minimal Premedicine Requirements:

CHM 211	General Chemistry I (w/lab)
CHM 212	General Chemistry II (w/lab)
CHM 311	Organic Chemistry I (w/lab)
CHM 312	Organic Chemistry II (w/lab)
BIO 211	Biology I (w/lab)
BIO 212	Biology II (w/lab)
PHY 211	College Physics I (w/lab)
PHY 212	College Physics II (w/lab)
BIO 400	Special Topics Seminar in Biology and Medicine (required yearly)
Math	College algebra/trigonometry required; calculus is recommended

At least one upper level Biology class is strongly recommended. Especially recommended are BIO 305 Molecular Biology, BIO 405/406 Biochemistry, BIO 303 Genetics, BIO 304 Anatomy and Physiology.

It is recommended that the minimal requirements be completed by the end of the junior year as preparation for the MCAT examination.

In addition to the course offering/requirements listed above, the following supplementary programs/courses are available:

- Instruction in medical bioethics from Catholic experts.
- Physician Mentoring Program: students meet individually with selected Catholic physicians (in collaboration with the Catholic Medical Association) to discuss interests and concerns in any field of medicine, and medical school experience.
- Biweekly round table discussions with faculty and invited members of the health care community (physicians, nurses, medical researchers, etc) to discuss topics in medicine and bioethics.
- Assistance in identifying and acquiring summer internships.
- Assistance and direction in the pursuit of independent research.

Typical Plan—Biology Major

Freshman Year

<i>FALL Semester 1</i>	<i>Credit Hours</i>	<i>SPRING Semester 2</i>	<i>Credit Hours</i>
4 courses	16	4 courses	16
MTH 100, 120, 150 or 151	4	THL 105 Sacred Scripture	4
LIT 103 Literary Tradition I	4	LIT 104 Literary Tradition II	4
LAT 101 Elem. Latin	4	HST 102 Modern History	4
HST 101 Anc. & Med. Hist.	4	LAT 102 Intermed. Latin	4
Arts Practicum	0		

Sophomore Year

<i>FALL Semester 3</i>	<i>Credit Hours</i>	<i>SPRING Semester 4</i>	<i>Credit Hours</i>
4 courses	16	4 courses	16
PHL 205 Human Person	4	PHL 206 Ethics	4
CHM 211 Chemistry I with lab	4	CHM 212 Chemistry II with lab	4
THL 205 Sacred Doctrine	4	HST 203/POL-203 U.S. Civ.	4
BIO 211 Biology I with lab	4	BIO 212 Biology II with lab	4
Arts	0	BIO 213 Critical Analysis I	0 (P/F)

Junior Year

<i>FALL Semester 5</i>	<i>Credit Hours</i>	<i>SPRING Semester 6</i>	<i>Credit Hours</i>
4 courses	16	4 courses	16
CHM 311 Organic Chem I w/ lab	4	CHM 312 Organic Chem II w/ lab	4
PHY 211 Physics I with lab	4	PHY 212 Physics II with lab	4
BIO 303 Genetics	4	BIO Anatomy/physiology	4
Elective	4	Elective	4

Senior Year

<i>FALL Semester 7</i>	<i>Credit Hours</i>	<i>SPRING Semester 8</i>	<i>Credit Hours</i>
4 courses	16	4 courses	16
Biology Elective	4	Biology Elective	4
Biology Elective	4	Biology Elective	4
Elective	4	PHL 400 Phil. Perspectives	4
Elective	4	THL 400 Living in Christ	4
BIO 413 Critical Analysis II	0 (P/F)		

The Classics and Early Christian Literature Major

The study of Greek and Latin literature has endured for over two thousand years, as Horace predicted when he wrote about his own poetry in *Odes*, Book III, number 30: “I have built a monument more lasting than bronze” (*exegi monumentum aere perennius*). Throughout the Middle Ages, the Renaissance, and the modern age up to the nineteenth century, Latin in particular was the essential language of scholarship in the West. To study the Classics now is to continue a tradition that, while no longer the assured possession of every learned person, still brings the student into a fellowship with the greatest thinkers and artists of the past in a way no other field of study can achieve. Ave Maria offers a major in Classics, with concentration in Latin.

Students entering the program are advised by the Classics program director about placement. If they enter the program with some background in classical languages, they may be asked to take a placement test. Latin and Greek placement tests are offered at the beginning of each semester or by appointment at other times, with the director’s approval. Students are placed into the appropriate language courses according to their proficiency as demonstrated by test results and in consultation with the director.

In general, Classics majors should begin their program with Intensive Elementary Latin. Students who are placed in second-semester or intermediate language courses, or who are prepared to begin third-year (junior/senior level) work when they enter the program, do not receive course credit for the beginning or intermediate courses that they are not required to take. They must still earn a total of 36 credit hours in the field of concentration. Students who are especially proficient may enroll in tutorials, which consist of advanced reading and composition. Tutorials are offered at the discretion of the director. Unless otherwise advised by a faculty advisor, courses should be taken in the prescribed sequence in which they are presented in the major course and sequence plan.

Core Courses (two required):

LAT 101 Elementary Latin
LAT 102 Intermediate Latin
LAT 103 Intensive Elementary Latin
LAT 104 Intensive Intermediate Latin

Major Courses:

GRK 103 Elementary Greek
GRK 104 Intermediate Greek
LAT 203 Golden Age Literature - Intermediate Latin readings
GRK 203 New Testament and Patristic Greek
LAT 304 Latin Church Fathers
LAT 310 Latin Prose Composition

Electives (two required):

LAT 402 Special Topics
LAT 403 Latin of St. Thomas

GRK 402 Special Topics
GRK 403 Greek Poetry
LAT 404 Latin Epistolary Writing

Minor Programs

Students may choose to gain competence in Latin and Greek (Minor in Classical Languages) or in Latin to complement or enrich their major. A minor in classical languages or Latin is especially valuable to students majoring in theology, philosophy, history, literature, or modern language. Religious vocation, law, teaching, and journalism are some careers for which the classical languages provide valuable background. As in all disciplines at Ave Maria University, 24 credit hours (6 courses) are required.

Minor in Classical Languages: LAT 101 and LAT 102 (Elementary and Intermediate Latin) or LAT 103 and LAT 104 (Intensive Elementary and Intermediate Latin), LAT 203 (Golden Age Literature), GRK 101 and 102 (Elementary and Intermediate Greek), and one course in Latin at the 300 level or GRK203 (New Testament and Patristic Greek).

Minor in Latin: LAT 101 and LAT 102 (Elementary and Intermediate Latin) or LAT 103 and LAT 104 (Intensive Elementary and Intermediate Latin), LAT 203 (Golden Age Literature), and three courses in Latin at the 300 level.

Course Descriptions

LAT 101 ELEMENTARY LATIN

The goal of this course is to teach students to read original, unsimplified sentences and paragraphs from works by classical, patristic, and medieval authors. Spoken Latin is emphasized since speaking is a lively and natural way to learn a language.

LAT 102 INTERMEDIATE LATIN

This course is a continuation of LAT 101. The goal is to teach students to read and understand passages from standard Roman and early Christian authors, to develop an analytical approach to language by comparing English to a language of different structure and by observing the influence of Latin on English. Prerequisite: LAT 101.

LAT 103 INTENSIVE ELEMENTARY LATIN

This course introduces students rapidly but thoroughly to the forms and grammatical principles of Latin. It provides a comprehensive review for students with one or two years of Latin at the high school level. It is recommended for students who intend to major in Classics.

LAT 104 INTENSIVE INTERMEDIATE LATIN

This course is a continuation of LAT 103. It completes the study of all major grammatical constructions and introduces the student to the reading of longer, continuous Latin texts from all periods. It is designed for students intending to continue the study of Latin at a higher level. Prerequisite: LAT 103

GRK 103 ELEMENTARY GREEK

Students learn the Greek alphabet and phonetic system, followed by regular inflections of nouns, adjectives, pronouns, and verbs. Particular care is taken with the complex system of accentuation. Readings are gradually expanded past simple sentences to passages from Plato, Xenophon, the Gospels, and the Apocalypse.

GRK 104 INTERMEDIATE GREEK

In this course students learn the passive and middle voices of commonly used verbs. They also begin to acquire a working knowledge of the participial system and the subjunctive mood. At this level, syntactic usage and figures of speech—the beginnings of the classical art of rhetoric—become important and are taught primarily in study of passages assigned for reading, and secondarily by means of composition assignments. More passages from Plato are studied, as well as the first examples of lyric poetry from the Greek Anthology. Prerequisite: GRK 103.

LAT 203 GOLDEN AGE LITERATURE (INTERMEDIATE LATIN READINGS)

Cicero, Horace, and Virgil are the principal authors studied in the course, which concentrates on reading, translation, and literary exposition of the *Aeneid*, the *Odes* of Horace, and the *Somnium Scipionis* of Cicero. Various shorter works are also included, for example the fourth eclogue of Virgil and excerpts from orations and philosophical writings of Cicero. Students become familiar with the elegance and intricacy of style characteristic of this time in Latin literature. For all LAT 300 courses or above, LAT 101-102 or LAT 103-104, and LAT 203 courses are required as prerequisites unless otherwise advised.

GRK 203 NEW TESTAMENT AND PATRISTIC GREEK

The first purpose of this course is to deepen familiarity with New Testament diction and style and to read more difficult passages, especially from the Epistles. Second, students read passages from St. Chrysostom, St. Justin Martyr, St. Ignatius of Antioch, and other Church Fathers. For all GRK 300 courses or above, GRK103-104 and GRK 203 courses are required as prerequisites unless otherwise advised.

LAT 303 LATIN CHURCH FATHERS

This course begins with selections from the Acts of the Martyrs as an introduction to patristic literature. Passages from Tertullian, Augustine, Jerome, Gregory the Great, and other Church Fathers are the focus of the course. Although the passages chosen may vary from year to year according to the needs of the students, excerpts from Augustine's *Confessions* will be featured. Translations, comprehension, and rhetorical analysis are the main components of class work.

LAT 310 LATIN PROSE COMPOSITION

This course gives practice in the analysis and the composition of Latin prose. It is designed to improve the command of Latin grammar and syntax and promote knowledge and appreciation of Latin prose style. Corerequisite or prerequisite: one advanced 300- or 400-level course.

LAT 402 LATIN SPECIAL TOPICS

The course is designed to accommodate students who have a particular interest in authors or topics not covered in the regular curriculum. It may be taught as a tutorial or as a sem-

inar, depending on the enrollment. Examples of topics are: the Latin of Jerome's Vulgate, Latin Epigraphy and Paleography, Medieval Lyric Poetry, Liturgical Latin, and Early Christian Documents. Prerequisites are at least three semesters of Latin study (or equivalent competence) and permission of the instructor.

LAT 403 LATIN OF SAINT THOMAS

Readings from Saint Thomas, Saint Albert the Great, and other theologians of the High Middle Ages are presented with emphasis on diction, style, modes of expression, and figures of rhetoric. Passages are taken primarily from the two *Summae* of Saint Thomas. Students will learn the structure of Thomistic argument from a linguistic and literary point of view.

LAT 404 LATIN EPISTOLARY WRITING

The ancients wrote letters, as we do, for business and pleasure, but they also thought of letters as a genre for formal literary expression, much as modern writers employ the essay or memoir. Latin letters include pieces in verse that often serve both purposes of friendly, casual communication and elegant form. This course is centered on the works of Cicero, Horace, Pliny, Ovid, and Seneca, but Latin letters across the centuries are read, from early Christian, medieval, Renaissance, and modern times.

GRK 402 GREEK SPECIAL TOPICS

This course is designed for advanced students in either tutorial or a group of no more than four students. The first purpose of the course is to increase ease and fluency in reading. To this end, students may request a special reading course and, with permission from the instructor and the Classics program director, concentrate on the works of one author. The texts to be studied, the format of instruction, and the course goals will vary accordingly. The format of instruction is the seminar.

GRK 403 GREEK POETRY

The course begins with an introduction to Homeric dialect, meter, vocabulary, and style. Students will translate passages from the *Iliad* and the *Odyssey*. Epigrams from the Greek Anthology and poems from the liturgy of the Greek Orthodox Church will follow. The course begins with an introduction to Homeric dialect, meter, vocabulary, and style. Students will translate passages from the *Iliad* and the *Odyssey*. Epigrams from the Greek Anthology and poems from the liturgy of the Greek Orthodox Church will follow.

Typical Plan—Classics & Early Christian Literature Major

Freshman Year

<i>FALL Semester 1</i>	<i>Credit Hours</i>	<i>SPRING Semester 2</i>	<i>Credit Hours</i>
4 courses	16	4 courses	16
MTH 100,150 or 151	4	THL 105 Sacred Scripture	4
LIT 103 Literary Trad. I	4	LIT 104 Literary Trad. II	4
LAT 103 Intensive Elem. Latin	4	LAT 104 Intensive Inter. Latin	4
HST 103 Anc.& Med. Hist.	4	HST 104 Modern Hist.	4
Arts Practicum	0		

Sophomore Year

<i>FALL Semester 3</i>	<i>Credit Hours</i>	<i>SPRING Semester 4</i>	<i>Credit Hours</i>
4 courses	16	4 courses	16
THL 205 Sacred Doc.	4	HST 203/POL 203 U.S. Civ.	4
PHL 205 Human Person	4	PHL 206 Ethics	4
Science I with lab	4	Science II with lab	4
LAT 203 Golden Age	4	LAT 304 Church Fathers	4
Arts Practicum 0			

Junior Year

<i>FALL Semester 5</i>	<i>Credit Hours</i>	<i>SPRING Semester 6</i>	<i>Credit Hours</i>
4 courses	16	4 courses	16
GRK 103 Elem. Greek	4	GRK 104 Inter. Greek	4
Elective	4	LAT 310 Latin Prose Comp	4
Elective	4	Elective	4
Elective	4	Elective	4

Senior Year

<i>FALL Semester 7</i>	<i>Credit Hours</i>	<i>SPRING Semester 8</i>	<i>Credit Hours</i>
4 courses	16	4 courses	16
GRK 203 N. Test./Fathers	4	Classics elective	4
Classics elective	4	Elective	4
Elective	4	PHL 400 Phil. Perspectives	4
Elective	4	THL 400 Living in Christ	4

The Economics Major

Economics at Ave Maria University offers a rigorous education to prepare students for careers in the public and private sectors and/or for graduate and professional education. Economics is studied for its own value: it is the science of how human societies satisfy their (seemingly unlimited) material needs with limited material resources.

Economics has two purposes: the comprehension of truthful data and insights about economic behavior, and the principled use of those data and insights for the formation of economic policies. Therefore economics is both positive and normative. At Ave Maria University the study of economics is brought into relation with politics, culture, ethics.

Because the ultimate goal of economics is to understand the truth about the economy and to suggest ethical and appropriate courses of action, the study of Catholic Social Teaching is crucial. Understanding that the economy is a means for the fulfillment of the human person and not the converse, we guide our study of economics by the three pillars of the Social Magisterium: human dignity, solidarity, and subsidiarity. Thus our courses emphasize the primacy of labor, the right to private property, the right to economic initiative, the just regulation of the economy by government, and the role of intermediate organizations.

The faculty of Ave Maria University desires to enable students to appreciate and understand the breadth of economics as an academic discipline, to see its relation to the other academic disciplines, and to provide deep understanding of the many aspects of human experience to which insights of the economist are relevant. Drawing from the Western intellectual tradition, from the data of Revelation, and from the collective wisdom of the discipline, economics at Ave Maria University offers students a better understanding of social reality and a means to improve it.

There is a significant demand for university graduates with a general training in economics. The importance of economics is recognized in business and government as well as in the field of university and college teaching. Employment opportunities for economics majors are available through educational and financial institutions, government agencies, or manufacturing companies. A degree in economics is excellent preparation for graduate study in Law, advanced economics, business administration, and public administration.

The Major consists of six required courses and four electives. Students who are considering graduate school in Economics are strongly encouraged to take two semesters of Calculus, a semester of Linear Algebra, and Introduction to Econometrics.

The Concentration in Development and International Economics

In response to Pope John Paul II's call for greater solidarity between North and South America (cf. *Ecclesia in America*), and as a reflection of its mission to serve the Church and society, Ave Maria University offers a Concentration in Development and International Economics. Students who choose to concentrate in Development and International Economics choose at least three courses among the following: ECO 320, ECO 321, ECO 420, ECO 421.

The Economics Major

Major Courses:

ECO 201 Principles of Macroeconomics
ECO 202 Principles of Microeconomics
ECO 301 Intermediate Macroeconomics
ECO 302 Intermediate Microeconomics
ECO 303 Statistics for the Social Sciences
ECO 315 Catholic Social Teaching and Economic Life

Electives (choose 4)

General Economics Electives

ECO 310 History of Economic Thought
ECO 316 Free Market, Government, and Intermediate Organizations
ECO 403 Introduction to Econometrics
ECO 410 Labor Economics and the Economics of Poverty
ECO 411 The Economics of Government
ECO 450 Special Topics in Economics

Electives in the Concentration in Development and International Economics

ECO 320 The Economics and Ethics of Development
ECO 321 The Economics of Population and the Family
ECO 420 International Trade
ECO 421 International Monetary Economics

Minor in Economics

A minor in Economics can be easily combined with any other major in the University and it provides an excellent foundation for careful and ethical thinking about social and business problems. The minor consists in 4 required courses and 2 upper-division elective courses. The required courses are ECO 201, ECO 202, ECO 303, ECO 315. For the 2 electives, students may choose any two ECO courses beyond the requirements, *except* the courses in the Program in Business Administration.

The Program in Business Administration

Students interested in entering the business world or in pursuing a Masters in Business Administration should select the Business Administration Program within the Economics Major. A solid background in economics provides an excellent foundation to study business. Moreover, the faculty of Ave Maria University desire to emphasize the entrepreneurial spirit of invention and innovation, encouraging initiative and entrepreneurial ability in accord with a fully Christian view of the human person (cf. John Paul II, *Centesimus Annus*). Students who select this concentration will complement the required courses with the preparation of a plan for an original business idea.

The Business Administration Program of the Economics Major aspires to give its students an excellent technical and ethical framework for making business decisions. The Program emphasizes that decision-making should be based on good thinking: a solid theoretical basis that is supported by honestly gathered facts. More importantly, the Program strives to educate students in sound ethical business principles that will help them choose the

good over the convenient. Educated in these principles, our first-rate students will educate the world.

The close integration of the Business Administration Program with the Major gives students a solid theoretical, analytical, and ethical framework. The Business Administration Program itself seeks to give students an excellent understanding of the basic workings of a business and of the financial aspects of running an organization. The curriculum of the Business Administration Program is organized so that it relies on and respects the requirements of the core curriculum and of the Economics major while providing a solid business education. Students choosing the Business Administration Program must take a total of at least twelve courses in the major.

Required Courses:

ECO 201 Principles of Macroeconomics
 ECO 202 Principles of Microeconomics
 ECO 301 Intermediate Macroeconomics
 ECO 303 Statistics for the Social Sciences
 ECO 315 Catholic Social Teaching and Economic Life
 ECO 330 Introduction to Accounting
 ECO 331 Introduction to Finance
 ECO 332 Introduction to Management and Marketing
 ECO 448 Capstone: Project in Entrepreneurship

Electives (Choose 3):

ECO 342 Banking, Money, and Finance
 ECO 430 Investment Theory
 ECO 435 Financial Institutions
 ECO 440 Advanced Corporate Finance
 ECO 445 International Financial Management

Course Descriptions

ECO 201 PRINCIPLES OF MACROECONOMICS

Aggregate demand and supply analysis. National income, the price level, and economic growth. Low inflation and high employment are major goals of economic policy making: consequently, the centerpiece of the course will be a critical examination, in the light of different schools of economic thought, of monetary and fiscal policies aimed at price and income stability.

ECO 202 PRINCIPLES OF MICROECONOMICS

The course will study how, within a market system, individuals and firms use factors of production to satisfy economic needs, emphasizing that the economy is a means and not an end. The course will study the behavior of individuals and firms and market coordination and adjustment by focusing on consumer demand, theories of production and cost, pricing and output under competitive and non-competitive conditions, and factor usage and pricing. The basics of general equilibrium analysis, international trade, the economics of government, natural resource economics, and policies to increase efficiency and diminish inequality and poverty may also be included.

ECO 301 INTERMEDIATE MACROECONOMICS

Deepens the analysis of ECO 201, continuing to examine macroeconomic theories of the determination of national income, employment, the price level, interest rates and economic growth. Includes a study of the trade-off between the economic goals of low unemployment and low inflation, of monetary and fiscal policy to achieve them, and of the policy positions of various schools of thought. Employs standard analytic tools. Prerequisite: ECO 201, ECO 202.

ECO 302 INTERMEDIATE MICROECONOMICS

Deepens the analysis of ECO 202. We will deepen the focus on contemporary theories of consumer and firm behavior, prices, and resource allocation. Examines firm behavior for several market structures, with a critical evaluation of the economic means used to achieve the ends of efficiency and equity. Prerequisite: ECO 201, 202.

ECO 303 STATISTICS FOR THE SOCIAL SCIENCES

Self-contained introduction to statistics with economic applications. Elements of probability theory, sampling theory, statistical estimation, regression analysis, and hypothesis testing. Elementary econometrics and other applications of statistical tools to economic data.

ECO 310 HISTORY OF ECONOMIC THOUGHT

A look at Economics throughout history: from Mercantilism and Physiocracy to contemporary (mainstream and non-mainstream) views. Includes texts of writers such as Smith, Marx, Pope Leo XIII, Marshall, Veblen, Fisher, Keynes, Friedman, Hayek, Galbraith, John Paul II, as well as other 20th century economists. On the understanding that the economy is a means and not an end, particular emphasis is placed on the theories of value, production, and distribution. The course relies on a mixture of primary texts and secondary sources.

ECO 315 CATHOLIC SOCIAL TEACHING AND ECONOMIC LIFE

A study of the interrelation of ethics, and economics, focusing on the key principles of Catholic Social Teaching on the economy. The course examines closely the major papal encyclicals as the major premises of the course and it compares these documents to thinking on ethics by economists. Texts of other writers are included: Augustine, Aquinas, Fanfani, and Novak. Magisterial teaching and the theoretical work of these authors will be applied to historical and contemporary economic issues.

ECO 316 FREE MARKET, GOVERNMENT, AND INTERMEDIATE ORGANIZATIONS

This course studies various ways of organizing an economy and making economic policy through the writings of economists and social philosophers. Most economists have considered alternatives from complete *laissez faire* to total government control, through a mixed economy with varying degrees of government intervention. A major emphasis of this course is studying but also going beyond the market/state dichotomy and introducing intermediate organizations as key to the functioning of a healthy economic society. Texts from pro-free market, pro-state intervention, and pro-subsidiarity thinkers (such as Friedman, Hayek, Roepke, Okun, Galbraith, Heilbrunner, Etzioni, Nell-Breunning,

Belloc, Schumacher, and others, including Scholastic thinkers) are included.

ECO 320 THE ECONOMICS AND ETHICS OF DEVELOPMENT

Economic problems of developing countries in Latin America, Asia, and Africa examined in terms of their causes, consequences and possible solutions. In the context of developing countries, we will study: institutions, historical lessons and theories; poverty and inequality; urban-rural migration; education, agriculture, and the environment; trade, finance, and the balance of payments; the role of the State. Integrated with an analysis of the ethics of development (for example, in regards to industrialization and technology, globalization, state intervention versus privatization, etc.), focusing on the goals of development and the strategic principles of development ethics, such as participation, solidarity, and subsidiarity. Prerequisites: ECO 201, 202.

ECO 321 THE ECONOMICS OF POPULATION AND THE FAMILY

An examination of the economic issues of population growth and of the family: the history and development of the modern population question, from Malthusian and neo-Malthusian theory to Planned Parenthood and the Rockefeller Foundation; a study of the resources available to humanity and to our environment; a critical examination of the "overpopulation" argument; a study of the suitability of governmental versus individual determination of responsible parenthood; United States and United Nations policy regarding population control; economic arguments for the family (e.g., human capital arguments) and economic arguments against (e.g., feminist arguments); the economic effects of teenage pregnancy, abortion, contraception, divorce, and cohabitation, esp. on poverty and inequality; governmental economic policies that promote (or hinder) healthy families.

ECO 403 INTRODUCTION TO ECONOMETRICS

Introduction to econometric models and techniques, emphasizing regression. Advanced topics include instrumental variables, panel data methods, measurement error, and limited dependent variable models. Includes problem sets. Prerequisite: ECO 301, 302, 303.

ECO 420 INTERNATIONAL TRADE

The theory of international trade, comparative advantage and the factor endowments explanation of trade, analysis of the theory and practice of commercial policy, economic integration. International mobility of capital and labor; the North-South debate. Prerequisites: ECO 201, 202.

ECO 421 INTERNATIONAL MONETARY ECONOMICS

An introduction to monetary problems in international settings, with particular emphasis on the evolution of the world monetary system since 1945 and current policy problems. Topics include macroeconomics of the open economy under fixed and flexible exchange rates, international adjustment under the gold standard, the Bretton Woods agreement, the transition to flexible exchange rates, reform of the international monetary system, the Eurocurrency markets, currency crises, and dollarization. Prerequisites: ECO 201, 202.

ECO 430 LABOR ECONOMICS AND THE ECONOMICS OF POVERTY

Theory and evidence concerning the functioning of the labor market. Particular emphasis on the roles played by government and institutions. Topics include minimum wages, labor market effects of social insurance and welfare programs, the collective bargaining rela-

tionship, discrimination, human capital, and unemployment. Also examines the role of technology, class, gender, race, and law through a historical discussion. The economics of poverty are analyzed through an examination of the extent and causes of poverty, mainly in the United States. The current system of government programs to combat poverty is analyzed. Economic studies integrated with insights from other social sciences. Prerequisite: ECO 201, 202.

ECO 431 THE ECONOMICS OF GOVERNMENT

Normative and positive economic theories of the role of governmental agencies in the economy; public goods, externalities; discussion of the appropriate level of government for collective action (subsidiarity); redistribution and social insurance; examination of government budgets; cost-benefit analysis, impact of governmental rules and regulations; choice of optimal taxation in regards to efficiency and equity; deficits and debts. Prerequisite: ECO 202.

ECO 450 SPECIAL TOPICS IN ECONOMICS

Topics vary from year to year at the discretion of the faculty. These may include:

ECONOMIC HISTORY OF EUROPE AND THE UNITED STATES

A look at how Western societies have solved the economic problem through history, from the Ancient World, through the Middle Ages, the Renaissance, and the Industrial Revolution, to modern mixed capitalism.

POLITICAL ECONOMY

An introduction to the voting theory and other alternative theories of the interaction between economic policy, interest groups, and elections in democracies. Prerequisites: ECO 201, 202.

ECONOMIC DEVELOPMENT IN LATIN AMERICA

Institutional characteristics of Latin America. Focus on a historical examination of the roots of under-development in Latin America. Formal analysis of the key problems and the policies prescribed for their solution. Prerequisites: ECO 201, 202. Recommended: 320.

Courses in the Business Administration Program

ECO 330 INTRODUCTION TO ACCOUNTING

This course studies the use and development of financial information about economics organizations, with emphasis on the decision-usefulness of financial statements. It stresses the relation of accounting to economic activity, organizing information for decision making, the resource acquisition information, the uses of cash and non-cash resources, the accounting for selling and manufacturing activities, and the information needs of multiple owners, lenders and equity holders, budgets and cost analysis. Pre-requisites: ECO 201, ECO 202.

ECO 331 INTRODUCTION TO FINANCE

This course is an in-depth and quantitative examination of the principles of financial decision-making. Students learn the concept of value maximization, mathematics of finance, valuation of financial securities, capital investment evaluation, estimation of required rates of return, financial statement analysis, and the economic theory of capital structure.

Pre-requisites: ECO 201, ECO 202.

ECO 332 INTRODUCTION TO MANAGEMENT AND MARKETING

This course is divided in two parts. The first part is study of the management process, including planning, staffing, directing, and controlling. Emphasis is placed on executive leadership, organizational behavior, and management theory. The second part is a study of markets, institutions, and the environment in which business firms operate with attention to the effect these facets, forces, and issues have on the firm's overall marketing strategy. Pre-requisites: ECO 201, ECO 202.

ECO 342 BANKING, MONEY, AND FINANCE

Nature of money, debt, and credit; financial markets and institutions in the U.S.; Central Banking and the conduct of monetary policy; relations between money and economic activity. Focused on an asset demand, equilibrium, supply and demand in financial markets, profit maximization, transaction costs and asymmetric information, and aggregate demand and supply. Prerequisites (can be taken concurrently): ECO 301, ECO 202.

ECO 430 INVESTMENT THEORY

This is an advanced course covering investment theory, financial markets and financial instruments. The topics of security analysis, options and futures are also introduced. Pre-requisites: ECO 202, ECO 331.

ECO 435 FINANCIAL INSTITUTIONS

This course examines the theory and practice of financial firms and the markets in which they operate. It analyzes the role of various financial intermediaries in the transfer of funds between economic units. Management issues and problem-solving techniques are emphasized through the use of case studies. Topics covered include the structure and regulation of the financial industry, sources of funds, liquidity management, credit standards and lending operations, investment policies and practices. Prerequisites: ECO 301, ECO 330, ECO 331.

ECO 440 ADVANCED CORPORATE FINANCE

The course provides a sound conceptual framework within which a wide variety of corporate financial policy decisions can be evaluated. The course builds upon and extends the topics of ECO 302. Topics covered include risk and return, capital structure theory, dividend policy, corporate restructuring, leasing and advanced capital budgeting. This course combines class lectures and case discussions in order to blend theory and practice. Pre-requisite: ECO 301, ECO 330, ECO 331.

ECO 445 INTERNATIONAL FINANCIAL MANAGEMENT

International aspects of corporate financial management focusing on financial problems unique to firms doing business overseas. Topics covered include exchange rate determination, exchange exposure, political risk, direct foreign investment, international capital markets, funds management, international banking, and financing trade. Prerequisite: ECO 301, ECO 330, ECO 331.

ECO 448 CAPSTONE: PROJECT IN ENTREPRENEURSHIP

Great ideas for daring and inventive businesses have come out of a business plan prepared

The Economics Major

for a class (for example, Federal Express). Students are encouraged to look beyond mere acquisition of skills and see entrepreneurship as an adventure, exciting for its own sake, and rewarding in terms of creating value of society. The lecture portion of this course introduces students to the basic concepts and skills required to understand the nature of entrepreneurship, recognize opportunity, and assemble the resources to start a new business. Students will learn the concepts involved in financing, operating, and assuring the continued existence of a new venture. On the basis of these concepts and those learned in other Business Administration classes, students write a faculty-directed business and financial plan for a small-business start up. Emphasis will be placed on the development of an original business idea, its feasibility and its operation, and the presentation of the plan in oral and written form. Prerequisite: three courses in the Business Administration Program. Open only to Business Administration students.



Typical Plan—Economics Major

Freshman Year

<i>FALL Semester 1</i>	<i>Credit Hours</i>	<i>SPRING Semester 2</i>	<i>Credit Hours</i>
4 courses	16	4 courses	16
MTH 100, 120, 150 or 151	4	THL 105 Sacred Scripture	4
LIT 103 Classic Epics	4	LIT 104 Medieval Typ.	4
LAT 101 Elem. Latin	4	HST 102 Modern Hist.	4
HST 101 Anc. & Med. Hist.	4	LAT 102 Intermed. Latin	4
Arts Practicum	0		

Sophomore Year

<i>FALL Semester 3</i>	<i>Credit Hours</i>	<i>SPRING Semester 4</i>	<i>Credit Hours</i>
4 courses	16	4 courses	16
PHL 205 Human Person	4	PHL 206 Ethics	4
Science I with lab	4	Science II with lab	4
THL 205 Sacred Doc.	4	HST 203/POL-203 U.S. Civ.	4
ECO 201 Princip. Macroecon.	4	ECO 202 Princip. Microecon.	4
Arts Practicum	0		

Junior Year

<i>FALL Semester 5</i>	<i>Credit Hours</i>	<i>SPRING Semester 6</i>	<i>Credit Hours</i>
4 courses	16	4 courses	16
ECO 301 Inter. Macroecon.	4	ECO 302 Inter. Microecon.	4
ECO 315 Catholic Social Teaching	4	ECO 303 Stats for Soc Sci	4
Elective	4	Elective	4
Elective	4	Elective	4

Senior Year

<i>FALL Semester 7</i>	<i>Credit Hours</i>	<i>SPRING Semester 8</i>	<i>Credit Hours</i>
4 courses	16	4 courses	16
Economics Elective	4	Economics Elective	4
Economics Elective	4	Economics Elective	4
Elective	4	PHL 400 Phil. Perspectives	4
Elective	4	THL 400 Living in Christ	4

Typical Plan— Business Administration Program

Freshman Year

<i>FALL Semester 1</i>	<i>Credit Hours</i>	<i>SPRING Semester 2</i>	<i>Credit Hours</i>
4 courses	16	4 courses	16
MTH 100, 120, 150 or 151	4	THL 105 Sacred Scripture	4
LIT 103 Classic Epics	4	LIT 104 Medieval Typ.	4
LAT 101 Elem. Latin	4	HST 102 Modern Hist.	4
HST 101 Anc. & Med. Hist.	4	LAT 102 Intermed. Latin	4
Arts Practicum	0		

Sophomore Year

<i>FALL Semester 3</i>	<i>Credit Hours</i>	<i>SPRING Semester 4</i>	<i>Credit Hours</i>
4 courses	16	4 courses	16
PHL 205 Human Person	4	PHL 206 Ethics	4
Science I with lab	4	Science II with lab	4
THL 205 Sacred Doc.	4	HST 203/POL-203 U.S. Civ.	4
ECO 201 Princip. Macroecon.	4	ECO 202 Princip. Microecon.	4
Arts Practicum	0		

Junior Year

<i>FALL Semester 5</i>	<i>Credit Hours</i>	<i>SPRING Semester 6</i>	<i>Credit Hours</i>
4 courses	16	4 courses	16
ECO 301 Inter. Macroecon.	4	ECO 331 Intro to Finance	4
ECO 315 Catholic Social Teaching	4	ECO 332 Intro Man. and Market.	4
ECO 330 Intro to Accounting	4	ECO 303 Stats for Soc Sci	4
Elective	4	Elective	4

Senior Year

<i>FALL Semester 7</i>	<i>Credit Hours</i>	<i>SPRING Semester 8</i>	<i>Credit Hours</i>
4 courses	16	4 courses	16
Business Admin. Elective	4	ECO 448 Entrepren. Project	4
Business Admin. Elective	4	Business Administration Elective	4
Elective	4	PHL 400 Phil. Perspectives	4
Elective	4	THL 400 Living in Christ	4

The History Major

The major in history exists because of that special environment in which man lives: time. History is a way of understanding the ways men and their societies change over time. Furthermore, history properly understood should focus not just on the events and changes, but also on the reasons for those changes. Thus, history stresses more than just knowledge of places or facts; rather, it stresses analysis and insight. For the Catholic, history assumes a special importance. By the fact of the Incarnation, at a specific place, in a specific time, God Himself has sacralized human life, and, indeed, time itself. The Catholic believes that history begins in God and ends in God.

History serves to instill in its practitioners a number of qualities. The ability to analyze and understand is paramount to an understanding of history. The ability to express oneself well, be it in speech or in prose, is crucial. The ability to adopt a critical sense of one's material is important, as is the ability to read accurately and well. Students should be able to cultivate a historical sense that will free them from the presuppositions of their own era, and teach them empathy for other peoples and places. History has long been considered the ally of the statesman and lawyer, and serves these professions well. Finally, as Cicero noted, "To be ignorant of what happened before you were born is to live the life of a child forever." At the dawn of a new millennium, when so many people around the world are emerging from political tyranny, history aids in the attempt to establish or maintain societies striving for an ordered liberty.

The history major begins with a three-semester core program that is required for all undergraduates. It is not intended to produce historians; rather, it has a number of other aims. First, it is meant to provide a framework and background for the University's curriculum such that students can develop an understanding of the historical context in which the other subjects they are studying arose. Second, it is meant to give all students a sense of era and period, a sense of history. Third, it is meant to give the students a common culture and context for discussing and interactions based on their knowledge of history. As part of this common culture, the curriculum is designed to impart an appreciation of the glories of their inherited Catholic faith. Finally, it is meant to assist the other departments at the University in the inculcation of analytical skills for critical thinking and reading, as well as good prose style and writing habits, in Ave Maria students.

After the core courses have provided an overview of history, history majors are expected to take a total of six 300-level courses. Finally, in the senior year, the student is required to take two courses: one, a general course in Historiography and historical sources and methods, to train the student in the craft of history; another, a Senior Seminar, to train the student for potential graduate work.

The History Major

Core Courses:

HST 101 Ancient and Medieval History
HST 102 Modern History
HST 203/POL 203 American Civilization

Major Courses:

HST 401 Historiography
HST 402 History Seminar

Electives (must choose 6):

HST 300 Ancient and Near Eastern
HST 301 Ancient Greece
HST 302 Rome
HST 303 Medieval Europe I
HST 304 Medieval Europe II
HST 305 Renaissance and Reformation
HST 306 Early Modern Europe
HST 307 19th Century
HST 308 20th Century
HST 309 Church History
HST 311 Colonial America
HST 312 Revolution to Republic
HST 313 The Early American Republic
HST 314 Civil War and Reconstruction
HST 315 America: 1877-1941
HST 316 Modern America
HST 317 Catholic Church in America
HST 318 Latin America

Minor in History

A Minor in History is available. Please see the department chair for details.

Course Descriptions

HST 101 ANCIENT AND MEDIEVAL HISTORY

This unit will cover the rise of the Christian West, from its pagan origins to the eve of the Protestant Reformation. It is meant to work in conjunction with LIT 103 Classic Epics, and will help the students appreciate the roots and some of the glories of Catholic culture.

HST 102 MODERN HISTORY

This class will go from the sixteenth century to the present, covering the Protestant, Scientific, Industrial, and French Revolutions, the Napoleonic and Romantic era, the age of nationalism, and the often-troubled twentieth century. It is intended to make the student aware of the breakdown of the medieval synthesis and reorientation of society along modern lines.

HST 203 AMERICAN CIVILIZATION

This course will cover the major events and themes in the development of the American Republic, from its colonial origins to the present day. Special concentration will be paid to the development of the American political system, and this course will be cross-listed in the political science department. It is meant to provide special background for U.S. students interested in the history of their own nation, as well as Ave Maria's foreign students who are interested in the history of their host country. This course is cross-listed at a political science course: POL 203.

HST 300 ANCIENT AND NEAR EASTERN

This course will cover human civilization from its very beginnings. Paleolithic and Neolithic man will be covered, but most attention will be paid to Bronze-Age cultures, chiefly those of Mesopotamia, Egypt, Asia Minor, and Palestine. Particular attention will be paid to the thought and seminal influences of these cultures on Western Civilization.

HST 301 ANCIENT GREECE

Beginning with the Minoan age, this course will survey the development of Greece to the Hellenistic era. Topics include the Mycenaean Invasions, the development of the *polis*, growth of Athens and Sparta, the Persian Wars, the Peloponnesian Wars, and the conquests of Alexander the Great. Particular attention will be paid to Greek culture.

HST 302 ROME

A survey of the history of Rome beginning with the Etruscans and ending with the imperial era. Topics include royal Rome, early wars for conquest, the struggle of the orders, the Punic Wars, Roman imperialism, the development of Roman culture, and the crisis of the Republic.

HST 303 MEDIEVAL EUROPE I

The history of the Christian West from the fall of Rome to the end of the 11th century. Topics include the decline of Rome, Germanic successors to Rome, the rise of Byzantium and Islam, the development of the papacy, the Carolingian empire, the Ottoman age, and the investiture controversy.

HST 304 MEDIEVAL EUROPE II

Covers the intellectual, political, and cultural flowering of Europe from the twelfth to the fifteenth centuries. Topics include the twelfth-century renaissance, the development of the papacy, the emergence of the friars movement, and the transition to the modern nation-state.

HST 305 RENAISSANCE AND REFORMATION

This course covers the cultural flowering of Europe in the fourteenth through the sixteenth centuries. Events covered include the Black Death, the Hundred Years' War, the Babylonian Captivity of the papacy, the French invasions of Italy, pre-Lutheran reformers, Luther, Calvin, Zwingli, and other reformers. Topics covered include the rise of humanism, nominalism and Protestantism, and their effects on contemporary institutions.

HST 306 EARLY MODERN EUROPE

This course is a study of the history of the West from the Reformation to the fall of Napoleon. Particular attention will be paid to the series of Revolutions of this era: Scientific, Agricultural, Industrial, American, and French, as well as the Napoleonic Wars.

HST 307 NINETEENTH-CENTURY EUROPE

History from Napoleon to the dawn of the 20th century, with special attention paid to Britain, viewed against the rise of revolutionary political and social thought.

HST 308 TWENTIETH-CENTURY EUROPE

History from the end of the Victorian era to the end of the Cold War, with special attention paid to the United States, viewed against the military actions of the 20th century and the rise of totalitarian institutions.

HST 309 CHURCH HISTORY

The development of the Church from the time of the apostles to the present. This course is meant to be of special interest to non-history majors, and act as an elective course for those interested in deepening their knowledge of the historical background of their faith.

HST 311 COLONIAL AMERICA

The development of early America, from native Indian cultures, to the early Spanish and French explorers, to the growth of British North America before 1763.

HST 312 REVOLUTION TO REPUBLIC

The emergence of the American nation, from the American War of Independence, to the Confederation, to the Constitution, and finally to the early Republic.

HST 313 THE EARLY AMERICAN REPUBLIC

The development of America from 1816 to 1860, covering the Louisiana Purchase, westward expansion, Jacksonian democracy, Manifest Destiny, and the beginnings of the controversy over slavery.

HST 314 CIVIL WAR AND RECONSTRUCTION

Covers events leading up to the Civil War and ending during Reconstruction circa 1877. Topics will include the industrial character of the North and agrarian character of the South, the slavery debates, secession, the battles of the Civil War, and Reconstruction.

HST 315 AMERICA: 1877-1941

Deals with the era between 1877 and the beginning of WWII, focusing attention on the transformation of America from an agricultural nation into an industrial giant and a world power.

HST 316 MODERN AMERICA

Covers America from its entry into the Second World War to the present, with focus on American world leadership, the Cold War, the social revolution of the 1960's and 1970's, and the information-based society of the present.

HST 317 THE CATHOLIC CHURCH IN AMERICA

Traces the development of the Catholic faith in the United States from colonial times, through the development of immigrant churches, to the post-Vatican II era.

HST 318 LATIN AMERICA

Surveys the development of Latin America from pre-Colombian times to the present. Emphasis is placed on the religious, political, social, and economic development of the region, with particular attention to the growth of nationalism and the various movements for independence.

HST 320 BYZANTINE CULTURE

The development of Christendom's first great ally and rival. Covers the development of Byzantium from its Greek roots, establishment by Constantine, assumption of the Roman imperium, expansion, decline, and 15th-century fall. Particular attention will be paid to the Byzantine cultural legacy in the modern Slavic nations.

HST 321 ASIAN CULTURE

The development of human civilization in Asia, with particular emphasis on its role as the bearer of Confucian culture. Topics will focus chiefly on China and Chinese civilization, and the way in which it influences its neighboring cultures, with particular attention to Japan.

HST 322 ISLAMIC CULTURE

The growth of Christianity's chief rival culture. Topics include early Arabian history, the rise of Muhammad, the Ummayyad, Abbasid, and Mameluke eras, and the rise and decline of the Ottoman Empire. Particular attention will be paid to the cultural influence of early Islam.

HST 401 HISTORIOGRAPHY

Study in the philosophy of history and the methods of various sample historians. Methods and instruments of research will also be stressed. Successful completion of this course is required for graduation with a degree in history.

HST 402 HISTORY SEMINAR

An advanced seminar in a particular topic in either American or European history, such as the history of science, World War II, history of Christian monasticism, and so on. Seminar topics will vary from year to year. This course is meant to prepare the student for graduate study in history, although the course can be taken by non-majors. Enrollment will be strictly limited to keep the seminar small. Successful completion of this course is required for graduation with a degree in history.

Typical Plan—History Major

Freshman Year

<i>FALL Semester 1</i>	<i>Credit Hours</i>	<i>SPRING Semester 2</i>	<i>Credit Hours</i>
4 courses	16	4 courses	16
MTH 100, 120, 150 or 151	4	THL 105 Sacred Scripture	4
LIT 103 Classic Epics	4	LIT 104 Medieval Typ.	4
LAT 101 Elem. Latin	4	HST 102 Modern Hist.	4
HST 101 Anc. & Med. Hist.	4	LAT 102 Intermed. Latin	4
Arts Practicum	0		

Sophomore Year

<i>FALL Semester 3</i>	<i>Credit Hours</i>	<i>SPRING Semester 4</i>	<i>Credit Hours</i>
4 courses	16	4 courses	16
PHL 205 Human Person	4	PHL 206 Ethics	4
Science I with lab	4	Science II with lab	4
THL 205 Sacred Doc.	4	HST 203/POL-203 U.S. Civ.	4
Elective	4	Elective	4
Arts Practicum	0		

Junior Year

<i>FALL Semester 5</i>	<i>Credit Hours</i>	<i>SPRING Semester 6</i>	<i>Credit Hours</i>
4 courses	16	4 courses	16
History elective	4	History elective	4
History elective	4	History elective	4
Elective	4	Elective	4
Elective	4	Elective	4

Senior Year

<i>FALL Semester 7</i>	<i>Credit Hours</i>	<i>SPRING Semester 8</i>	<i>Credit Hours</i>
4 courses	16	4 courses	16
HST 401 Historiography	4	HST 402 History Seminar	4
History elective	4	History elective	4
Elective	4	PHL 400 Phil. Perspectives	4
Elective	4	THL 400 Living in Christ	4

The Literature Major

Literature is an embodiment, indeed, an incarnation, of a culture's and an artist's deepest vision of life. Through a specific temporal set of heroes and actions, literature projects its vision of the eternal, while lovingly depicting what is most meaningful about the present. For those, then, who wish to understand the human soul, literary study is an essential part of an education. The University faculty holds that close reading of great literary works imparts wisdom and is, in fact, one of the modes of perceiving truth. The Department faculty goes further. Literature is the most encompassing and the most architectonic of disciplines, best understood not only in intimate relation to theology, philosophy, and history, but also as synthesizing and ordering the insights of these modes of knowledge. Moreover, as Dante well understood, the imagination, through *poiesis*—the capacity to represent—is the faculty most adept at apprehending truth so as to make it present and immediate to the human person; poetry is, in Allen Tate's fine phrase, "knowledge carried to the heart." Finally, literary study's special interest in perspective, form, tone, nuance, setting, wit, and irony goes far in shaping a subtle intelligence that appreciates the complexity and fulsomeness of truth.

The University courses in literature introduce students to the classics of the West so that they may better understand themselves and their world by understanding what the best authors have thought about the most important questions—questions about human purpose, the relationship between God and the human person and between man and woman, the foundations of knowledge, and the basis of human community. Thus, in the core classes we read the most ambitious and comprehensive authors—Homer, Aeschylus, Virgil, Dante, and Shakespeare—and we listen in on the great conversation between them. The courses in the major sequence build upon this base, as we continue to study the classics of the Western literary tradition, but students also take classes organized around specific periods, genres, and authors so that they acquire a deeper knowledge of historical development, literary form, and a single great mind's full vision. In addition, courses in the major introduce students to the most important authors of English and American literature.

Literary studies call for serious practice in composition. Writing assignments are both interpretive—requiring the application of logical thought to give voice to aesthetic insights and to test emotional impressions—and scholarly, in the sense that students must show evidence of research by documentation from primary and secondary sources.

Literature majors take eleven courses as described below, providing them with a depth and range of understanding of Western literature that gives them the ability to make serious and well-informed judgments about primary and, to a lesser degree, secondary works.

Every student seeking to complete a major in Literature must pass a comprehensive examination. The student will take the test at the beginning of the spring semester of his senior year and will have the opportunity to re-take the test until he passes. Students will be tested over their knowledge of the Western literary tradition including English and American lyric poetry, literary periods, and the development of the novel, and in their ability to analyze poetry. Questions will be drawn from works they have read in the Core and the major courses.

Core Courses:

LIT 103 Literary Tradition I

LIT 104 Literary Tradition II

Major Courses:

LIT 205 Medieval Literature

LIT 206 Shakespeare

LIT 307 Early Modern Literature

LIT 309 Romanticism

LIT 310 The Novel

LIT 411 American Literature

LIT 412 Twentieth Century Literature

LIT 490 Senior Seminar

Elective Courses (Choose one):

LIT 415 Special Topics

LIT 420 Literary Theory

Minor in Literature

The minor in Literature allows students majoring in another discipline to develop a concentration in Literature. In addition to the two core literature courses, students must complete four other literature courses of their choice.

Course Descriptions**LIT 100 INTRODUCTION TO ENGLISH COMPOSITION**

This course is primarily designed for those who need help with two basic skills: writing grammatically correct *sentences* in conformity with the rules of standard formal English and preparing intelligible college level-essays. Course topics will include: proper use of standard English grammar, punctuation, and spelling; constructing correct and readable sentences; fundamentals of style and argument. Students are assigned this course on the basis of writing diagnostic exams offered at the beginning of LIT 103 and 104. (zero credit)

LIT 103 LITERARY TRADITION I

This course will introduce students to the foundational epics of the West, Homer's *Iliad* and *Odyssey*, and Virgil's *Aeneid*. These works involve worlds of strife wherein the hero must find his correct relation to family, nation, and the divine through *agon* and quest. Aeschylus' *Oresteia* or Sophocles' *Oedipus Rex* will present the same struggles in a more compressed world, where fate and human responsibility are intricately examined.

LIT 104 LITERARY TRADITION II

A continuation of 103 in which many of the same themes are re-examined in light of their consideration by later Christian and modern concerns. Readings are from major works of the medieval, Renaissance, and Modern periods, and shall include *Beowulf*, Dante's *Divine Comedy*, Shakespeare's plays or verse, 17th Century poets, and some modern narrative.

LIT 205 MEDIEVAL LITERATURE

The study of medieval writings, including their relation to the Christian pattern of reading and composition, which refers stories allegorically to biblical and other figures with spiritual meanings.

LIT 206 SHAKESPEARE

This course studies the plays and poems of possibly the most significant poet of the English language. The class may consider Shakespeare from a variety of perspectives, including the influence of medieval dramas; Renaissance humanism and Reformation controversy; or Shakespeare's contribution to psychological realism and the development of a modern consciousness.

LIT 307 EARLY MODERN LITERATURE

The study of the major writers of the era in light of their contribution to modernity: especially, the shifts in religion, politics, philosophy, and science.

LIT 309 ROMANTICISM

The study of the poets of the Romantic era and their Victorian successors. Topics may include Romanticism as a reaction against and development of the Enlightenment; new ideas about the self, the imagination, experience, nature, and the supernatural; the poet in relation to society.

LIT 310 THE NOVEL

The study of the novel from the late eighteenth century to the early twentieth century. Topics may include the novel and modernity, including its social upheavals; the protagonist and society; Romanticism and conservative reaction.

LIT 311 AMERICAN LITERATURE

The study of major American writers primarily of the nineteenth and twentieth centuries. Topics may include the tension in the American experience between the religion and culture of the Puritans and emerging deist and agnostic trends growing in the wake of modern science and the Industrial Revolution; the development of a democratic sensibility; the tensions and fruitfulness generated by the meeting of the New World with the Old; the Southern Renaissance.

LIT 412 TWENTIETH CENTURY LITERATURE

The study of twentieth century literature, particularly of modernism, including developments from and reactions against it.

LIT 415 SPECIAL TOPICS

This course may be dedicated to particular themes, authors, genres or time periods appropriate to the advanced study of literature.

LIT 420 LITERARY THEORY

An examination of the tradition of Western literary theory. Students will familiarize themselves with ancient, medieval, and modern approaches to literary criticism so as to prepare themselves for a senior thesis which will demand of them not only a mastery of one work of literature of their choosing but also an ability to converse with the relevant critical literature on their subject.

LIT 490 SENIOR SEMINAR

This course will focus on one or two great authors or a distinct literary movement that is not normally treated in such full detail. The course will ground a student in the world of thought from which an author emerges and the whole lifework which expresses his art and ideas. The students will complete their senior thesis as a component of this course.

Typical Plan—Literature Major

Freshman Year

<i>FALL Semester 1</i>	<i>Credit Hours</i>	<i>SPRING Semester 2</i>	<i>Credit Hours</i>
4 courses	16	4 courses	16
MTH 100, 120, 150 or 151	4	THL 105 Sacred Scripture	4
LIT 103 Literary Trad I	4	LIT 104 Literary Trad II	4
LAT 103 Elem. Latin	4	LAT 104 Intermed. Lat.	4
HST 103 Anc. & Med. Hist.	4	HST 104 Modern Hist.	4
Arts Practicum	0		

Sophomore Year

<i>FALL Semester 3</i>	<i>Credit Hours</i>	<i>SPRING Semester 4</i>	<i>Credit Hours</i>
4 courses	16	4 courses	16
PHL 205 Human Person	4	PHL 206 Ethics	4
Science I with lab	4	Science 2 with lab	4
THL 205 Sacred Doctrine	4	HST 203/POL-203 U.S. Civ.	4
LIT 205 Medieval Lit.	4	LIT 206 Shakespeare	4
Arts Practicum	0		

Junior Year

<i>FALL Semester 5</i>	<i>Credit Hours</i>	<i>SPRING Semester 6</i>	<i>Credit Hours</i>
4 courses	16	4 courses	16
LIT 307 Early Mod. Literature	4	LIT 310 The Novel	4
LIT 309 Romanticism	4	LIT 311 American Literature	4
Elective	4	Elective	4
Elective	4	Elective	4

Senior Year

<i>FALL Semester 7</i>	<i>Credit Hours</i>	<i>SPRING Semester 8</i>	<i>Credit Hours</i>
4 courses	16	4 courses	16
LIT 412 20th Century Lit.	4	LIT 490 Senior Seminar	4
Literature Elective	4	THL 400 Living in Christ	4
Elective	4	PHL 400 Phil. Perspectives	4
Elective	4	Elective	4

The Mathematics Major

Mathematics is and has always been an essential component of a liberal education and as such is fully integrated into the academic life of Ave Maria University. In the medieval groupings of the liberal arts into *Trivium* and *Quadrivium*, the latter four are all intrinsically mathematical in nature. The abstraction, formality, and rigor of mathematical reasoning, derivation, and proof instill in the practitioner habits of logic, precision, clarity, and patience. There is also an aesthetic beauty associated with mathematical objects which is transcendent and yet accessible.

The mathematics program aims to convey three distinct aspects of mathematics to diverse constituencies in the University. Mathematics is: a Mode of Formal Reasoning in the tradition of the *Quadrivium*; a Practical Art in application to the quantitative sciences; a Discipline in its own right.

The program offers the opportunity for students to major in mathematics, or to have a minor in mathematics or physics in conjunction with a major in another area of study, or to simply take classes on the basis of interest.

The mathematics major is especially suited for persons who wish to embark on an academic career in mathematics, or for those with mathematical aptitude who desire strong rigorous undergraduate preparation for a career in a technical field such as actuarial science, engineering, quantitative natural or social sciences, or a profession such as teaching, medicine, or law.

The Mathematics Core

Core Courses (one required);
MTH 100 Number, Magnitude, Form
MTH 120 Finite Mathematics
MTH 150 Functions
MTH 151 Calculus I

The mathematics Core requirement is typically satisfied in the fall semester of one's freshman year. A process has been instituted to facilitate the selection of a suitable core course from the above-mentioned palette. First, the office of the registrar makes a recommended assignment based upon standardized test scores and other application data. Students may change this selection. All students are required to take a placement test during orientation to confirm their readiness for the various mathematics courses that fulfill the core mathematics requirement.

The Mathematics Major

The mathematics major consists of a variable number of courses (ten to thirteen) depending on one's point of entry into the program. Students must take — or otherwise receive credit for — all seven of the required courses in mathematics enumerated directly below.

Physics classes satisfy the Core science requirement. In addition students must take a minimum of four elective courses from the list below. Completion of MTH 490 Senior Seminar under the guidance of a faculty member in Mathematics or a closely allied discipline is also required. Elective credits may be earned through faculty guided participation in MTH 491 Research Experience for Undergraduates.

Major Courses:

MTH 151 Calculus I
MTH 250 Calculus II
MTH 251 Vector Calculus
MTH 270 Scientific Programming
MTH 310 Algebraic Structures
MTH 330 Probability
MTH 490 Senior Seminar

Required Core Science Courses:

PHY 221 University Physics I
PHY 222 University Physics II

Elective Courses (Four Required):

MTH 201 History of Mathematics
MTH 230 Statistics
MTH 252 Ordinary Differential Equations
MTH 311 Linear Structures
MTH 312 Number Theory
MTH 350 Real Analysis
MTH 351 Complex Analysis
MTH 352 Partial Differential Equations
MTH 491 Research Experience for Undergraduates

Minor in Mathematics

The mathematics minor program consists of a total of at least six courses in mathematics. MTH 150 Functions may count as one of the six, whereas MTH 120 Finite Mathematics and MTH 100 Number, Magnitude and Form may not.

Minor in Physics

The physics minor program consists of a total of at least six courses in physics selected from the lists that follow.

Required courses for the minor in physics:

PHY 221 University Physics I (satisfies the Core science requirement)
PHY 222 University Physics II (satisfies the Core science requirement)
PHY 323 University Physics III

Elective courses for the minor in physics (at least three are needed):

PHY 330 Classical Mechanics



The Mathematics Major

PHY 341 Thermodynamics and Statistical Mechanics
PHY 350 Electricity and Magnetism
PHY 361 Quantum Mechanics I
PHY 362 Quantum Mechanics II
PHY 390, PHY 391 Special Topics in Physics

The minor program in physics is intended to serve students who are interested in academic preparation for a technical or academic career, and as such enlarges the scope of the mathematics program.

There is no single plan for the mathematics major. There are four standard worksheets displaying recommended sequences of courses leading to the fulfillment of the mathematics program requirements in four years with no overload. This proliferation of plans arises because students may enter into the program by taking any one of the mathematics Core courses in the fall of the freshman year, or can receive credit for AP Calculus at the discretion of the department. These plans are not quoted here, but copies are available through the department.

Course Descriptions

MTH 100 NUMBER, MAGNITUDE, FORM

The development of the concepts of number, magnitude, and form in mathematics. Topics include the natural numbers, the real numbers, and transfinite numbers; length, area, volume, dimension, and fractals; and knots. Emphasis is on the understanding of ideas and the ability to express them through mathematical arguments.

MTH 120 FINITE MATHEMATICS

Application of quantitative tools as an aid to problem solving in a variety of areas. Topics include solution techniques for systems of linear equations and inequalities, basic principles of probability and statistics, elementary finance, Markov chains, matrices, and more.

MTH 150 FUNCTIONS

A survey of the fundamental mathematical functions and their applications including the linear, absolute value, polynomial, rational, exponential, and logarithmic functions.

MTH 151 CALCULUS I

Differential and elementary integral calculus of functions of one variable. Topics include limits, continuity, derivatives, linear approximation, the Fundamental Theorem of Calculus, and elementary techniques of integration. MTH 150 or placement required.

MTH 201 HISTORY OF MATHEMATICS

The history of mathematics from its origins to the present with an emphasis on significant problems and their solutions. MTH 151 or permission of instructor required.

MTH 230 STATISTICS

Introduction to statistical inference. Basic probability, descriptive statistics, sampling distributions, parameter estimation, tests of hypotheses, chi-square tests, regression analysis, analysis of variance, and nonparametric tests. MTH 151 required.



MTH 250 CALCULUS II

Continuation and extension of Calculus I. Topics include more advanced integration techniques, limits and improper integrals, vector-valued functions of a single variable, scalar-valued functions of N variables, partial derivatives, geometric volumes, sequences and series. MTH 151 required.

MTH 251 VECTOR CALCULUS

Calculus of functions in several variables. Topics include the geometry of Euclidean space, vector algebra, forms, matrices, vector-valued functions, the inverse and implicit function theorems, line and surface integrals, differential forms, and the theorems of Green, Gauss, and Stokes. Applications to physics. MTH 250 required.

MTH 252 ORDINARY DIFFERENTIAL EQUATIONS. An introduction to the theory of ordinary differential equations with an emphasis on methods of solution. Topics include first-order equations, existence and uniqueness, linear equations, equations with constant coefficients, variation of parameters, Laplace transforms, series solutions, systems of equations, numerical methods. MTH 251 required

MTH 270 SCIENTIFIC PROGRAMMING

An introduction to programming via the solution of various problems in mathematics and the sciences. Problem description, development of a model, creation and implementation of a computational method of solution, and assessment of results. MTH 250 required.

MTH 310 ALGEBRAIC STRUCTURES

An introduction to abstract algebra. Topics include groups, subgroups, quotient groups, homomorphisms, rings, ideals, fields. Emphasis on constructing, writing, and presenting proofs. MTH 251 required.

MTH 311 LINEAR STRUCTURES

A study of abstract linear algebra. Topics include vector spaces, linear transformations, matrices, eigenvalues, canonical forms, inner product spaces, modules. MTH 310 required.

MTH 312 NUMBER THEORY

A study of the basic properties of the integers including divisibility, primes and their distribution, unique factorization, the Euclidean algorithm, congruences, primitive roots, arithmetic functions, quadratic reciprocity, Diophantine equations, and other topics. MTH 310 required.

MTH 330 PROBABILITY

An introduction to probability theory. Topics include sample spaces, discrete and continuous random variables, density functions, moment generating functions, probability distributions, and the Central Limit Theorem. MTH 250 required.

MTH 350 REAL ANALYSIS

A rigorous study of the theoretical structure of calculus including the real numbers, metric spaces, limits, continuity, differentiation, integration, the Fundamental Theorem of Calculus, infinite series, and power series. MTH 310 required.

MTH 351 COMPLEX ANALYSIS

An introduction to the study of functions of a complex variable. Topics include the complex numbers, analytic functions, the elementary functions, complex integration, Taylor and Laurent series, residues, conformal mapping, and applications. MTH 251 required.

MTH 352 PARTIAL DIFFERENTIAL EQUATIONS

An introduction to second-order partial differential equations in two variables. Topics include wave motion and Fourier series, heat flow and the Fourier integral, Laplace's equation and complex variables, second-order equations in more than two variables, spherical harmonics, and associated special functions of mathematical physics. MTH 252 required.

MTH 490 SENIOR SEMINAR

Student presentations of selected mathematical problems and directed readings. Senior status required.

MTH 491 RESEARCH EXPERIENCE FOR UNDERGRADUATES

Student-Faculty collaboration on research projects of mutual interest. Permission of the department required.

Physics Courses

PHY 201 PHYSICS OF EVERYDAY LIFE

This course is a one-semester introduction to physics. Common machines and devices, and everyday phenomena are used as examples to illustrate underlying physical principles. Working knowledge of basic algebra and geometry is assumed (with lab).

PHY 211 COLLEGE PHYSICS I (MECHANICS)

Mechanics is foundational to physics. Topics include: rectilinear and rotational motions of particles and rigid bodies, energy methods, conservation laws, and oscillations and waves. Working knowledge of algebra and trigonometry is assumed (with lab).

PHY 212 COLLEGE PHYSICS II (ELECTRICITY AND MAGNETISM)

A proper understanding of electricity and magnetism is essential to physics. Topics include: electric force, field, potential and current, capacitance, resistance, induction, circuits, and optics. Working knowledge of algebra and trigonometry is assumed (with lab).

PHY 221 UNIVERSITY PHYSICS I (MECHANICS)

Mechanics is foundational to physics. Topics include: rectilinear and rotational motions of particles and rigid bodies, energy methods, conservation laws, and Newton's Law of Universal Gravitation. MTH 151 required (with lab).

PHY 222 UNIVERSITY PHYSICS II (ELECTRICITY AND MAGNETISM)

A proper understanding of electricity and magnetism is essential to physics. Topics include: electric force, field, potential and current, capacitance, resistance, induction, and AC/DC circuits. PHY 221 and MTH 250 required (with lab).

Note: All of the courses listed below have an associated laboratory and may satisfy the core curriculum science requirement.

PHY 323 UNIVERSITY PHYSICS III (OSCILLATIONS, WAVES, OPTICS, AND THERMODYNAMICS)

Oscillatory and wave-like behavior is ubiquitous in nature. Topics include: simple harmonic oscillation, traveling and standing waves, lens optics, interference and diffraction, and the Laws of Thermodynamics. PHY 221, 222 and MTH 250 required.

PHY 330 CLASSICAL MECHANICS

Intermediate classical mechanics. Topics include: central force potentials, Lagrangian and Hamiltonian formulations of dynamics, fluids. PHY323 required.

PHY 341 THERMODYNAMICS AND STATISTICAL MECHANICS

Topics include: Classical formulation of Thermodynamic Laws; Maxwell-Boltzmann, Bose-Einstein, and Fermi-Dirac distributions and applications. PHY 323 required.

PHY 350 ELECTRICITY AND MAGNETISM

Intermediate E&M. Topics include: Maxwell's equations in differential form, electrodynamics, electromagnetic waves, special relativity. PHY 323 required.

PHY 361 QUANTUM MECHANICS I

Introductory Quantum Mechanics. Topics include: operators, one-dimensional wells and barriers, Born interpretation, Schroedinger equation, Uncertainty Principle, central force problems, angular momentum, spin, addition of angular momenta. PHY 323 required.

PHY 362 QUANTUM MECHANICS II

Intermediate Quantum Mechanics. Topics include: Fermions and Bosons, perturbation theory (time independent and time dependent), variational methods, WKB approximation, scattering. PHY 323 required.

PHY 390 SPECIAL TOPICS IN PHYSICS

Typical Plan—Mathematics Major

Freshman Year

<i>FALL Semester 1</i>	<i>Credit Hours</i>	<i>SPRING Semester 2</i>	<i>Credit Hours</i>
4 courses	16	4 courses	16
MTH 151 Calculus I	4	MTH 250 Calculus II	4
LIT 103 Classic Epics	4	THL 105 Sacred Scripture	4
LAT 101 Elem. Latin	4	LIT 102 Medieval Typ.	4
HST 101 Anc. & Med. Hist.	4	LAT 102 Intermed. Latin	4
Arts Practicum	0		

Sophomore Year

<i>FALL Semester 3</i>	<i>Credit Hours</i>	<i>SPRING Semester 4</i>	<i>Credit Hours</i>
4 courses	16	4 courses	16
PHL 205 Human Person	4	PHL 206 Ethics	4
PHY 221 Univ. Physics w/ lab	4	PHY 222 Univ. Physics w/ lab	4
THL 205 Sacred Doc.	4	HST 102 Modern Hist.	4
MTH 251 Vector Calculus	4	MTH 270 Scientific Programming	4
Arts Practicum	0		

Junior Year

<i>FALL Semester 5</i>	<i>Credit Hours</i>	<i>SPRING Semester 6</i>	<i>Credit Hours</i>
4 courses	16	4 courses	16
MTH 310 Algebraic Structures	4	HST 203/POL-203 U.S. Civ.	4
Math Elective	4	MTH 330 Probability	4
Elective	4	Math Elective	4
Elective	4	Elective	4

Senior Year

<i>FALL Semester 7</i>	<i>Credit Hours</i>	<i>SPRING Semester 8</i>	<i>Credit Hours</i>
4 courses	16	4 courses	16
Math Elective	4	Math Elective	4
MTH 490 Senior Seminar	4	Elective	4
Elective	4	PHL 400 Phil. Perspectives	4
Elective	4	THL 400 Living in Christ	4

The Music and Sacred Music Majors

The Mission of the music program is to provide a course of study in music within a liberal arts framework, dependent on the teachings of the Catholic Church and the objectives of Ave Maria University. The music program's mission relates to the mission of Ave Maria University in the education of the whole person in the Catholic liberal arts tradition as articulated in *Ex Corde Ecclesiae*, *Veritatis Splendor* and *Fides et Ratio*. "By its very nature, each Catholic university makes an important contribution to the Church's work of evangelization." As music and liturgy go hand in hand at Ave Maria, music becomes, as Pope John Paul II put it, "the beauty that saves."

The Bachelor of Arts in Music program is designed for students who want to develop their musical skills within a liberal arts program, and yet has the flexibility to allow students to choose a broad-spectrum course of study or to become more specialized in the fields of composition and theory, musicology or performance. This program will prepare students for professions in areas requiring a well-rounded liberal arts education or in the field of music.

The Bachelor of Arts in Sacred Music program focuses on the restoration and preservation of the Catholic Church's rich musical heritage in accordance with the Second Vatican Council's *Constitution on the Sacred Liturgy* directives that "the musical tradition of the universal church is a treasure of inestimable value, greater even than that of any other art." and that "the treasury of sacred music is to be preserved and cultivated with great care." In promoting and preserving the rich musical tradition of the Catholic Church, sacred music is the focal point of the program. Ave Maria University's music program's primary characteristics are its sacred choral, vocal, and organ programs within the rich context of a broad music education. While the Sacred Music program will prepare students for professions in areas requiring a well-rounded liberal arts education, it will also prepare them for positions of musical leadership in the Catholic Church.

The Core Arts Practicum Requirement

MUS 100 Introduction to Choral Singing

This course is typically taken during the fall or spring semester of the freshmen year.

The Music and Sacred Music Majors

Both the Music and Sacred Music majors help to realize AMU's reputation as "the university that sings" by singing in the Ave Maria University Choir. The first two years of both majors follow the same course of study, with Music Theory, Musicianship, Music History and AMU Choir. While Applied Music may be taken in the first two years, it may also be taken in the Junior and/or Senior years. In the third year of study, students begin to branch out into their areas of interest or specialization. The program will commence January 2005.

Required for the Bachelor of Arts in Music:

MUS 102A/B Keyboard Proficiency I/II or pass piano proficiency exam
MUS 104A Elementary Music Theory I
MUS 104B Elementary Music Theory II
MUS 105A Elementary Musicianship I
MUS 105B Elementary Musicianship II
MUS 204A Intermediate Music Theory I
MUS 204B Intermediate Music Theory II
MUS 212A Survey of Music History I
MUS 212B Survey of Music History II
MUS 306 Technology in Music
4 credits selected from MUS 312-317 (Music History Electives) (4 credits)
6 credits selected from MUS 303, 304, 305, 412, 413, 414, 415, 416, 420, 421, 422, 423, 424, 425, 430, 431, 432, 433, 434, 435
435
MUS 200/300 AMU Choir (6 credits) or
MUS 200/300 (4 credits) and MUS 410 Chamber Ensembles (2 credits)
MUS 306110/310 or 110-I/310-I 306I (4 credits)
2 units of any Music elective
MUS 440 Senior Recital or MUS 441 Senior Thesis

Required for Bachelor of Arts in Sacred Music

MUS 102A/B Keyboard Proficiency I/II or pass piano proficiency exam
MUS 104A Elementary Music Theory I
MUS 104B Elementary Music Theory II
MUS 105A Elementary Musicianship I
MUS 105B Elementary Musicianship II
MUS 204A Intermediate Music Theory I
MUS 204B Intermediate Music Theory II
MUS 212A Survey of Music History I
MUS 212B Survey of Music History II
MUS 306 Technology in Music
4 credits selected from MUS 312-317 (Music History Electives)
MUS 412 Hymnody and Psalmody
MUS 413 Church Documents and Liturgical Music
MUS 420 Gregorian Chant
MUS 413
3 credits selected from MUS 414, 415, 416, 430, 433, 434
MUS 200/300 AMU Choir (6 credits) or
MUS 200/300 (4 credits) and MUS 410 Chamber Ensembles (2 credits)
MUS 110/310 or 110-I/310-I (4 credits)
2 units of any Music elective
MUS 440 Senior Recital or MUS 441 Senior Thesis

Bachelor of Arts in Music, Sacred Music Track must include the following courses:

MUS 420 Gregorian chant
MUS 421 Hymnody and Psalmody
MUS 422 Post Conciliar Documents

Minor in Music and Sacred Music

A minor program is not available at this time. Please contact the department chair for updates regarding a minor in music.

Course Descriptions

MUS 100 INTRODUCTION TO CHORAL SINGING

Survey of Catholic liturgical music from early Gregorian chant to present day. Practicum includes development of basic reading skills and familiarity with commonly used Gregorian chants, hymns and other forms of liturgical music by singing. Emphasis will be placed on signing parts of the Mass in Latin in various settings of Gregorian chant. Prerequisite: None. Lecture/practicum 1 hour (no credit). Required of all students except those with one semester of AMU Choir.

MUS 102A KEYBOARD PROFICIENCY (part 1)

Performance 2 hours. Students who pass piano proficiency examination given at the beginning of the semester are not required to take this course. Training to meet the minimum piano requirements for the music major. Scales and simple harmonic progressions in twelve keys, both major and minor and elementary piano repertoire. Prerequisite: Courses 104A and 105A concurrently. (P/NP grading, no credit)

MUS 102B KEYBOARD PROFICIENCY (part 2)

Performance 2 hours. Continuation of MUS 102A: Training to meet the minimum piano requirements for the music major. Scales and simple harmonic progressions, sight reading, figured bass and piano repertoire. Prerequisite: Courses 104B and 105B concurrently, MUS 102A or demonstration of proficiency on diagnostic exam. (P/NP grading, no credit)

MUS 104A ELEMENTARY MUSIC THEORY I

Lecture 3 hours. Development of music writing and listening skills through the study of music fundamentals, species counterpoint, harmony, analysis of repertoire. Prerequisite: : admission by examination given at beginning of fall semester, Elementary Musicianship concurrently, and Piano Proficiency or demonstration of required proficiency on diagnostic exam. (3 credits)

MUS 104B ELEMENTARY MUSIC THEORY II

Lecture 3 hours. Development of music writing and listening skills through the study of music fundamentals, species counterpoint, harmony, analysis of repertoire. Prerequisite: MUS 105B concurrently, and Keyboard Proficiency or demonstration of required proficiency on diagnostic exam. (3 credits)

MUS 105A ELEMENTARY MUSICIANSHIP I

Lecture/Lab 2 hours. Melodic, rhythmic and harmonic materials of Western Music. Includes sight singing, explanations, drills, melodic/rhythmic/harmonic dictation, and listening analysis. Prerequisite: MUS 104 A concurrently. and passing score on examination given at the beginning of fall semester. (1 credit)

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MUS 105B ELEMENTARY MUSICIANSHIP II

Lecture/Lab 2 hours. Continuation of MUS 105 A. Melodic, rhythmic and harmonic materials of Western Music. Includes sight singing, explanations, drills, melodic/rhythmic/harmonic dictation, and listening analysis. Prerequisite: MUS 105 A. (1 credit)

MUS 110/310 APPLIED MUSIC: Organ, Voice, Piano

Performance 1 hour. Music majors, no fee. Non majors may take this course for a fee by permission of instructor. Private lessons on principal instrument. Development of skills and musicianship through the study of musical literature. Prerequisite: Music majors only. (1 credit) May repeat for credit.

MUS 110-I/310-I APPLIED MUSIC: Instruments other than organ, voice and piano.

Private lessons on principal instrument from off-campus instructor at student's expense. Development of skills and musicianship through the study of musical literature. Prerequisite: Music majors only. (1 credit) May repeat for credit.

MUS 200/400 AVE MARIA UNIVERSITY CHOIR

Performance 4 hours. This ensemble provides students with the fundamentals of artistic choral ensemble singing as well as the development of vocal and choral skills. Concerts on and/or off campus. Repertoire may include (but is not limited to) Gregorian chant, sacred polyphony, large choral works, mass settings, hymns, cantatas, motets, anthems, folk songs and spirituals. Prerequisite: Open to all students by audition. (P/NP grading, 1 credit) May repeat for credit.

MUS 204A INTERMEDIATE MUSIC THEORY I

Lecture 3 hours. Musical form and analysis of the Baroque and Classical Eras: Principles of 18th century counterpoint, harmony and Classical styles. Compositions in prescribed styles. Prerequisite: MUS 104 A and B. (3 credits)

MUS 204B INTERMEDIATE MUSIC THEORY II

Lecture 3 hours. Musical form and analysis of the Romantic and Modern Eras. Continuation of course 204 A. Compositions in prescribed styles. Prerequisite: MUS 204 A. (3 credits)

MUS 304 ADVANCED MUSIC THEORY

Lecture 3 hours. Advanced form and analysis training and composition in tonal and atonal styles, advanced counterpoint, harmonies, rhythm and meter. Prerequisite: MUS 204 B. (3 credits)

MUS 212A SURVEY OF MUSIC HISTORY I

Lecture 3 hours. History of western music from plainchant to the Baroque period. Prerequisite: MUS 104B. (3 credits)

MUS 212B SURVEY OF MUSIC HISTORY II

Lecture 3 hours. History of western music from the Classical period to the Modern Era. Prerequisite: MUS 212 A. (3 credits)

MUS 303 215 CHORAL WRITING

Lecture 1 hour. Principles of composition for multiple voices, text setting, voice leading, harmonic and rhythmic structures. Prerequisite: MUS 204 B. (1 credits)

MUS 305 WORKSHOP IN MUSIC COMPOSITION

Lecture/Lab 1 hour. Survey of advanced compositional techniques. Composition of a major work. Prerequisite: MUS 304 and/or permission of instructor. (1 credit)

MUS 306 TECHNOLOGY IN MUSIC

Lecture 1 hour. Broad survey of state-of-the-art recording and sound equipment, including digital musical instruments, as well as hardware and software for composing, arranging, and replicating music. Prerequisite: MUS 204 B or permission of instructor. (1 credit)

MUS 312 MUSIC OF THE MIDDLE AGES

Lecture 2 hours. Trends and styles in music from Gregorian chant to early polyphony. Prerequisite: MUS 212 B. (2 credits)

MUS 313 MUSIC OF THE RENAISSANCE

Lecture 2 hours. Trends and styles in western music from the 14th through the 16th centuries. Prerequisite: MUS 212 B. (2 credits)

MUS 314 MUSIC OF THE BAROQUE PERIOD

Lecture 2 hours. Trends and styles in western music from the 1600 through the death of J.S. Bach in 1750. Prerequisite: MUS 212 B. (2 credits)

MUS 315 MUSIC OF THE CLASSICAL PERIOD

Lecture 2 hours. Trends and styles in western music from the late 18th century through the death of Beethoven in 1827. Prerequisite: MUS 212 B. (2 credits)

MUS 316 MUSIC OF THE ROMANTIC PERIOD

Lecture 2 hours. Trends and styles in western music from 1820-1900. Prerequisite: MUS 212 B. (2 credits)

MUS 317 MUSIC OF THE MODERN PERIOD

Lecture 2 hours. Trends and styles in serious western music from 1900 to the present day. Prerequisite: MUS 212 B. (2 credits)

MUS 410 CHAMBER ENSEMBLES

Performance 2 hours. Development of ensemble playing skills, styles and musicianship through the study of musical literature. (P/NP grading, 1 credit) May repeat for credit.

MUS 412 HYMNODY AND PSALMODY

Lecture 1 hour. The origins and development of Christian song. Psalm settings from Judeo-Christian origin to present day and congregational hymnody from the 16th century to the present. Prerequisite: MUS 212 B. (1 credit)

MUS 413 CHURCH DOCUMENTS AND LITURGICAL MUSIC

Lecture 1 hour. Historical study of Catholic documents relating to sacred music, and prac-

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tical application in today's liturgy. Prerequisite: MUS 212 B. (1 credit)

MUS 414 CHORAL LITERATURE

Lecture 1 hour. A practical survey of choral literature from the middle ages to the present. Prerequisite:

MUS 212 B. (1 credit)

MUS 415 MODERN SACRED REPERTORY AND CHURCH MUSIC ADMINISTRATION

Lecture 1 hour. A broad survey of modern sacred music and its publishers, suitable for church choirs and soloists. Prerequisite: MUS 212 B. (1 credit)

MUS 420 GREGORIAN CHANT

Lecture 1 hour. Notation, forms, history, modes, and liturgical uses of Gregorian chant. Prerequisite: MUS 212 B. (1 credit)

MUS 430 CHORAL CONDUCTING

Lecture 1 hour. A practical study of conducting skills emphasizing patterns, technique, style, facial expression, physical placement of voices and the relationship between gesture and vocal production. Prerequisite: MUS 212 B. (1 credit)

MUS 431 INSTRUMENTAL CONDUCTING

Lecture 1 hour. A practical study of conducting skills emphasizing patterns, technique, style, facial expression, instrumental placement, characteristics of instrumental groups, and the relationship between gesture and sound. Prerequisite: MUS 212 B. (1 credit)

MUS 432 GROUP VOCAL TECHNIQUES

Lecture 1 hour. A practical study of building choral technique and tone through vocal patterns, physical, mental and vocal preparation. Solving vocal problems in repertory of various style periods and composers using techniques to effect change in color, diction, dynamics, articulation, register, and vowel modification. Prerequisite: MUS 212 B. (1 credit)

MUS 433 CANTOR TECHNIQUES

Lecture 1 hour. A practical study in the preparation and techniques of voice, enunciation, dramatic communication, congregational and responsorial leadership. Prerequisite: MUS 212 B and recommend one semester of applied voice. (1 credit)

MUS 434 SINGER'S DICTION

Lecture 1 hour.

The rules of singing in various languages through the use of the International Phonetic Alphabet (IPA). Oral and written drills. Prerequisite: MUS 212 B. (1 credit)

MUS 435 ORCHESTRATION

Lecture 1 hour. The study of the handling of groups of instruments and their balance and interaction: Survey of orchestral writing and techniques of scoring for individual instruments, instrumental ensembles and full orchestras with consideration for texture, dynamics, range, timbre, transposition, and notation. Prerequisite: MUS 212 B. (1 credit)

MUS 440 SENIOR RECITAL

Independent study. Select musical literature for and prepare a solo recital of 40 minutes duration on principal instrument. Prepare written program with program notes. Prerequisite: Permission of Applied Music instructor and head of Music Department. (1 credit)

MUS 441 SENIOR THESIS

Lecture 1 hour. Independent study. Prepare an in-depth term paper on Musical topic of choice. Prerequisite: Permission of Instructor. (1 credit)

Typical Plan—Music and Sacred Music Majors

Freshman Year

<i>FALL Semester 1</i>	<i>Credit Hours</i>	<i>SPRING Semester 2</i>	<i>Credit Hours</i>
	17		17
MTH 100, 120, 150 or 151	4	THL 105 Sacred Scripture	4
LIT 103 Literary Tradition I	4	LIT 104 Literary Tradition II	4
LAT 103 Elem. Latin	4	LAT 104 Intermediate Latin	4
MUS 104A Elem. Music Theory	3	MUS 104B Elem. Music Theory	3
MUS 105A Elem. Musicianship	1	MUS 105B Elem. Musicianship	1
*MUS 102A Keyboard Proficiency	0	*MUS 102B Keyboard Proficiency	0
MUS 200 AMU Choir	1	MUS 200 AMU Choir	1
		*not required if proficient	

Sophomore Year

<i>FALL Semester 3</i>	<i>Credit Hours</i>	<i>SPRING Semester 4</i>	<i>Credit Hours</i>
	15		15
PHL 205 Human Person	4	PHL 206 Ethics	4
THL 205 Sacred Doc.	4	HST 203/POL-203 U.S. Civ.	4
MUS 204A Inter. Music Theory	3	MUS 204B Inter. Music Theory	3
MUS 212A Survey Music History	3	MUS 212B Survey Music History	3
MUS 200 AMU Choir	1	MUS 200 AMU Choir	1

Junior Year

<i>FALL Semester 5</i>	<i>Credit Hours</i>	<i>SPRING Semester 6</i>	<i>Credit Hours</i>
	16		15
Science I with lab	4	Science II with lab	4
HST 101 Anc. & Med. History	4	HST 102 Modern History	4
MUS 312-317 Music Hist. Elec.	2	MUS 312-317 Music Hist. Elec.	2
MUS 300 AMU Choir	1	MUS 300 AMU Choir	1
MUS 310 or 310-I106 or 106I Applied Music)	1	MUS 310 or 310-I106 or 106I Applied Music	1
MUS 306 Technology in Music	1	Music elective	3
Music elective	3		

Senior Year

<i>FALL Semester 7</i>	<i>Credit Hours</i>	<i>SPRING Semester 8</i>	<i>Credit Hours</i>
	15		16
MUS 310 or 310-I106 or 106I Applied Music	1	MUS 310 or 310-I106 or 106I Applied Music	1
Music Elective	2	MUS 440 or 441 Recital or Thesis	1
Elective	4	Elective	4
Elective	4	Elective	2
Elective	4	PHL 400 Phil. Perspectives	4
		THL 400 Living in Christ	4

The Philosophy Major

The major in philosophy attempts to prepare students for the task of understanding and continuing *philosophia perennis* or perennial philosophy. Drawing upon the contributions of thinkers from all ages, all traditions, and all outlooks, students are encouraged to think anew about those fundamental questions of human existence: What is man?, What is the ultimate nature of being?, How can one see that God exists?, What is a good and virtuous life?, and What is the just organization of society?

Philosophy at Ave Maria University is understood as a systematic attempt to answer these questions, to make them live in the thought and inspirations of a community. Students choosing the philosophy major will be challenged to form those gifts of insight and critical reasoning necessary for discerning judgment and ultimately, for leadership. Courses PHL 203 and PHL 206 are prerequisites for all major courses. Courses should be taken in the prescribe order unless advised to the contrary by the departmental advisor.

Core Courses:

PHL 205 Philosophy of the Human Person

PHL 206 Ethics

PHL 400 Philosophical Perspectives (capstone for non-majors)

Major Courses:

PHL 207 Metaphysics

PHL 302 Ancient Philosophy

PHL 303 Logic and Epistemology

PHL 304 Modern and Contemporary Philosophy

PHL 305 Medieval and Renaissance Philosophy

PHL 403 Political Philosophy

PHL 490 Senior seminar (capstone for majors)

Elective Courses (2 Required):

PHL 301 Philosophy of Religion

PHL 402 Aesthetics

PHL 404 Philosophy of Love

PHL 405 Philosophy of Science

PHL 411 Special Topics

Minor in Philosophy

A minor in philosophy is available. The student must complete four courses in philosophy in addition to the three core philosophy requirements.

Course Descriptions

PHL 205 PHILOSOPHY OF THE HUMAN PERSON

This course is a systematic study of human nature and the most profound questions concerning the success and ultimate destiny of the human person. Beginning with a review of the classical body-mind problem, the course will examine and contrast the conclusions

of Plato, Aristotle, and Aquinas concerning the basic truths about the person with moderns such as Wojtyla and Kierkegaard. Secondary sources include Lucretius, Augustine, Descartes, and Hume.

PHL 206 ETHICS

Ethics is the philosophic study of good and evil, right and wrong, seeking to clarify these issues through the use of reason. Students will examine the fundamental themes and problems about ethics, the phenomenological given data, and related issues such as moral responsibility, moral consciousness, ethical imperatives, and virtue and vice. Special ethical problems will also be explored and discussed.

PHL 301 PHILOSOPHY OF RELIGION

An inquiry into the validity, value, and meaning of religion in human life. Topics considered include the cognitive basis of religious consciousness, the nature and existence of God, atheism, religious language, and the faith experience. Readings are taken from Aquinas and Newman.

PHL 302 ANCIENT PHILOSOPHY (THROUGH AUGUSTINE)

This course is an historical review of the development of ancient philosophy from Thales to Augustine. Major emphasis is given to the systematic questions which challenged classical thinkers to understand the nature of the cosmos, the place of man therein, and the meaning of good and evil.

PHL 303 LOGIC AND EPISTEMOLOGY

This course is a basic study of reasoning and the philosophy of knowledge. Students will examine topic issues such as deduction and induction, insight, sense perception, probability, and certainty. Readings are taken from Plato, Aristotle, and Aquinas, among others.

PHL 304 MODERN AND CONTEMPORARY PHILOSOPHY

This course will review the history of modern philosophy from Descartes to present. Beginning with Continental ideals and British empiricism, students will review the influence of Kant, Hegel, and Kierkegaard as leading to the developments of twentieth-century thought in the writings of Marcel, Sartre, Heidegger, and Wojtyla among others.

PHL 305 MEDIEVAL AND RENAISSANCE PHILOSOPHY

This course traces the development of philosophy from Boethius through the twelfth-century renaissance of scholasticism to the Florentine academy and the neo Aristotelians of Renaissance Italy. Attention is given to the great synthesis of Aquinas, renaissance humanism, the rethinking of the philosophy of science with Galileo, and the later skepticism that led to Descartes and the seeds of the Enlightenment.

PHL 402 AESTHETICS

An historical survey of aesthetics from Plato to the moderns. In this course consideration is given to aesthetic problems as reflected in literature, film, theater, and fine arts. Concepts of beauty in nature and in art, artistic creation, the aesthetic response, and art criticism are examined and criticized.

PHL 400 PHILOSOPHICAL PERSPECTIVES

(Capstone for non-majors)

In this senior level philosophy course, students will examine various contemporary (and classical) issues from a specifically philosophical perspective. Issues concerning the relation between science and theology, faith and reason, the problem of evolution, the existence of God, problems in ethics, and the philosophy of beauty among others will be examined in a lecture/seminar format inviting students from diverse majors to appreciate the philosophic point of view.

PHL 403 POLITICAL PHILOSOPHY

Because the state, being the highest of all communities, seeks the highest good to the greatest degree, this course will examine the fundamental truths, principles, and laws that characterize political communities. After coming to terms with the nature of a state, this course will focus on the Greek origins of political philosophy, especially the writings of Plato and Aristotle, the moderns such as Hobbes, Locke, and Rousseau, and the authors of the American Constitution.

PHL 404 PHILOSOPHY OF LOVE

This course introduces students to the reality of love as the fulfillment and completion of human nature. Drawing upon sources from both philosophy and literature, attention is given to the different kinds of love, the structure of love as involving intellect, emotion, and will, and the reality of love as a final cause of being itself. Readings are taken from Plato, Augustine, Gabriel Marcel, and Dietrich von Hildebrand, as well as Shakespeare and the romantic poets.

PHL 405 PHILOSOPHY OF SCIENCE

This course is the study of the principles and methods pertaining to science understood as natural philosophy or the systematic study of the natural order. Building upon an historical overview of the development of scientific thinking, students will philosophize about perennial issues concerning life, matter, space, time, causality, and other issues.

PHL 415 SPECIAL TOPICS IN PHILOSOPHY

A special topics offering in philosophy, this course will review the ethical implications of emerging technologies in medicine and biology. Issues such as genetic engineering, transplantation, and stem cell research will be examined in the light of traditional ethical insights and philosophy of the human person.

PHL 490 SENIOR SEMINAR

(Capstone for majors)

As the final course in the philosophy sequence, the senior seminar is designed for and required of all philosophy majors. In a seminar format, students examine a topic in depth and prepare a research project to be presented at the end of the semester. Seminar topics are determined by the seminar director in consultation with the philosophy faculty and generally involve topics in metaphysics, epistemology, or the thought of a particular tradition.

Typical Plan—Philosophy Major

Freshman Year

<i>FALL Semester 1</i>	<i>Credit Hours</i>	<i>SPRING Semester 2</i>	<i>Credit Hours</i>
4 courses	16	4 courses	16
MTH 100, 120, 150 or 151	4	THL 105 Sacred Scripture	4
LIT 103 Classic Epics	4	LIT 104 Medieval Typ.	4
LAT 101 Elem. Latin	4	HST 102 Modern Hist.	4
HST 101 Anc. & Med. Hist.	4	LAT 102 Intermed. Latin	4
Arts Practicum	0		

Sophomore Year

<i>FALL Semester 3</i>	<i>Credit Hours</i>	<i>SPRING Semester 4</i>	<i>Credit Hours</i>
4 courses	16	4 courses	16
PHL 205 Human Person	4	PHL 206 Ethics	4
Science I with lab	4	Science II with lab	4
THL 205 Sacred Doc.	4	HST 203/POL-203 U.S. Civ.	4
Elective	4	Elective	4
Arts Practicum	0		

Junior Year

<i>FALL Semester 5</i>	<i>Credit Hours</i>	<i>SPRING Semester 6</i>	<i>Credit Hours</i>
4 courses	16	4 courses	16
PHL 207 Metaphysics	4	PHL 302 Ancient Philosophy	4
PHL 303 Logic	4	PHL 305 Medieval & Ren.	4
Elective	4	Elective	4
Elective	4	Elective	4

Senior Year

<i>FALL Semester 7</i>	<i>Credit Hours</i>	<i>SPRING Semester 8</i>	<i>Credit Hours</i>
4 courses	16	4 courses	16
PHL 304 Modern Phil.	4	Philosophy Elective	4
PHL 403 Political Phil.	4	Philosophy Elective	4
Elective	4	PHL 490 Senior Seminar	4
Elective	4	THL 400 Living in Christ	4

The Political Science Major

Political Science is deliberation and argument about how best to order our common life. The main object of Ave Maria University's program in politics is the advancement of students' critical understanding of the nature and purpose of political life. Students are presented with conflicting points of view on a wide variety of significant political issues. Careful analyses of how philosophers, statesmen, and poets from antiquity to the present have answered the great political questions surrounding certain perennial political conflicts will serve to enlarge students' intellectual horizons and cultivate sharp analytical and critical skills. At the root of politics is argument. Therefore many of the course offerings in politics recapture the art of argument without which politics withers. Although the emphasis of Ave Maria's program is on the philosophical aspect of political science, attention will also be paid to the quantitative elements that are employed in contemporary research.

Ave Maria University also wants to cultivate in its students a sense of public responsibility and a respect for the common good. Therefore emphasis is given to the study of the principles, purposes, and operations of the United States system of government.

Finally, the faculty of Ave Maria College view politics as a liberal art, which like the other liberal arts has as one of its objects the development of civility, especially as it applies to argument. The courses POL 201, 202 and 203 are prerequisites to all major courses.

Major Courses:

POL 201 Introduction to Political Thought
 POL 202 Introduction to Comparative Politics
 POL 203 American Civilization (cross-listed with HST 203)
 POL 205 Introduction to International Relations
 POL 301 American Government
 POL 302 Catholic Political Thought
 POL 304 Constitutional Law

Elective Courses (3 Required):

POL 204 Introduction to Political Research
 POL 305 Public Policy
 POL 307 The United States Presidency
 POL 308 The United States Congress
 POL 309 The Judiciary of the United States
 POL 314 U.S. Foreign Policy
 POL 415 Special Topics in Political Science
 POL 490 Senior Seminar

Minor in Political Science

A Minor in Political Science is available. The Minor requires POL 201, 203, and 302. In addition, the student must complete three Political Science courses.

Course Descriptions

POL 201 INTRODUCTION TO POLITICAL THOUGHT

A study of the different ways that great philosophers have approached the question of what is the good life for man. Attention will be paid to the historical movements that have shaped political philosophy as well as to particular issues such as justice, law, liberty, and order.

POL 202 INTRODUCTION TO COMPARATIVE POLITICS

An introduction to the major themes and methods of comparative political analysis through a study of the history and character of contemporary politics in various states and world regions. Topics include the formation of states, the growth of nationalism and ethnic conflict, patterns of state building and socioeconomic development, the role of institutions and social transformation in promoting political change, the causes of regime change, and pathways to democracy.

POL 203 AMERICAN CIVILIZATION

This course will cover the major events and themes in the development of the U.S. Republic, from its colonial origins to the present day. It is meant to provide special background for U.S. students interested in the history and government of their own nation. Attention will be paid to both the historical development of the nation and the structure of our government. Cross-listed as a history course, HST 203.

POL 204 INTRODUCTION TO POLITICAL RESEARCH

A study of the conceptual and analytical foci of political science. Consideration is given to micro-level analysis of personality, attitudes, socialization, and roles, and to macro-level analysis of group theory, decision-making, systems and communications. Acquaints students with philosophical and methodological problems and analytic techniques in the study of politics.

POL 205 INTRODUCTION TO INTERNATIONAL RELATIONS

An introduction to the analysis of the contemporary international system and its evolution in the twentieth-century. The course will examine various approaches to explaining major international wars, ethnic conflicts, and economic problems.

POL 301 AMERICAN GOVERNMENT

Building upon POL 205, this course is a closer study of the fundamental principles of the American political system and their implications for current policies and practice.

POL 302 CATHOLIC POLITICAL THOUGHT

A close study of important works of Catholic political thinkers from the Age of the Fathers to the present. Besides St. Augustine and St. Thomas Aquinas, the course could include texts of Bellarmine, More, Suarez, Tocqueville, Brownson, Santayana, Acton, Maritain, Gierke, Rommen, Messner, Murray, McCoy, Costanzo, Schall, Molnar, George, and Finnis.

POL 304 CONSTITUTIONAL LAW

An analysis of Supreme Court decisions showing their political, moral, and psychological

impact on American society; changing conceptions of the role of the Court in American society.

POL 305 PUBLIC POLICY

Consideration of several prominent issues of public policy, such as affirmative action, tax cuts, and the problems of poverty and equality. Alternate years.

POL 307 THE UNITED STATES PRESIDENCY

A study of the constitutional design and practical operation of the U.S. Presidency. The selection of presidents. The rise of the modern presidency, the character of executive power, and the nature of democratic leadership will be examined. Alternate years.

POL 308 THE UNITED STATES CONGRESS

An examination of the national legislature, comparing the understanding of Congress at the Founding with contemporary practice. Emphasis on the transformation of Congress and of the making of public policy after the post-1965 consolidation of the administrative state. Elections, representation, the internal workings of Congress, relations among the branches, and the role of the bureaucracy. Alternate years.

POL 309 THE JUDICIARY OF THE UNITED STATES

A study of significant operations and powers of federal and state courts. The course also considers the impact of judicial decisions and the possible political role of the judiciary in the United States.

POL 314 U.S. FOREIGN POLICY

An examination of the making of U.S. foreign policy and of the major problems faced by the United States in the contemporary era. The course will focus on the influence of political, bureaucratic, and economic forces and on the problems of war, intervention, globalization, and human rights. Case studies will provide a point of departure for inquiry into such topics as the conflict between communism and liberal democracy, the role of morality in international affairs, the relation between domestic and foreign politics, and the effects of the mass media on U.S. diplomacy. Cross-listed as a history course.

POL 415 SPECIAL TOPICS IN POLITICAL SCIENCE

The topics for this seminar vary. They are determined by faculty and students interests.

POL 490 SENIOR SEMINAR

The senior seminar is required of all majors and designed to be the last course in the Political Science sequence. The course has several objects: to present a topic and texts that comprehend and build upon the student's previous coursework in the department; to hone the student's skill in spoken argument and intellectual conversation; to develop the student's skill in written argument, through a lengthy term paper.

Typical Plan—Political Science Major

Freshman Year

<i>FALL Semester 1</i>	<i>Credit Hours</i>	<i>SPRING Semester 2</i>	<i>Credit Hours</i>
4 courses	16	4 courses	16
MTH 100, 120, 150 or 151	4	THL 105 Sacred Scripture	4
LIT 103 Classic Epics	4	LIT 104 Medieval Typ.	4
LAT 101 Elem. Latin	4	HST 102 Modern Hist.	4
HST 101 Anc. & Med. Hist.	4	LAT 102 Intermed. Latin	4
Arts Practicum	0		

Sophomore Year

<i>FALL Semester 3</i>	<i>Credit Hours</i>	<i>SPRING Semester 4</i>	<i>Credit Hours</i>
4 courses	16	4 courses	16
PHL 205 Human Person	4	PHL 206 Ethics	4
Science I with lab	4	Science II with lab	4
THL 205 Sacred Doc.	4	HST 203/POL-203 U.S. Civ.	4
POL-201 Intro to Pol. Thought	4	POL-202 Intro to Comparative Pol.	4
Arts Practicum	0		

Junior Year

<i>FALL Semester 5</i>	<i>Credit Hours</i>	<i>SPRING Semester 6</i>	<i>Credit Hours</i>
4 courses	16	4 courses	16
POL-301 American Government	4	POL-205 Introduction to	
POL-304 Constitutional Law	4	International Relations	4
Elective	4	POL-302 Catholic Pol. Thought	4
Elective	4	Elective	4
		Elective	4

Senior Year

<i>FALL Semester 7</i>	<i>Credit Hours</i>	<i>SPRING Semester 8</i>	<i>Credit Hours</i>
4 courses	16	4 courses	16
POL 490 Senior Seminar	4	Politics Elective	4
Politics Elective	4	Politics Elective	4
Elective	4	PHL 400 Phil. Perspectives	4
Elective	4	THL 400 Living in Christ	4

The Theology Major

The major in theology seeks to assist students in their development towards union with God, the Blessed Trinity. Through natural revelation, God manifests Himself in creation to human reason in its natural operation. Through supernatural revelation, He manifests Himself in and through this same creation but in such a way as to reveal new, intimate depths of His Being and plan that surpass our natural power of knowing. This super-human revelation – received by means of the gift of supernatural faith – is transmitted to us through Sacred Scripture, the living Tradition of the Church, and the authentic Magisterium. Through their courses in theology, (and always in a deeply cooperative symbiosis with the perennial philosophy) the students will carefully investigate God as revealed through faith. Courses THL 105 and 205 are prerequisites to all major courses.

Core Courses:

THL 105 Sacred Scripture

THL 205 Sacred Doctrine

THL 400 Living in Christ (Capstone for non-majors)

Major Courses:

THL 206 Creation and Grace

THL 305 Moral Theology

THL 306 Catholic Spirituality

THL 307 Sacraments

THL 309 Christ and His Church

THL 405 Triune God

THL 490 Senior Seminar (Capstone for majors)

Elective Courses (Choose Two):

THL 411 Advanced Scripture

THL 412 Mary, Mother of God

THL 410 Theology of Pope John Paul II

THL 413 St. Augustine

THL 414 St. Thomas Aquinas

THL 415 Special Topics

Minor in Theology:

A minor in theology is available. The student must complete four courses in theology in addition to the three core theology requirements.

Course Descriptions:

THL 105 SACRED SCRIPTURE

Since God is the primary author of Scripture, the soul of sacred theology is the study of the sacred page. This course has a twofold goal: to introduce students to the principles of authentic Catholic biblical exegesis, and to explore how God, the Creator, has acted through his covenants to draw his people, disordered by the Fall, back to himself. The

course begins by examining the principles of Catholic exegesis as set forth definitively by *Dei Verbum* and the *Catechism of the Catholic Church*. We then undertake a careful reading of large segments of the New Testament, with an emphasis on the unity of Scripture.

THL 205 SACRED DOCTRINE

This course is an introduction to Catholic theology. Particular attention will be given to natural and divine revelation, the modes of transmission of divine revelation, and the essential doctrines of the faith.

THL 206 CREATION AND GRACE

The course investigates God's transformation of the cosmos through the mystery of grace. Special attention will be given to sanctifying grace, the virtues, and the gifts of the Holy Spirit.

THL 305 MORAL THEOLOGY

Beginning with the beatitudes, the virtues, the gifts of the Holy Spirit, and the natural law, this course will investigate how Christians are conformed to Christ in their lives.

THL 306 CATHOLIC SPIRITUALITY

The purpose of this course is to provide an introduction to the wealth of theological resources available in the Catholic tradition in the area of spirituality. The course will provide an overview of the spiritual teachings of the great Doctors of the Church.

THL 307 SACRAMENTS

The seven sacraments are the divinizing work of Christ in His Church. This course will explore the nature and effects of each of the sacraments, along with their interrelationship.

THL 309 CHRIST AND HIS CHURCH

This course leads the student more profoundly into the mystery of the incarnate Son of God and His bride, the Church. Topics to be treated include the metaphysics of the Incarnation and the mysteries of Christ's life in His Church through the action of the Holy Spirit. Central to this course will be the investigation of key texts from the entire Tradition. Authors may include St. Athanasius, St. Augustine, St. John Damascene, St. Thomas Aquinas, Cardinal John Henry Newman, Fr. Matthias Scheeben, St. Therese of Lisieux, among others.

THL 400 LIVING IN CHRIST (capstone for non-majors)

In this senior level theology course, students will examine various contemporary (and classical) issues in light of the great sources of revelation—Tradition and Scripture. Issues concerning Christ, the moral life, the sacraments, Being, Goodness, and Truth will be examined in a lecture/seminar format inviting students from diverse majors to appreciate the theological point of view.

THL 405 TRIUNE GOD

This course is an invitation to contemplation of the highest mystery of Christian faith, the Holy Trinity. By examining the works of select Doctors of the Church as well as the *Catechism of the Catholic Church*, we will arrive at a more profound wisdom and love for the Triune God we worship.

THL 410 THEOLOGY OF POPE JOHN PAUL II

The course will begin with a brief analysis of select early writings of Karol Wojtyla, including his poetry and plays. We will then turn to direct engagement with the great writings of his Pontificate. These will include his encyclicals, select apostolic letters, his Wednesday audiences (e.g., *Theology of the Body*), and books such as *Crossing the Threshold of Hope* and *Gift and Mystery*. The course may be supplemented by secondary literature, e.g. George Weigel's biography. The goal of the course is to achieve a mastery of the theological contribution of Pope John Paul II.

THL 411 ADVANCED SCRIPTURE

This course will examine in detail one of the constitutive portions of Sacred Scripture. Topics to be treated may include the Pentateuch, Prophets, Wisdom, Literature, Holy Gospels, Epistles, and Revelation.

THL 412 MARY, MOTHER OF GOD

The course studies the Blessed Virgin Mary, Mother of God, in the Scriptures and Tradition of the Church. We will examine what the Church has professed about Mary in theology, history, liturgy, and spirituality, as well as in ecumenical perspective.

THL 413 ST. AUGUSTINE

In this course, the central doctrines of Augustine will be presented. Select passages from his work will be investigated to familiarize the student with the principles of his thought.

THL 414 ST. THOMAS AQUINAS

In this course, the central doctrines of Aquinas will be presented. Select passages from his work will be investigated to familiarize the student with the principles of his thought.

THL 415 SPECIAL TOPICS

An integral part of the Ave Maria University program is the opportunity for studies abroad. The International Theological Institute (ITI) provides a rich religious, historical, and cultural atmosphere for a variety of courses in theology. ITI courses are cross-listed with the University. In addition, with administrative approval, other theology courses may be offered under Special Topics.

THL 490 SENIOR SEMINAR (capstone for majors)

As the final course in the theology sequence, the senior seminar is designed for and required of all theology majors. In a seminar format, students examine a topic in depth and prepare a research project to be presented at the end of the semester.

Typical Plan—Theology Major

Freshman Year

<i>FALL Semester 1</i>	<i>Credit Hours</i>	<i>SPRING Semester 2</i>	<i>Credit Hours</i>
4 courses	16	4 courses	16
MTH 100, 150, 151	4	THL 105 Sacred Scripture	4
LIT 103 Classic Epics	4	LIT 104 Medieval Typ.	4
LAT 101 Elem. Latin	4	HST 102 Modern Hist.	4
HST 101 Anc. & Med. Hist.	4	LAT 102 Intermed. Latin	4
Arts Practicum	0		

Sophomore Year

<i>FALL Semester 3</i>	<i>Credit Hours</i>	<i>SPRING Semester 4</i>	<i>Credit Hours</i>
4 courses	16	4 courses	16
PHL 205 Human Person	4	PHL 206 Ethics	4
Science I with lab	4	Science II with lab	4
THL 205 Sacred Doc.	4	HST 203/POL-203 U.S. Civ.	4
Elective	4	THL 206 Creation and Grace	4
Arts Practicum	0		

Junior Year

<i>FALL Semester 5</i>	<i>Credit Hours</i>	<i>SPRING Semester 6</i>	<i>Credit Hours</i>
4 courses	16	4 courses	16
THL 305 Moral Theology	4	THL 307 Sacraments	4
THL 306 Catholic Spirituality	4	THL 309 Christ and His Church	4
Elective	4	Elective	4
Elective	4	Elective	4

Senior Year

<i>FALL Semester 7</i>	<i>Credit Hours</i>	<i>SPRING Semester 8</i>	<i>Credit Hours</i>
4 courses	16	4 courses	16
THL 405 Triune God	4	Theology Elective	4
Theology elective	4	Elective	4
Elective	4	PHL 400 Phil. Perspectives	4
Elective	4	THL 490 Senior Seminar	4

Special Academic Programs

Drama Program

ART 202 THEATRE PRACTICUM

This course allows students to work in technical support or performance roles for university-sponsored dramatic productions. Productions vary by semester and are, in part, determined by talents and abilities of the students who enroll in the course. This course satisfies one of the two required fine arts practica. (*zero credit*)

Undergraduate Education Electives

Ave Maria University does not currently offer an undergraduate degree in teacher education or preparation for a state teaching license. Most states require teacher candidates to take a specified regimen of courses from a state approved training program and to pass knowledge and skills tests. You will need to enroll in such a program at another institution to become a certified teacher. Students interested in pursuing a teaching career for which state teacher certification is necessary should consult the Department of Education in the state in which the student desires to teach and request specific information on the teacher certification requirements for that jurisdiction.. AMU does offer some undergraduate education electives. It would be up to the institution which ultimately provides the full regimen of courses to determine if any of your AMU education electives can be transferred to meet some of their program requirements. The undergraduate education electives to be offered by Ave Maria University may be selected from the following: Foundations of Education; Introduction to Exceptional Education; Human Growth and Development; Educational Psychology; Instructional Methods; Curriculum Development; Instructional Design, Testing, and Measurement; and subject area methods (Humanities, English and Literature, Languages, and Social Sciences). Undergraduate students interested in a teaching career should consult the Dean of the Graduate School of Education.

Pre-business Program

Graduate schools in business administration will accept students from any undergraduate major. Nonetheless, students will do well to take courses in accounting, economics, statistics, and calculus. Students should also take advantage of Ave Maria's broad liberal arts curriculum to gain excellent facility in oral and written communication. Students will increase their likelihood of a successful application to business school through business-related experience, including part-time, full-time, or summer employment and volunteer work. The advisor to the Pre-business Program is Dr. Gabriel Martinez, Economics Department. Interested students should contact Dr. Martinez during their freshman year. Schools require applicants to take the Graduate Management Aptitude Test (GMAT). **Students who are interested in Business should see the Business Administration Program in the Economics Major.**

Pre-law Program

Law schools will accept any undergraduate concentration. They desire a broad range of study, excellence in work, and a strong ability to read and write. Ave Maria encourages students who select the Pre-law Program to complete courses in politics, economics, and history. Schools require applicants to take the Law School Admission Test (LSAT). Students can get individualized direction from the Pre-law advisor, Dr. Seana Sugrue, Political Science Department. The Pre-law Program will develop opportunities for lectures, meetings, and other opportunities for students considering a career in law.

Pre-medicine Program

See description in the Biology Major.

Pre-Theologate

Mission Statement

The Mission of the Pre-Theologate is to foster vocations to the ministerial priesthood in the Roman Catholic Church. This is achieved through the full implementation of the Program of Priestly Formation of the United States Conference of Catholic Bishops.

The Center for Discernment at Ave Maria University is a faith-filled environment in which the Human, Spiritual, Intellectual and Pastoral Formation necessary for discernment and growth in a priestly vocation, whether diocesan or religious is experienced and achieved.

Pope John Paul II, in his Apostolic Exhortation, *Pastores Dabo Vobis*, (1992), states, “The formation of future priests, both diocesan and religious, . . . is considered by the Church one of the most demanding and important tasks for the future of the evangelization of humanity.” (*I Will Give You Shepherds*, #2) and identifies four major dimensions of the formation of priests today.

Human Formation

“In order that his ministry may be humanly as credible and acceptable as possible, it is important that the priest should mold his human personality in such a way that it becomes a bridge and not an obstacle for others . . . Future priests should therefore cultivate a sense of human qualities . . . needed for them to be balanced people, strong and free, capable of bearing the weight of pastoral responsibilities (PDV 43).

Spiritual Formation

“Just as for all the faithful spiritual formation is central and unifies their being and living as Christians, that is, as new creatures in Christ who walk in the spirit, so too, for every priest, his spiritual formation is the core which unifies and gives life to his being and his

acting as his priest . . . Those who are to take on the likeness of Christ, the priest, by sacred ordination, should form the habit of drawing close to him as friends in every detail of their lives.” (PDV. 45).

Intellectual Formation

“Candidates for the priesthood should have diligent care for the quality of their intellectual formation . . . for the salvation of their brothers and sisters they should seek an even deeper knowledge of the divine mystery . . . Theological formation . . . should lead the candidate for the priesthood to a complete and unified vision of the truths which God has revealed in Jesus Christ. (PDV 51, 54).

Pastoral Formation

“Formation in its different aspects must have a fundamental pastoral character. . .” The whole training of the student should have as its object to make them true shepherds of should after the example of Jesus Christ, teacher, priest and shepherd.” (PDV 57, *Optatum totius*,4.)

Spiritual Life of the Pre-Theologate

- Together with the Dean-Formator, Pre-Theologate students live a rich liturgical life, which includes:
- Daily Eucharistic Liturgy
- Daily Communal Liturgy of the Hours: Morning, Evening and Night Prayer
- Eucharistic Adoration
- Sacrament of Reconciliation
- Marian Devotions
- Liturgical Ministries

They also have regular meetings with the Dean-Formator, Spiritual Director, and Academic Advisor and in Small Sharing Groups. Students are actively involved in a variety of Pastoral Ministries of Service on campus and in collaboration with local Church and Social Service Agencies. Everyone is involved in the promotion of Vocations.

The Philosophical Formation of the men in the Pre-Theologate follows the guidelines set forth in the Program of Priestly Formation by the U.S. Conference of Catholic Bishops.

The Bishops of the United States have set forth the following academic requirements for entrance into a Theologate:

1. 24 semester credit hours in Philosophy
2. 12 semester credit hours in Theology

“Therefore, a **Philosophy** program should be balanced comprehensive, integrated, and coherent. It should include studies in metaphysics, anthropology, natural theology, epistemology, ethics, and logic. It should also include substantial studies in the history of philosophy treating ancient, medieval, modern, and contemporary philosophy. Some treat-

ment of American philosophy or social thought is also helpful for seminarians in understanding the dynamics of contemporary society in the United States. The philosophy of St. Thomas should be given the recognition that Church teaching accords it.” (*Program of Priestly Formation*, National Conference of Catholic Bishops, Fourth Edition, 1993, #169)

The **Theological** formation of the men in the Pre-Theologate follows the guidelines set forth in the *Program of Priestly Formation* published by the National Conference of Catholic Bishops, which state:

“The undergraduate Theology program should include introductions to biblical revelation, doctrine, church history, liturgy, spirituality, and Christian ethics. An appreciation of the role of religion in literature and in the arts as well as an understanding of world religions may be helpful. Students should also begin their study of the Church’s teaching on ecumenism and interfaith relations.” (*Program of Priestly Formation*, National Conference of Catholic Bishops, Fourth Edition, 1993, #171)

Why Ave Maria University Pre-Theologate?

The Pre-Theologate provides a unique family-like living situation where the priest Dean of the Pre-Theologate resides with the discerning men and helps them to grow into all that God has called them to be. The Pre-Theologate is located on the fourth floor of Loyola Hall and has its own Chapel with the reserved Blessed Sacrament, Student Apartments, Library and Meeting Room.

The Pre-Theologate provides an opportunity for men who would like to discern a vocation to the ministerial priesthood but are intimidated by the thought of entering a seminary immediately.

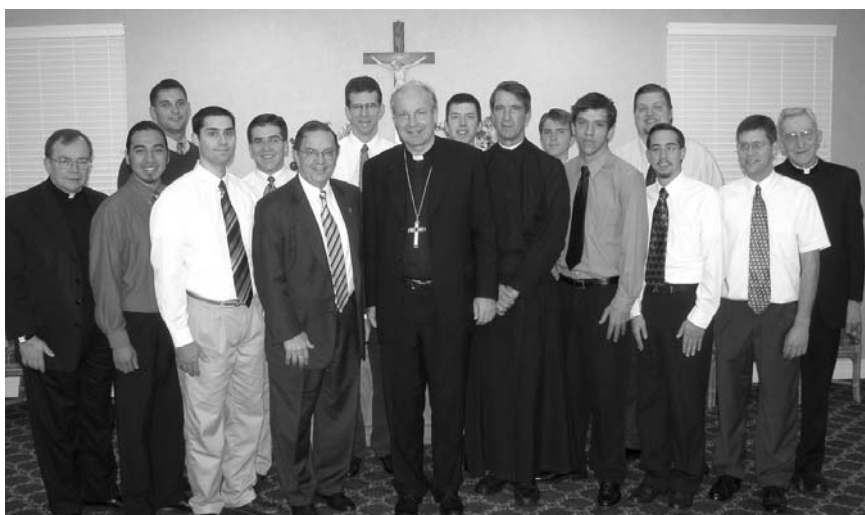
The students do not have to make a four-year commitment to this Pre-Theologate. The men will commit only one semester at a time.

While studying at Ave Maria University, they may choose from a variety of majors. As they pursue their selected field of study, they concurrently fulfill all of the U.S. Bishops’ requirements for a Pre-Theologate. If at any point they are uncertain about continuing, they may take a leave of absence from the Pre-Theologate for a semester and continue their academic studies. There is no penalty for this. Assuming they have placed no obstacle, they may, if they wish, reenter the Pre-Theologate the following semester.

If they discern that God is not calling them to the ministerial priesthood, they are not required to leave the University and seek admission at another school and hope their credits will transfer. They simply continue in their degree program. There is no “stigma” attached to them as they continue their education at Ave Maria University

This is a co-ed university. The commitment to celibacy is tested when mixing with young women who also love Jesus Christ and are looking for a Christ-centered husband.

Ave Maria University will issue a Pre-Theologate Certificate to those graduating seniors who have completed all the requirements of the University and of the U.S. Bishops’ *Program of Priestly Formation*.



The Graduate Division Program and Course Descriptions

The Graduate Programs of Ave Maria University

The academic program of Ave Maria University is divided into two divisions—undergraduate and graduate education. The University’s Graduate Division offers two areas of graduate study at the master’s level, one in theology in the area of theological studies, and the other in teacher education with a specialization in exceptional education. These programs are offered by two different graduate schools that collectively comprise the Graduate Division of the University. Both of these programs find their mission-based support (a) in the principle of developing graduate education built upon the strength of liberal arts-based undergraduate curricula; (b) through a continuation of the commitment to the three pillars of the University—excellent teaching, research, and joyful fidelity to the Magisterium of the Catholic Church; and (c) in dedicating these programs to the advancement of human culture, the promotion of dialogue between faith and reason, and the formation of graduates prepared for service informed by the intellectual and moral values of the Catholic faith. As noted in the institution’s “Philosophy of the Curriculum,” the graduate curricula and the associated learning experiences are designed and intended to facilitate the education of fully competent professionals and practitioners who will retain their humanity and human sensitivity, render service informed by their sense of unity of all knowledge, and demonstrate their sense of and commitment to the various ethical dimensions of their professional practice.

Organizational Structure of the Graduate Division

Both of the schools and their programs will be administered under the general and coordinating supervision of the Dean of the Graduate Division. Leadership for the respective programs is provided by a program director in each graduate school. The general academic and graduate policies of the University are applicable to the graduate program unless otherwise stated in this catalogue or in the policy or student handbooks prepared for each program.

The programs of Ave Maria University are designed to focus on professional and intellectual development, the acquisition of appropriate knowledge bases, the clarification of personal and professional values, and continued development of a faith-based philosophy of living, and the enhancement of professional skills. To accomplish these objectives, the graduate programs are characterized by course work reflecting increased complexity, greater levels of sophistication, and enhanced demands for creative and analytical thinking; the demonstration of appropriate communication and research skills; and the ability to positively contribute to and function in a variety of learning situations requiring both collaborative and individual learning styles.

General Requirements for Graduate Admissions

Ave Maria University seeks to admit students of high quality who possess the requisite qualifications for admission and evidence potential for making positive contributions to the academic community and the program, as well as using their graduate education to contribute to their profession, life-calling, and society. Interested students should consult each program description for the specific admissions requirements.

THE GRADUATE SCHOOL OF EDUCATION

Master of Arts in Exceptional Education (MAEE)

The Master of Arts in Exceptional Education is intended to provide students with a graduate level educational experience designed to equip the student with the intellectual, cognitive, and theoretical knowledge bases; appropriate professional skills; opportunities for values and philosophical clarification; and practical experiences to develop into a competent and professional classroom teacher capable of dealing with the challenges and expectations posed by the exceptional education programs in public, private or parochial school settings. The curriculum has been crafted and courses developed against the requirements of the Florida Department of Education for exceptional student certification (K-12). Further, the faculty believes that it is a quality program with distinctive attributes and comparable to other exceptionality programs in its content, faculty, delivery, and practical experience components. However, because Ave Maria is a new institution, it is not eligible at this time to apply for state approval. (See the “Public Disclosure Statement” below.)

Program Goals

The goals of the program are:

To appropriately prepare graduates to serve in exceptional education classroom teacher positions, respond to the needs of the state’s exceptional young people, and perform at high levels of professionalism in a variety of instructional settings;

To deliver a broad base of course work through a variety of delivery methods designed to intellectually, cognitively, and theoretically prepare graduates to function at high levels of professionalism in instructional and learning settings;

To prepare graduates for individualized entry into the teaching profession in a variety of political jurisdictions and educational settings, and be qualified to engage in the required licensure activities on an individual basis appropriate for graduates of this type of program;

To deliver a quality curriculum containing the required educational elements as prescribed by the Florida Department of Education in Administrative Rule 6A-4.01795;

To value the breadth of liberal arts preparation for teaching and seek to continue to broaden the intellectual knowledge base of the enrolled students;

To place strong emphasis on the continued development of communication, verbal, and oral skills with which to address the needs of a diverse student population in diverse educational settings;

To provide students with an excellent array of field instructional experiences from which to derive increased practical education, explore the current issues and trends, and enhance their ability to access and utilize educational resources for the enrichment of their educational programs, response to student needs, and the development of collaborative skills;

To provide students with a combination of faculty, associate faculty, lecturers, and learning experiences, thereby providing greater varieties of instructional content and information dealing with various physical, psychological, intellectual, and emotional aspects of exceptional education;

To prepare student to access, understand, analyze, apply, and conduct graduate level research in the field of exceptional education; and

To continually evaluate the program and its graduates in order to improve the program in an ongoing fashion and develop a program that achieves its goals.

Program Outcomes

At the conclusion of this program, graduates will be able to:

1. Define, describe, characterize and identify a variety of educational exceptionalities;
2. Analyze student data, observe student behavior, and gather appropriate background information so as to assess individual and group educational needs and recommend a variety of programmatic responses to the identified needs;
3. Function as an effective classroom teacher and deliver individual or collaborative instructional services in single or multi-disciplinary models;
4. Assess on an ongoing basis the effectiveness of educational programs and students learning;
5. Address the needs of a diverse student populations in a variety of settings through the provision of an array or responsive instructional strategies and resources;
6. Develop and implement student education plans in group or individual learning settings;
7. Represent, sponsor, and facilitate exceptional education and its associated activities in stand-alone or school-integrated programmatic settings; and
8. Utilize degree appropriate research methods and information with which to inform one's professional practice.

Program Curriculum

The curriculum consists of twelve, three semester credit hour courses for a total of 36 credit hours. All courses are required and all must be satisfactorily completed.

* Prerequisite to all other education courses; must be taken as the first course in the program.

Program Delivery

The courses will be delivered in a ten-week format in four hour blocks of time. Special shorter course delivery modules may be utilized during the summer months. The instruction will be a combination of a face-to-face and Internet-television delivery systems. In many of the courses, multiple faculty and instructional locations will be used to enrich the program. This system has been used successfully in the previous delivery of the program

at another location and has been assisted by a state supported grant. Additional field trips, instructional laboratories, and demonstrations, as well as time devoted to collaborative learning and educational activities, will be elements of many courses. Faculty will provide advance notice of these activities and students should consult course syllabi for times and locations. Students should make plans and arrangements accordingly to participate in these learning opportunities.

Admission to the Master of Arts in Exceptional Education

Regular Admission: The general requirements for regular admissions to the graduate programs are:

1. A bachelor's degree from an accredited college or university. An undergraduate degree in education, possession of teacher certification, prior teaching experience, or current employment as a classroom teacher is necessary for admission and a personal interview is recommended to support the application.
2. A cumulative undergraduate GPA of 3.0 or above.
3. A statement explaining the applicant's rationale for desiring a graduate education, incorporating life-goals and describing one's interest in the field of study.
4. Acceptable and recent scores on the Miller Analogies Test, the Graduate Record Examination, or other acceptable examination (consult the program directors).
5. Recommendation for admission from individuals qualified to attest to the applicant's ability to satisfactorily engage in graduate study.

Required Application Documentation

Students seeking entry to the graduate programs must submit the following documentation in order to be considered for admissions:

1. A completed and signed Application for Admission to Graduate Study accompanied by the required application fee of \$50.00.
2. Official seal-bearing transcripts from *all* undergraduate institutions attended prior to receiving a bachelor's degree sent directly to Ave Maria University by the registrar's office.
3. A statement of life goals, interest in the field, and rationale for desiring to pursue a graduate education.
4. Official test score reports.
5. Two letters of recommendation and a professional resume of work and life experience.
6. Submission of documentation of current or prior employment as a classroom teacher or education employee.

Admissions inquiries may be made by calling the number below or through the University's web site: www.ave maria.edu. Applications should be obtained from and forwarded to the Admissions Office at the following address:

Ave Maria University
Office of Graduate Admissions
School of Education
1025 Commons Circle
Naples, Florida 34119
Telephone: 1-239-280-2500
Toll free: 1-800-AVEUNIV
Fax: 1-239-352-2392

Provisional Admission: In cases where one or more of the above requirements may not be satisfied but the applicant evidences potential and desire for the pursuit of graduate education, the University's graduate admission's process may provisionally accept an applicant for enrollment for up to three courses. Such enrollments are conditioned upon the earning of a 3.0 average in course work attempted, actively participating in the courses and the program, and satisfying any other conditions attached to the acceptance.

Conditional Acceptance: Applicants appearing to be otherwise qualified except for the submission of all the necessary documentation to support their application may be accepted on a conditional basis. Continued enrollment in the University and the program is conditioned upon receipt of the missing documents within the next term. Such applicants should be able to evidence graduation from an accredited institution, as well as other desirable characteristics that warrant this exception to standard institutional practices. Conditionally admitted students will be limited to enrolling in no more than two courses or six semester hours.

Guest Students: Guest students seeking to complete courses for professional development or transfer purposes may enroll for a maximum of four courses or 12 semester hours. Such students must comply with the requirements for admission or present a request for guest enrollment and an attestation of compliance with the admissions requirements by an appropriate official from the institution in which the guest student is enrolled. Permission to enroll as a guest student must be obtained from the program director.

Conditions of Enrollment: Students who are accepted and enroll in the Ave Maria University programs must earn a 3.0 cumulative average in their program of study. Students earning grades of C or less will be required to retake the course and may be subject to other disciplinary action. All unsatisfactory grades must be replaced by passing grades of B or better. All students must earn a cumulative average of 3.0 or better to be classified as a "Student in Good Standing." Students whose grade point average (GPA) falls below a cumulative 3.0 average will be placed on "academic probation." While on probation, students must earn a 3.0 average or better for each term until the student is removed from probationary status.

All students are expected to become familiar with the policies and regulations governing the programs, enrollment in the University, and the requirements of the component courses.

es as set forth in the catalogue, handbooks, and course syllabi. Because the benefits students receive from educational experiences are directly related to their intellectual and attitudinal investments in and contributions to their academic endeavors, students are expected to attend classes, participate in activities, prepare for and contribute to learning environment of classes, assume responsibility for and complete student assigned tasks, and proactively adhere to the policies of the courses and the programs.

Course Descriptions

EEX 6025 FOUNDATIONS OF EXCEPTIONAL EDUCATION

This course presents current state of the art trends as well as issues related to the education of exceptional students. In addition to the specific exceptional student populations, including the culturally diverse, attention will be directed to the definitions related to students with disabilities as well as identification and assessment practices. This course is the first course in the program and prerequisite to all other courses.

EEX 6052 ADVANCED THEORIES AND PRACTICES FOR STUDENTS WITH DEVELOPMENTAL DELAY OR MENTAL RETARDATION

This course is an in-depth study of the complex social and biological aspects of mental retardation with a particular theoretical emphasis on the education of individuals with mental retardation, as well as the philosophical and ethical underpinnings of the field of mental retardation.

EEX 6248 INSTRUCTIONAL APPROACHES FOR EXCEPTIONAL POPULATIONS

This course presents an in-depth study of instructional strategies that are effective when teaching student with behavioral disorders, mental retardation (developmental disabilities) and learning disabilities. The content includes techniques for curriculum adaptation, IEP development, direct, database and meta-cognitive strategy instruction, and technology applications.

EEX 6732 CONSULTATION AND COLLABORATION IN SPECIAL EDUCATION

This course presents collaborative/consultative models for exceptional student education majors including theories and research pertaining to consultation, working with teams of other professionals, and collaborating with parents and professionals. The IEP is a particular focus.

EEX 6943 PRACTICUM IN EXCEPTIONAL STUDENT EDUCATION

This course involves supervised filled work in exceptional student education. The case study model and grand round presentations will be the focus of this experience. This course follows the independent study course model. Times to be arranged by instructors and students.

EDR 6000 ACTIVE RESEARCH IN EXCEPTIONAL STUDENT EDUCATION

Practical models and implementations for collecting and quantifying information related to successful teaching of students with special learning needs. Teachers will produce a research project related to the field of exceptional student education.

ELD 6015 ADVANCED THEORIES AND PRACTICES IN THE FIELD OF LEARNING DISABILITIES

This course is a review of the role theory plays in the development of the field of learning disabilities. Students will be given the opportunity to study the major theories that have shaped the field and should acquire information about multicultural issues in relationship to historical perspectives, current trends, and future directions.

EMR 6052 ADVANCED THEORIES AND PRACTICES: DEVELOPMENTAL DELAY OR MENTAL RETARDATION

This course presents an in-depth study of the complex social and biological aspects of mental retardation with a particular theoretical emphasis on the education of the individuals with mental retardation, as well as the philosophical and ethical underpinnings of the field of mental retardation.

EED 6215 ADVANCED THEORIES AND PRACTICES IN BEHAVIOR DISORDERS

The course provides an understanding of the theoretical bases for explaining, preventing and treating emotional and behavioral disorders, and in implementing myriad techniques to effectively meet the needs of children and youth with behavioral and emotional disorders in school and clinical settings. This course will help course participants integrate theoretical concepts with specific culturally sensitive approaches for identifying, classifying and intervening with students with behavior disorders and their families.

EED 6222 ADVANCED PSYCHO-EDUCATIONAL ASSESSMENT – ESE

The primary goals of this course are to review and critique a variety of assessment procedures that are commonly used in exceptional student education programs and to examine the assessment processes, policies and legal issues in exceptional student education.

ELD 6235 EDUCATIONAL STRATEGIES FOR STUDENTS WITH LEARNING DISABILITIES

This course explores advanced educational procedures and material development for the student with specific learning disabilities. The strategy model will be taught and implemented in this course.

SPL 6930 SPEECH AND LANGUAGE ISSUES RELATED TO STUDENTS WITH EXCEPTIONAL EDUCATION NEEDS

This course involves the study of basic speech and language developmental benchmarks and their bearing on cognitive functioning. Inclusive teaching techniques to enhance language acquisition are addressed.

Student Evaluation and Performance Assessment: The University takes seriously its obligation to prepare classroom teachers of high quality. Consequently, student performance will be evaluated in an ongoing fashion. Students failing to make satisfactory progress or performing in a marginal fashion will be counseled and mentored. Failure to meet the standards of the program or demonstrate ability to achieve programmatic outcomes may result in dismissal from the program and failure to graduate. Every effort will be made to assist admitted students to complete the program.

Graduation Requirements: in order to receive a degree from Ave Maria University, the student must:

1. Successfully complete the published curriculum;
2. Earn a minimum GPA of 3.0 or higher in the required courses;
3. Complete the program within a period of six years;
4. Process all of the required institutional forms and complete the pre-graduation procedures;
5. Be approved by the faculty of the department for continued enrollment and completion of the program.

Public Disclosure: As newly established institution of higher education, Ave Maria University is authorized by the state of Florida to deliver the educational programs and services described herein; however, the University has not yet achieved regional accreditation, nor can it apply for or receive program approval from the Florida Department of Education. Thus, students enrolling in these courses and this program do so with the understanding that they must assume the responsibility for clarifying the applicability and utility of the courses and program with their employers and the appropriate agency in the state in which they desire to teach, should teacher certification be the desired outcome of enrollment. The student should be advised that in some jurisdictions, additional courses or requirements may be mandated for certification.

THE GRADUATE SCHOOL OF THEOLOGY

M.A. and Ph.D. in Theology

The academic formation of the Ave Maria University's Master of Arts and Doctor of Philosophy program in theology initiates students into the great sapiential and scholarly theological traditions so that they may both continue to deepen their theological learning and be able to guide and teach others. The programs offer students the opportunity to immerse themselves in a contemplative pattern of study, in accord with the monastic and university traditions of theology as a speculative intellectual discipline rooted in the life of prayer. Within this context, theological education provides the student with the academic competence for a professional career in the teaching of theology. The pursuit of speculative insight enables the student to see the profound congruity of the various truths (doctrinal and moral) of the Catholic faith, with the goal of enabling the student to share this insight in the task of teaching. In accord with the Catholic Church's understanding of theology as *fides quaerens intellectum* (faith seeking understanding), the student will explore historically and systematically the harmony, beauty, and intelligibility of the reality revealed in faith, as set forth in the foundational texts of the Catholic Tradition. Pope John Paul II has written in *Fides et ratio*, "The chief purpose of theology is to provide an understanding of revelation and the content of faith. The very heart of theological enquiry will thus be the contemplation of the mystery of the Triune God" (#93). This program will be inaugurated in January 2005.

Admission to the M.A. and Ph.D. in Theology:

Required Application Documentation:

- A bachelor's degree from an accredited college or university; applicants to the doctoral program will usually also have earned a master's degree in theology or philosophy.
- A cumulative undergraduate GPA of 3.0 or above.
- Official seal-bearing transcripts from all undergraduate institutions attended prior to receiving a bachelor's degree and/or a master's degree, sent directly to Ave Maria University by the registrar's office.
- A statement explaining the applicant's rationale for desiring a graduate education in theology, incorporating life-goals and an intellectual autobiography.
- Writing sample of a theological and/or philosophical character of at least 8-10 pages.
- Acceptable and recent scores on the Graduate Record Examination.
(Ave Maria University's GRE code is 5577.)
- Recommendations for admission from three individuals qualified to attest to the applicant's ability to engage satisfactorily in graduate study.
- A completed and signed Application for Admission to Graduate Study accompanied by the required application fee of \$50.00.
- An admissions interview with the Program Director or other designated official.

The deadline for application into the M.A and Ph.D. Programs is March 1st. Applications

received after these deadlines will only be given consideration as space and/or scholarship funding remains available. Applications for those wishing to begin in the spring semester will not be considered.

Applications should be obtained from and forwarded to the Admissions Office at the following address:

Office of Graduate Admissions
School of Theological Studies
Ave Maria University
1025 Commons Circle
Naples, Florida 34119

Telephone: 1-239-280-2550
Toll free: 1-877-AVEUNIV
Fax: 1-239-280-2547
E-mail: graduatetheology@avemaria.edu

Conditions of Enrollment: Students who are accepted and enroll in the Ave Maria University graduate theology programs must earn a 2.7 cumulative average in the M.A. program or a 3.0 in the doctoral program. Students whose grade point average (GPA) falls below this cumulative average will be placed on “academic probation.” While on probation, students must earn a 3.0 average or better for each term until the student is removed from probationary status.

Independent Study: Independent studies facilitate the pursuit of interests for which there are no corresponding courses offered in the program. They are based on a signed agreement between student and professor, which must be approved by the Director of the program.

Classification of Students within the M.A. Degree Program: Degree seeking students are divided into full-load students (12 or more credit hours per semester) and partial-load (fewer than 12 credit hours per semester). Non degree seeking students are accepted as special students for the purpose of enrolling in M.A. degree courses for credit but are not considered to have been admitted to the degree program. Such students are not eligible for financial assistance. Should special students subsequently apply and be accepted into the program, a minimum of nine credit hours can be accepted into the program. Audit students are those individuals who enroll for a course on a non-credit basis.

Transfer Credit: With the approval of the Director of the program, a maximum of eight graduate credits can be transferred from similar programs at accredited institutions. At the time of application it is the responsibility of the student to petition the Director for the transfer of credit and to supply the proper documentation and description of the courses for which credit is sought. Credit earned for courses taken at another institution while enrolled in the M.A. degree program cannot be transferred without the express permission of the Director.

Time Limit for Completion of Degree and Leave of Absence: All course work required for graduation must be completed within six years of beginning the program; doctoral students must complete the dissertation within eight years of beginning the program. Students who need to interrupt their course of studies for a duration of one semester or more must apply for a leave of absence. Request for a leave must be made at least two weeks prior to the first day of classes and addressed to the Director of the degree program who makes the final decision. Leaves will be granted for a fixed period and only when

there is a good reason for the absence and a good prospect of the student's returning to the program. Leaves of absence will not be counted in the time limit for completion of the degree. Students who interrupt their course of studies without a leave of absence are considered to have resigned from the program and must reapply for admission if they should desire to return. This reapplication will consist of the completion of a new application form, payment of an application fee, and an interview with the Director or his appointed representative.

Graduation Requirements: The M.A. degree requires 64 credits of course work with an average of 2.7 or better; the Ph.D. degree requires 80 credits of course work with an average of 3.0 or better. This includes any transfer of credit from previous work, as determined at the time of enrollment. Each student is responsible to assure that all required courses have been taken. Students are strongly encouraged to take classes in the prescribed order. To be eligible for graduation, students also must complete the thesis and have it accepted by the faculty, satisfactorily complete the required colloquium program, submit an application for graduation accompanied with fees, and be approved by the Program Director.

Candidates for a M.A. or Ph.D. degree must submit a degree application form and fee early in the semester in which they intend to graduate. Forms may be obtained from the Program Director and returned, along with a check covering graduation expenses, to the Director.

Academic Policies and Procedures: Unless otherwise specified in this catalogue or in the program student handbook, the academic policies and procedures of the University will also apply to the students enrolled in the program. Students are advised to consult the departmental Student Handbook for additional policies concerning coursework stylistic issues, academic honesty, grading, attendance, withdrawals, audit requirements, study abroad programs, classroom demeanor, assessment procedures, and other relevant topics.

Scholarships: A limited number of merit-based scholarships will be offered to outstanding candidates upon admission.

Tuition: Full-time tuition will be \$8,000 for the 2004-2005 academic year.

Fees:

Technology Fee	\$200/year
Activities Fee	\$100/year

Housing and Food: Limited on-campus housing may be available. Students who are interested in living on-campus should contact the Department of Residence Life at Ave Maria University at 239-280-2500. Apartments are available in the wider Naples area. Students may also purchase meals from our dining facility on campus. The Department of Residence Life should be contacted for information.

Medical Information: Health insurance is available to students enrolled at Ave Maria University. All students are required to have health insurance and will be automatically registered for the University health insurance unless they show proof of existing coverage. The University health insurance plan is run through the Department of Student Life at Ave Maria University (239-280-2500).

Program Implementation: The M.A. and Ph.D. Programs will begin in January 2005.

The Master of Arts in Theology

Program Goals:

The Master of Arts in Theology structures the two years of coursework to allow students to acquire the intellectual virtues needed for the scholarly disciplines of biblical, systematic, moral, and liturgical studies. Moreover, they will be assisted in deepening their understanding of the sapiential unity informing all these specializations. Students should acquire the linguistic skills needed to study the great philosophical and theological writings of the tradition. With the acquisition of skills and speculative habits of mind as its goal, the program of studies will be accompanied by communal worship and prayer, so that students may deepen their graced friendship with Jesus Christ and the communion of saints. They will thus experience how the gifts of wisdom and knowledge of our Catholic faith, far from contradicting the truths and light of reason, actually both further enlighten and redeem our minds and hearts in ways on the Triune God can accomplish.

Taking up Pope John Paul II's call for the New Evangelization, the M. A. Program will equip students to teach theology at secondary and post-secondary levels, to engage in the many fields of the intellectual and pastoral apostolates, and to undertake doctoral studies, all in full conformity with the teachings of the Church

Program Delivery:

Students normally complete the program in two full years covering four fifteen-week semesters.

Program Curriculum: The curriculum for the M.A. in Theology consists of 64 credits plus the non-credit Graduate Theology Colloquium. The distribution and preferred sequence of courses in the program are presented below.

The M.A. Program in Theology

Year I Fall

501 Old Testament	4
521 Catholic Systematic Theology	4
522 Theology of Revelation	4
Elective	*4
First-Year Colloquium	0
Credit hours / semester:	16

Spring

502 New Testament	4
523 The Triune God	4
551 Sources of Moral Theology	4
Elective	*4
First-Year Colloquium	0
Credit hours / semester:	16

Year II

552 Fundamental Moral Theology	4
524 Creation, Providence, Sin	4
525 Christ and Salvation	4
Elective	4
Second-Year Colloquium	0
Credit hours / semester:	16

526 The Church	4
527 Liturgy and Sacraments	4
580 Thesis	4
Elective	4
Second-Year Colloquium	0
Credit hours / semester:	16

*NT Greek I and II recommended

Total of 64 credit hours

Language Requirement: Given the character of the M.A. in Theology as a preparation for teaching and/or doctoral studies, this program also requires that students demonstrate reading proficiency in Latin. Those students who enter the graduate program already with strong Latin and pass the Latin exam are strongly encouraged to fulfill the language requirement in Greek. This requirement can be fulfilled by passing an exam administered by the director of the program or by completing 12 credits of undergraduate level instruction with 3.0 average or better. Students should complete their Latin requirement before the beginning of the second year so that such reading knowledge can be presumed in the second year of coursework.

Thesis Requirement: In accord with the M.A. in Theology as a preparation for teaching and/or doctoral studies, a thesis is also required. This thesis project will normally be a research paper demonstrating in-depth research into a particular theological topic. In certain cases, with the permission of the thesis director and the Director of the Program, other advanced scholarly projects such as translations into English of sophisticated articles or books in other languages. Each thesis project will have one director and a reader.

Graduate Theology Colloquium Requirement: In order to show how faith enlightens reason, the great intellectual achievements of the Great Theological Masters, including the Greek and Latin Fathers, the great Medieval Schoolmen, the counter-Reformation, and modern and contemporary periods will be discussed in a weekly setting. This Colloquium is non-credit.

The two-year Colloquium, required for both M.A. and Ph.D. students, provides the backbone for students' appropriation of the great intellectual achievements of Catholic theology, informed by philosophical wisdom. The first-year Colloquium focuses upon philosophical wisdom as both informing and developing within the tradition of Catholic theology, and concludes with readings of influential modern philosophers. The second-year Colloquium provides an opportunity to discuss key theological texts spanning the Catholic tradition. Both the first-year Colloquium and the second-year Colloquium meet in a bi-weekly setting (six meetings per semester). This Colloquium is non-credit and graded on a pass/fail basis. Doctoral students may be required to give presentations as part of the Colloquium and may receive credit for such work.

Readings for the First-Year Colloquium (Fall and Spring Semesters):

Plato, *The Republic*
 Plato, *The Timaeus*
 Aristotle, *Nicomachean Ethics*
 Aristotle, *Metaphysics*
 Philo of Alexandria, *Selections*
 Plotinus, *Enneads*
 Boethius, *The Consolation of Philosophy*
 St. Augustine, *Confessions*
 Pseudo-Dionysius, *The Divine Names*
 St. Thomas Aquinas, *Selections*
 Descartes, *Meditations*
 Kant, *Groundwork for a Metaphysics of Morals*

Readings for the Second-Year Colloquium (Fall and Spring Semesters):

St. Irenaeus, *Against the Heresies*

Origen, *On First Principles*

St. Athanasius, *On the Incarnation of the Word* and *Against the Greeks*

St. Augustine, *Anti-Pelagian Writings*

St. John Damascene, *On the Orthodox Faith*

St. Anselm, *Proslogion and Monologion*

St. Bernard, *The Steps of Humility and Pride*

Documents of the Council of Trent

Friedrich Schleiermacher, *The Christian Faith*

John Henry Newman, *Development of Christian Doctrine*

Henri de Lubac, *Medieval Exegesis*

Documents of Vatican II not covered in courses

Ph.D. in Theology

The doctoral program in theology assists students in their appropriation of the wealth of intellectual and spiritual wisdom, knowledge, and love constituting Catholic philosophy and theology. Catholic theological excellence can only develop in minds and hearts ever more attuned to communion with the Most Holy Triune God, and attuned both to the goodness of his creation and to the holiness of all the saints redeemed in his Incarnate Word, Jesus Christ.

Students admitted to the Ph.D. Program should have completed either the M.Div. or equivalent degree; the M.A. or M.T.S. degree in religion, theology, or philosophy; or a bachelor's program with a strong background in religion, theology, and/or philosophy. Students admitted to the doctoral program with only a B.A. are expected to complete an extra year of course work.

Requirements for Degree: The doctoral program requires 80 credit hours of course work (20 four-credit courses) and normally takes five years to complete. In the best interest of the student as well as the program, each student is evaluated at the end of each semester. If there is serious doubt about the student's ability to complete the Ph.D., he or she may be asked to leave the program. In each of the first four semesters of course work, the student is expected to take four courses (16 credit hours). In each of the final two semesters of course work, the third year, the student is expected to take two courses (8 credit hours) in a setting of directed readings and research. This third year of course work can be taken either at Ave Maria University or, with the approval of the Director of the program, by means of supervised readings and research at other Catholic theology programs around the world. Continuance in the program and maintenance of the scholarship and stipend is subject to a positive recommendation by the Director of the Ph.D. Program at the end of each semester.

Required Courses: Before the beginning of the second year of coursework, doctoral students will submit a plan of course work that demonstrates completion or anticipated completion of the following courses required for all doctoral candidates, which may be completed either during doctoral studies or during the student's M.A. studies: 1) Christology, 2) The Church, 3) The Triune God, 4) The Sacraments, 5) Moral Theology, 6) Creation and Fall, 7) Metaphysics.

Areas of Specialization: Systematic Theology and Moral Theology

SYSTEMATIC THEOLOGY, as wisdom gained through the habits of faith and study, illumines the inner intelligibility of God's plan of salvation. As a sapiential project of "faith seeking understanding," Catholic systematic theology requires knowledge of the sources of theology in the Bible and Tradition, the great doctrinal and systematic expositions of the faith, the metaphysical terms and relations which assist the proper expression of theological realities, and the nature of development of doctrine in conformity with the teachings of the Church. The contemplative wisdom engendered by doctoral study of systematic theology serves the Church's mission of preaching and teaching the gospel in the context of ecumenical, interreligious, and cultural dialogue. Systematic theology thereby requires undertaking biblical, historical, dogmatic, and metaphysical investigations. In addition to the third year of 4 specialized readings-and-research directed studies, the Ph.D. in Systematic Theology requires 16 courses during the first two years of course work of which at least 6 must be in systematic theology, 3 in moral theology, 3 in Bible, and 2 in patristics.

MORAL THEOLOGY studies how the human person, created *ad imaginem Dei*, achieves true and complete fulfillment by being transformed in virtue and spiritual gifts according to the exemplar found in Christ, and within the communion of persons centered in the Catholic Church. Beginning with Scripture and Tradition, the program seeks to inculcate a deep familiarity with both revelation and the best moral philosophy to enable the graduate to articulate the goodness, truth and beauty of the Christian life and engage in the broader debate regarding concrete moral issues. Presupposing the harmony between faith and reason, the program interacts also with contemporary human sciences such as psychology and sociology, as well as areas effecting the just ordering of society, including marriage and family law, political theory, and economic theory. The Ph.D. in Moral Theology requires 16 courses during the first two years of course work, of which at least 6 must be in moral theology, 4 in systematic theology, 3 in Scripture, and 1 in patristics. In addition, the third year includes 4 directed studies of specialized readings and research, which are normally in the area of specialization.

Minors: Doctoral students will minor in either in one of the areas listed above, or in Biblical Studies. Note that the minor requires at least 4 courses.

Major Stages in the Program

1. Residency

Two years of course work in residency are required, along with a third year of course work that may be completed either in residency or with approval from the Director of the program at another Catholic graduate theology program. A student who enters the program without sufficient background ordinarily will spend one or two further semesters in course work before taking candidacy examinations. Those students who enter with a master's degree or its equivalent may seek immediate admission to residency. Upon completion of course work, doctoral students typically serve as teaching assistants for two years and as teaching fellows for one year.

2. Language Requirements

Students are required to pass examinations showing the ability to read with the aid of a

dictionary of standard theological sources in New Testament Greek, Latin, and either French or German. The language requirement should be fulfilled as soon as possible and must be fulfilled by the fall of the third year.

3. Declaration of Minor Field

At the end of the first year of course work, the student is expected to declare a minor.

4. Graduate Theology Colloquium

During the first two years of course work, doctoral students are required to participate in the Graduate Theology Colloquium, which meets once every two weeks. The Colloquium is a forum for energetic discussion of the central works from the history of philosophy and theology. The goal is a wise appropriation of these works for contemporary theology.

5. Third-Year Readings and Research

Students will spend their third year engaged in directed study, geared toward integrating, supplementing, and strengthening the broader study undertaken in the first two years of coursework, and thereby preparing the student for the transition to the life of scholarship. In this third year, students will have the opportunity to study with eminent professors abroad or to remain at Ave Maria University. The year should be devoted to exploring, under the direction of scholars in the field, particular topics or interests that the student may wish to pursue in the writing of the dissertation. The goal is to provide a course of study that fits the particular interests and needs of each doctoral candidate.

6. Comprehensive Examinations

Comprehensive examinations usually are taken in the semester following the three years of coursework and the completion of all language requirements. These examinations are offered twice a year, in October and March. The topics for the examinations are meant to display students' intellectual breadth and skills in the full range of the Catholic theological tradition.

Content of Comprehensive Examinations:

- Examination in the major field.
- Examination in the minor field.
- Questions are prepared by the doctoral faculty, in conjunction with the student.

Length of Examination:

- Three days of written examinations are required, followed by a 90-minute oral examination to which the student is admitted after successfully passing the written examinations.

7. Dissertation Proposal

The dissertation proposal is to be submitted by the beginning of the semester following candidacy examinations.

8. Dissertation

The completed dissertation must be submitted within eight years of matriculation.

Doctoral Fellowships: Doctoral students typically receives a fellowship that includes a

full-tuition scholarship for the five-year program of studies. The fellowship also awards a significant stipend. The fellowships are, of course, conditional on the performance of the student in the doctoral program. In the third and fourth year of the fellowship, the doctoral student is expected to serve as a research or teaching assistant. During the fifth year the doctoral student is expected to serve as a teaching fellow.

Third-Year Program: Each doctoral student will, in the third year, have the opportunity to study with senior professors in Europe, at such universities as Fribourg, Gating, Munich, Pamplona, and Rome. In March of the Spring semester of the second year of coursework, the student is expected to submit a proposal for the location and focus of his or her third year of coursework.

Course Descriptions

M. A. Program Courses

THL 501 OLD TESTAMENT

The Old Testament is “an indispensable part of Sacred Scripture” that “retains its own intrinsic value as Revelation” (CCC §§ 121, 129). Integrating the best methods and tools of modern biblical scholarship with the luminous principles of the Church’s rich exegetical tradition and magisterial documents, this course respects both the ancient Israelite historical-theological context of these inspired texts and their prophetic function within the Christian canon. It will assist the student in making the reading of Scripture an integral part of the sapiential and contemplative study of theology that the M. A. program attempts to foster.

THL 502 NEW TESTAMENT

The New Testament recounts the culmination of sacred history and of the “divine pedagogy” (CCC § 53) in the *mysteria vitae Iesu* and the founding of his Church. This course presents the New Testament writings as a diverse but unified theological witness to these “divinely revealed realities” (DV § 11). It elucidates their literary character without compromising their historical reliability, and it reads them within the rich cultural matrix of Greco-Roman Judaism of the first century A.D. without losing sight of the fact that they belong to the Church for all ages. Above all, the course will attempt to foster a seamless integration of exegesis, theology, and contemplation.

THL 511 NEW TESTAMENT GREEK I

Equips the student with the basic grammatical rules and vocabulary necessary for reading the New Testament in its original language. Provides the foundation for scholarly exegetical study of the Bible.

THL 512 NEW TESTAMENT GREEK II

Deepens the student’s training in the grammar and vocabulary of the Greek New Testament, and initiates the student into the thrill of reading the New Testament in Greek. Pre-requisite: THL 504.

THL 521 CATHOLIC SYSTEMATIC THEOLOGY

Contemporary Catholic systematic theologians can only be understood with in context of the rich traditions of Catholic theoretical reflections on the Word of God. This seminar provides an historical-theoretical introduction to Catholic Systematic theology. It studies three major developments constituting Catholic Systematic Theology. The transposition from Biblical to Doctrinal theology is studied in chosen works of the Greek and Latin Fathers, e.g., Athanasius and Augustine. The transposition from Doctrinal to Theoretical theology is studied in the works of the Medieval Schoolmen and those preceding them, e.g. John Damascene, Anselm, Thomas Aquinas, or Bonaventure. Finally, the transposition from Theoretical to Contemporary theology is studied in the works twentieth century Catholic theologians, e.g. Hans Urs von Balthasar, Henri de Lubac, Bernard Lonergan, etc.

THL 522 THEOLOGY OF REVELATION

This course will study the doctrine of divine Revelation, along with related topics such as the authority of Scripture and Tradition, inspiration, infallibility, development of doctrine, the role of theologians in the Church, the Magisterium, and so forth. We will also devote time to tracing the use of philosophical systems, terms, and relations in theology from the Fathers through the scholastics and modern theologians, Catholic and Protestant.

THL 523 THE TRIUNE GOD

Christians believe in the God of Abraham, Isaac, and Jacob. In confessing faith in the God who names himself as “I am,” Christians affirm the unity and simplicity of God who is sheer Act and thereby radically transcends the finite and participated being of creatures. This course explores the mystery of divine unity and of the attributes of God in his unity, including his goodness, knowledge, and will. Throughout the course, we will study how human language, drawn from finite creatures, is able to name God by analogy, even while it impossible for us to know God in his essence. We know God without exhaustively comprehending him. Analogy balances careful affirmations with equally precise negations. The one God is Father, Son, and Holy Spirit. We will therefore trace the theological development of the concepts of procession, relation, and person that enable Christians to affirm, without contradiction, both divine Trinity and divine unity. After detailed analysis of the distinct relations in God and the personal properties of the Father, Son, and Holy Spirit, we will examine such topics as the doctrine of appropriation, the relationship of the divine processions to the divine creative act, and the relationship of the eternal processions to the temporal missions. In studying the Trinity as Creator and Redeemer, we will explore the mystery of our relation to God and to the distinct divine Persons.

THL 551 SOURCES OF MORAL THEOLOGY

Following the example of John Paul II’s encyclical *Veritatis Splendor*, this course first examines the primary biblical foundations of Christian morality to locate the discipline within the Church’s evangelical mission and invitation to faith, conversion, discipleship and holiness. It further introduces the patristic and historical development and central themes of Catholic moral theology, such as the fundamental orientation to happiness or human flourishing, the natural law, the new law of the Gospel, the theological and moral virtues, and the achievement of true human freedom in Christ. In so doing, it presents the 13th century synthesis of Thomas Aquinas as an exemplar of a moral theology at the service of biblical revelation. Moreover, it offers an historical explanation for both why this Thomistic synthesis fell out of favor and why it is gaining renewed attention, thereby setting the stage for the subsequent course in the moral sequence (THL 521).

THL 552 FUNDAMENTAL MORAL THEOLOGY

Most contemporary Christian moralists, both Catholic and Protestant, count Thomas Aquinas as a primary source, but most of their presentations lack the balance and comprehensiveness of his synthesis, precisely because they neglect vital aspects of it. To help the student develop a sapiential vision of moral theology, this course introduces the *Secunda Pars* of his *Summa* through both primary and secondary sources. Given the widespread renewal of interest in Thomistic ethics, our utilization of secondary literature will also provide the opportunity to consider the different directions in which this increasing recourse to Aquinas is being directed, and what this means for the future of Catholic moral theology.

THL 524 CREATION, PROVIDENCE, SIN

This course is a scientific investigation into the nature and vocation of the human person in the light of Christian revelation. Drawing upon Conciliar documents, the writings of John Paul II, and classics of Christian thought, special attention is given to the source and significance of our human dignity and freedom, the nature of and relationship among the intellect, will, and the passions, the significance of the body in a Christian framework and the meaning of the human person as created in the image and likeness of God, as having fallen into sin, as redeemed by Christ, and as healed and perfected in communion with the Father, and the Holy Spirit.

THL 525 CHRIST AND SALVATION

As St. John teaches in his Gospel, “The Word became flesh and dwelt among us, full of grace and truth.” The first half of the course explores the Church’s confession of the incarnate Word. We will undertake a detailed study of the early Christological heresies, focusing on the contributions of such figures as St. Athanasius, St. Cyril of Alexandria, and Pope Leo the Great. Having gained this insight into the development of Christological doctrine, we will examine in systematic fashion such points as the fittingness of the Incarnation, the doctrine of the hypostatic union, Christ’s divine and human wills, Christ’s knowledge, Christ’s grace, and so forth. In the second half of the course, we will treat the salvific power of life, death, and Resurrection of the incarnate Word. Employing the *Catechism of the Catholic Church* along with the insights of the great Doctors of the Church and the best results of contemporary biblical exegesis, we will examine such topics as Christ’s birth, teaching, miracles, Cross, death, Resurrection, Ascension, sitting at the right hand of the Father, and second coming in judgment at the end of the world. In studying Christ, we will also study his Mother. The goal of the course is twofold: to gain systematic insight into how these mysteries accomplish our salvation, and to understand Christ as the Messiah of Israel, the true priest, prophet, and king.

THL 526 THE CHURCH

This course studies the Church as the universal sacrament of salvation established by Jesus Christ, and guided by the Holy Spirit in its apostolic governance, its sacred teachings, and its holy sacraments. Biblical, doctrinal, and theological foundations of ecclesiology will be studied in Conciliar and papal teachings, as well as in the profound ecclesial theologies of patristic, medieval, and modern theologians. The Petrine ministry, hierarchical structure, and universal call to holiness are treated in the attributes, gifts, and tasks of the Church as the body of Christ called to the communion of saints in the eternal Kingdom of God. This great Catholic tradition will form the context for understanding

the teachings of Vatican II on the Church, ecumenism, and religious liberty.

THL 527 LITURGY AND SACRAMENTS

An integrated examination of: a) the fundamental liturgies of the Catholic Church, especially the holy sacrifice of the Mass and the Divine Office, presented in their historical context and in contemporary practice, with special attention to the question of how liturgy contributes to personal and community holiness; b) the seven sacraments of the Church, with attention to the place of sacraments in the economy of salvation.

THL 590 M. A. COLLOQUIUM

This course will meet bi-weekly to introduce students to the great philosophical and theological writings of the Catholic intellectual tradition. Students and professors will contribute to the colloquium through a combination of presentations, discussions, and lectures. The colloquium is non-credit

THL 595 SPECIAL TOPICS

With the approval of the director of the M.A. program in theology, theological courses may be offered on special topics.

THL 597 DIRECTED READINGS

With the approval of the director of the M.A. program in theology and the participating professor, students may register for a course of independent study in a particular area under the direction of a professor.

THL 599 THESIS

Prepares and guides the student in the research and writing of the required M.A. thesis.

Ph. D. Program Courses

THL 601 BIBLICAL NARRATIVE

Drawing on the insights of narrative-critical scholarship (M. Sternberg, R. Alter) and narratological theory (P. Ricoeur), this course will attempt to foster an appreciation for the narrative artistry and literary sophistication of the sacred authors and inculcate specific exegetical skills of narrative analysis. Under the guidance of magisterial principles of interpretation, the course will consider the “eclipse of biblical narrative” (H. Frei), critique text-immanent and deconstructionist trends in contemporary scholarship, and attempt to formulate a proper hermeneutical understanding of the delicate interplay among historical event, narrative artistry, and theological truth. *Vall*

THL 610 BOOK OF GENESIS

An introductory unit will take up the following issues: textual criticism, history of interpretation, authorship, sources, date, ancient Near Eastern milieu, genre, and literary structure (with a particular focus on the narrative-theological function of the Priestly material). Consulting commentaries from various periods and traditions, the course will continue with a careful exegesis of selected passages. Out of respect for Genesis’s canonical function as the opening book of the Bible, its frequent citation in the New Testament, and its vital role in the life of the Church, this exegesis will attempt to discern a spiritual sense that emerges organically from a non-reductionist interpretation of the literal sense. *Vall*

THL 612 BOOK OF JOB

An introductory unit will take up the following issues: textual criticism, history of interpretation, authorship, date, redaction, ancient Near Eastern milieu, genre, and literary structure. In dialogue with various “readings” of Job, a careful exegesis of selected passages will demonstrate how recurrent poetic images clustering around the symbols of womb and tomb hold a key to the book’s theological meaning. *Vall*

THL 621 DEVELOPMENTS IN CONTEMPLATIVE AND SPECULATIVE THEOLOGY

This seminar studies the developments fundamental to Catholic Speculative theology over the past two millennia of Catholic theology. The first millennial development will investigate Patristic and Monastic theologians with their reflections on the Biblical Word of God as true; with their calls to contemplation and worship as informing the great Trinitarian and Christological creeds. Selected works by theologians such as the Apostolic Fathers, Athanasius, Augustine, Cassian, Pseudo-Dionysius, and Bernard will be studied. The second millennial development will investigate the development of the great medieval theologians whose reflections on the intelligibility of the true Word of God require a deepening of contemplative wisdom into a profound intellectual conversion able to take up the challenge of integrating science and scholarship with wisdom and holiness. Selected works by such theologians as Boethius, Anselm, Abelard, Peter Lombard, Thomas Aquinas, and Bonaventure will be studied. Reading knowledge of Greek and Latin strongly recommended. *Lamb*

THL 622 ETERNITY AND TIME IN AUGUSTINE, PLOTINUS, BOETHIUS, AND AQUINAS

This seminar explores how the wisdom and understanding of eternity and time in Augustine, Boethius, and Aquinas are philosophically and theologically relevant as corrections to contemporary historicism. The seminar will research how Plotinus has a very different understanding of eternity and time than Augustine, relating this to major differences in their respective philosophies due to the influence of faith and theology on Augustine. Finally, we shall see how Boethius mediates Augustine’s breakthrough to the Middle Ages and Aquinas. A reading knowledge of Greek and Latin is encouraged. *Lamb*

THL 624 SCRIPTURE AND METAPHYSICS

Focusing upon the theology of St. Thomas Aquinas, particularly his *Summa Theologiae* and his *Commentary on the Gospel of St. John*, we will explore the relationship of biblical revelation and metaphysical analysis in *sacra doctrina*. Systematic topics to be investigated may include Christ, salvation, the Eucharist, and the Trinity. We will place Aquinas’s thought in relationship to that of present day theologians, biblical exegetes, and philosophers. The course intends to mark out a path for constructive Thomistic theology. *Levering*

THL 625 THEOLOGY OF THE BODY

Drawing upon St. Augustine, St. Gregory of Nyssa, St. Thomas Aquinas, and Pope John Paul II, this seminar explores the bodily and spiritual character of human existence in light of man’s ultimate end of sharing (body and soul) in the triune life. Topics will include divine providence and government, grace, the theology of the human body and soul, and deification. John Paul II’s theology of the body will be studied as the recovery of the patristic and medieval sense of the unity and identity of body and soul in the teleology of the human person. The result should assist in the theological recovery of the importance

of the doctrine of the bodily resurrection. *Levering*

THL 631 ST. AUGUSTINE'S *DE TRINITATE*

The purpose of this seminar is to study St. Augustine's *De Trinitate* as the apex of Augustine's work, setting out in detail his theological investigation of an immaterial image of the Trinity. Our study is primarily foundational, indicating how St. Augustine developed analogy as different from metaphor, and how created knowing and loving demand the movement from the descriptive categories of God for us to the Triune God as revealed Father, Son, and Holy Spirit. A reading knowledge of Latin is strongly recommended. *Lamb*

THL 632 ST. AUGUSTINE'S *DE CIVITATE DEI*

The main focus of this seminar will show how the political theology of St. Augustine draws upon a proper understanding of the classical three ways of living to demonstrate the inadequacy of philosophy to deal with the injustice and evil in human history. Augustine shows the need of salvation in Christ Jesus, and the wisdom of Christian faith, hope, and charity to redeem human society and history and justify the quest for intellectual and moral excellence. This seminar's approach to *The City of God* will be primarily a careful reading of the text. A reading knowledge of Latin is strongly recommended. *Lamb*

THL 634 THOMAS AQUINAS

An investigation of the central doctrines of the Angelic Doctor. Attention will be paid to the historical context of his thought, his use of scriptural, patristic, and philosophical sources, his contemplative theological approach, and the reception of his theology in the life of the Church. We will engage contemporary Catholic and Protestant programmatic readings of Aquinas. *Dauphinais*

THL 636 THEOLOGY OF JOHN HENRY CARDINAL NEWMAN

Studies the great works of Newman, including *Apologia Pro Vita Sua*, *Essay on the Development of Doctrine*, *Grammar of Assent*, and *Lectures on Justification*, along with many of his historical and theological essays, his sermons, and his poetry. Newman points the way toward the recovery of the patristic tradition. *Levering*

THL 638 THE *THEOLOGIC* OF HANS URS VON BALTHASAR

Among twentieth Catholic theologians Balthasar is the only one to produce a monumental fifteen volume systematic theology. His extensive work carefully puts his readers in conversation with the great theologians, philosophers, poets, writers and artists of the past and present. Balthasar structured his massive Systematics around the three transcendentals of beauty, goodness, and truth. This seminar will explore how his tripartite work provides an historical transposition of the transcendentals in terms of the classical three ways of living. The *Glory of the Lord*, his theological aesthetics of beauty, corresponds with the productive-poetic way of living. Balthasar dwells upon the many forms of creation and redemption that are objectively visible in the history of salvation to those with the eyes of faith. The *Theo-Drama* transposes the practical way of living with its attention to the dramatic living out of the good in the theological and human virtues in the life of the Church. Finally, his *Theologic* transposes the theoretical way of living with its sustained attention to truth, wisdom and science. Readings from the first two parts will introduce a careful study of the *Theologic*. Reading knowledge of German recommended. *Lamb*

THL 651 THEOLOGICAL ETHICS

Surveys the development of theological ethics through Plato, Aristotle, Aquinas, Kant, MacIntyre, and Hadot. Through extensive readings, the seminar will explore the role of philosophical wisdom in expressing theological truths about the moral life. *Dauphinais*

THL 652 MORAL THEOLOGY FROM AQUINAS TO VATICAN II

This seminar surveys the history of Catholic moral theology from Aquinas to Vatican II through a study of both primary and secondary sources. Special attention will be given to four interrelated themes: (i) the impact of nominalism, especially as this reinforces legalistic tendencies, and tends toward rationalism and casuistry; (ii) the way in which Aquinas is appropriated in the Dominican, Jesuit and Redemptorist traditions; (iii) the development and content of the post-Tridentine and neo-Thomistic manuals; (iv) the extent to which moral theology maintains contact with Scripture and the spiritual life, looking especially at 20th century works influenced by the Tübingen school that influence the Conciliar call for a biblical renewal of moral theology. A reading knowledge of Latin is strongly encouraged. *Murphy*

THL 653 MORAL THEOLOGY SINCE VATICAN II

Catholic moral theologians were given a mandate by the fathers of Vatican II to renew their discipline, previously characterized by the post-Tridentine and neo-Thomistic manuals, especially by grounding it more firmly in Scripture so it is better able to serve the lofty vocation of the faithful in Christ. Although council fathers would have hoped for a more tranquil period of renewal, the last generation of moral theology has been characterized not only by vigorous study and fruitful developments, but also by an unprecedented debate about the revision of traditional norms of sexual ethics - a debate of such magnitude as to be called a "moral schism" by some authors, effecting various aspects of scholarly, pastoral, familial, social and political life. This course introduces students to the central issues and thinkers in this decisive era of moral theology, giving particular attention to the theological, philosophical, and moral presuppositions of the various interlocutors, as well as the moral systems and arguments they offer. Special attention will be given to identifying the legitimate contributions of the various authors as well as the most promising approaches for articulating the truth and goodness of the Catholic moral tradition. *Murphy*

THL 654 VERITATIS SPLENDOR AND THE MORAL THEOLOGY OF JOHN PAUL II

This seminar studies Pope John Paul II's 1993 moral encyclical *Veritatis Splendor* in the broader context of his theological approach and the papal teaching of his two subsequent and directly connected encyclicals, *Evangelium Vitae* and *Fides et Ratio*. It first considers how his basic theological approach incorporates the strengths of the 20th-century developments like the return to the sources, personalism, and phenomenology, while upholding the metaphysical realism of the Thomistic tradition. In this context, we will study *Veritatis Splendor* both as a model for the authentic renewal of Catholic moral theology, and as a correction for several problematic developments by revisionist thinkers, whose departure from the tradition typically follows from their rejection of realism and embrace of nominalist presuppositions. On this foundation, we will study several themes enunciated in the subsequent encyclicals, drawing upon various sources to respond to contemporary challenges. *Murphy*

THL 656 NATURAL LAW: ANCIENT AND MODERN

The doctrine of natural law, which first grew out of the teachings of classical philosophy, has historically been upheld by the teachings of the Catholic Church. Classically understood, natural law articulates those moral obligations that ground and limit human freedom as well as some of the various goods that correspond with the nature of the human person. Yet, within modernity, this classical teachings to some degree has been transformed by modernity's teachings on natural and human rights. This course will examine the dialectic between ancient and modern thinkers on the true nature of morality and human freedom. To this end, the course will look at the writings of Aristotle, Cicero, St. Augustine, St. Thomas, Grotius, Hobbes, Locke, Rousseau, Tocqueville, John Courtney Murray, and Pope John Paul II. *Guerra*

THL 657 THE FOUNDATIONS OF CATHOLIC SOCIAL THOUGHT

Catholics do not live their lives within a Catholic bubble, a hermetically sealed world in which everyone and everything is shaped by the teachings of Catholicism. Christ himself said this would be the case, informing his disciples that in this world they would have to render to Caesar the things that are Caesar's and to God the things that are God's. As a result, the Catholic Church has always had to find some way of engaging the social and political world in which it currently finds itself. This course draws on the rich tradition of Catholic social and political thought to see how the Church has time and time again dealt with this question. The course looks to the writings of St. Paul, St. Augustine, St. Thomas Aquinas, St. Thomas More, and the social encyclicals to gain a better grasp of how the Church can prudentially accommodate herself to the temporal order. *Guerra*

THL 661 HUMAN DIGNITY AND THE CHALLENGE OF BIOTECHNOLOGY

The burgeoning revolution in the area of contemporary biotechnology is something of a mixed blessing. Biotechnology thankfully has allowed many of us to live longer and healthier lives. At the same time emerging biotechnologies such as those in neuroscience and psychopharmacology threaten to technologically alter the very face of our humanity. This class will examine how the concrete possibilities raised by recent advancements in biotechnology raise important moral and spiritual questions about both what it means to be a human being who is made in the image of God and what, according to both reason and revelation, it means to live a truly dignified human life. *Guerra*

THL 662 THE JUST WAR TRADITION AND CONTEMPORARY THOUGHT ON PEACEMAKING

This seminar studies the Augustinian and Thomistic just war tradition to develop the competence to evaluate its applicability in the contemporary context of global interdependence, international institutions and the war on terrorism. It further considers the 1983 document by the U.S. Bishops, *The Challenge of Peace (TCOP)*, as a foundation for understanding contemporary debate among Catholics, including the vigorous critique of *TCOP* by George Weigel, and the further development of contemporary thought on peacemaking, including the emergence of a pragmatic realism among advocates of peacemaking. Considers John Paul's basic ethical approach as a blending of personalism and Thomistic moral realism, and then evaluates his teaching against capital punishment within this framework, looking to whether a similar development could be defended with regard to the just war tradition. *Guerra*

THL 663 SEXUALITY AND MARRIAGE IN THE CATHOLIC TRADITION

Studies of sex, gender and marriage are all the rage among contemporary academics, and often reflect the biases of the sexual revolution, with the Catholic tradition presented as a misguided opponent of sexual freedom. Because this situation requires a thoughtful response from Catholic scholars, this course introduces students to the biblical, traditional, historical, philosophical and theological resources that must be taken into account for an informed contribution to the discussion. Beginning with the Old and New Testament foundations, it shows how basic truths about the divine plan for marriage and human sexuality are revealed, promoted, defended and better understood through time. It emphasizes how contemporary Catholic teaching provides a compelling account of sacramental marriage as a conjugal covenant of life and love, a context for growth in holiness and the service of human life, and the center of the new evangelization. *Murphy*

THL 690 PH. D. COLLOQUIUM

This course will meet bi-weekly to introduce students to the great philosophical and theological writings of the Catholic intellectual tradition. Students and professors will contribute to the colloquium through a combination of presentations, discussions, and lectures. The colloquium is two credits.

THL 695 SPECIAL TOPICS

With the approval of the director of the doctoral program in theology, theological courses may be offered on special topics.

THL 697 DIRECTED READINGS

With the approval of the director of the doctoral program in theology and the participating professor, students may register for a course of independent study in a particular area under the direction of a professor.

THL 698 NON-RESIDENT RESEARCH AND DISSERTATION

THL 699 RESIDENT RESEARCH AND DISSERTATION

The Aquinas Center for Theological Renewal

Serving the needs of the Graduate Program in Theology, the Aquinas Center for Theological Renewal annually brings leading theologians and philosophers to lecture on campus in various forums, including bi-annual conferences. The projects of the Aquinas Center for Theological Renewal also include the international theological journal *Nova et Vetera*, the bi-annual Lectures on Christ and the Religions, and the annual Pinckaers Prize for best theological monograph published in English.

The Aquinas Center for Theological Renewal is a new academic institute created to foster the renewal of Catholic theology. In Fall 2001, Drs. Michael Dauphinais and Matthew Levering founded the Aquinas Center in order to reach out to scholars and graduate students around the world who share its vision of a dynamic renewal of theology in fidelity to the Magisterium. Rooted in its founders' interest in the theology of St. Thomas Aquinas, the Aquinas Center hopes to contribute to the development of a vibrant theological renaissance.

***Nova et Vetera*: The English Edition of the International Theological Journal**

One of the main scholarly endeavors of the Aquinas Center for Theological Renewal, *Nova et Vetera* is also published in French. Founded in 1926 by future Cardinal Charles Journet in association with Jacques Maritain, *Nova et Vetera* provides an international forum for theological and philosophical studies from a contemporary Thomistic perspective. *Nova et Vetera* (English edition) welcomes articles and book reviews in theology, philosophy, and Biblical Studies that address central contemporary debates and discussions. It seeks to be “at the heart of the Church,” faithful to the Magisterium and the teachings of the Second Vatican Council, and devoted to the work of true dialogue, both ecumenically and across intellectual disciplines. Senior Editor: George Cardinal Cottier, OP. Co-Editors: Michael Dauphinais and Matthew Levering.

Bi-Annual Conferences

Aquinas the Augustinian (in preparation)
February 3-5, 2005

The recent work of such thinkers as Alasdair MacIntyre and Servais Pinckaers, OP has highlighted the Augustinian aspects of Aquinas's philosophy/theology. It is thus a fruitful time to bring together a group of scholars to investigate in a systematic fashion the interplay between these two great theologians and the ways that retrieval of their thought in the modern context should proceed. Speakers will include Michel Barnes, Johannes Brachtendorff, Stephen Brown, Robert Dodaro, OSA, Jean Bethke Elshtain, Gilles Emery, OP, Harm Goris, Wayne Hankey, Reinhard Hütter, Mark Johnson, Jody Vaccaro Lewis, Guy Mansini, OSB, Bruce Marshall, John O'Callaghan, John Rist, Tracey Rowland, and Michael Sherwin, OP.

John Paul II and the Renewal of Thomistic Theology
August 8-9, 2003

On the occasion of Pope John Paul II's Silver Jubilee year, this conference identified connections and areas of convergence between the enormous theological contribution of John Paul II and the resources of Thomistic theology. Cardinal Avery Dulles, S.J., and Russell Hittinger gave the keynote addresses. Other conference speakers included Reinhard Hütter, Fergus Kerr, O.P., Charles Morerod, O.P., Francesca Murphy, Michael Sherwin, O.P., Pia Francesca de Solenni, Fr. Robert Barron, Michael Waldstein, Steven Long, John Berkman, Guy Mansini, O.S.B., and Frederick Bauerschmidt.

Reading John with St. Thomas Aquinas—Ressourcement and the Fourth Gospel
October 5-6, 2001

“The ‘study of the sacred page’ should be the very soul of sacred theology” (Dei Verbum #24). Ressourcement, as understood by Vatican II, invites a return to the sources in order to renew and enrich contemporary theology. In this spirit, the conference sought to break the barriers that separate modern from patristic and medieval exegesis and speculative theology. The conference aimed at further developing the rationale for a method of exegesis that interprets the Scripture historically not only by attention to the authorship and historicity of the texts, but also, and primarily, through the lens of tradition and with a speculative intention. Speakers included Benedict Ashley, O.P., Frederick Christian Bauerschmidt, Serge-Thomas Bonino, O.P., John F. Boyle, Stephen F. Brown, David Burrell, C.S.C., Romanus Cessario, O.P., Gilles Emery, O.P., Paul Gondreau, Scott Hahn, Matthew Lamb, Carlo Leget, Gilles Mongeau, S.J., Steven Long, Bruce Marshall, Richard Schenk, O.P., Michael Sherwin, Janet Smith, Timothy Smith, Pim Valkenberg, Kevin Vaughan, Michael Waldstein, and Joseph Wawrykow.

Institute for Pastoral Theology: Master of Theological Studies

The Institute for Pastoral Theology exists within the Graduate Division, Department of Theology at Ave Maria University – Florida (AMU-FL) exists to support research, publishing and teaching in pastoral theology. All dimensions of the program – faculty, curriculum, administration, and instruction – are interrelated and ordered to placing the gift of pastoral theology at the service of the Church. It accomplishes this task specifically through the offering of the Master of Theological Studies (MTS) degree in Pastoral Theology, the specific goal of which is to provide the Church with men and women who can bring to their ecclesial service a mature and balanced theological competence.

This Pastoral Theology Program falls squarely within the mission of AMU-FL: to provide an integrated liberal arts and professional education with a theological perspective at the baccalaureate and graduate levels. The heart of this intellectual activity involves a synthesis of faith and reason that is capable of taking root in the lives of individuals and as a consequence raising culture to a level worthy of the dignity of man in keeping with the eternal design of God. In this way AMU-FL contributes to “the protection and advancement of human dignity and of a cultural heritage through research, teaching, and various services offered to the local, national, and international communities” (*Ex corde Ecclesiae*, 12).

To realize this mission, the academic community of AMU-FL is fully and systematically engaged in a rich and multiform dialogue. A Catholic university is a place of dialogue with the Church’s living tradition, so that all members of the community can more fully appropriate their faith. It is a place of dialogue with the arts, science, and culture, so that the progress sought in these domains may be viewed in light of the integral dignity and development of the human person. It is a dialogue among the members of the university community, so that AMU-FL may experience the rich diversity of gifts, insights, and spiritualities of its faculty and students as a reflection of the Catholic unity of the universal Church.

The Institute for Pastoral Theology serves as an expression of this multiform dialogue through research, publishing, and teaching in pastoral theology. As for all theology, the first dimension of this dialogue is with divine revelation itself. Transmitted through Scripture and Tradition, revelation is the source of the Church’s catholic unity. Contact with the Church’s 2000 years of experience in living the life of God is an inexhaustible well of wisdom for contemporary theology. A second dimension of the dialogue is interaction with the rich reservoir of philosophy and science. Especially relevant for the mission of the Pastoral Theology Program in its offering of the MTS degree is dialogue with the human sciences, since all theological activity is ultimately at the service of the human person. As a community-within-a-community, the faculty, staff and students of the Pastoral Theology Program engage in the third dimension of the dialogue through the interactions among its faculty, who represent a wide range of academic expertise and pastoral experience.

Mission

The Master of Theological Studies degree in Pastoral Theology

The mission of the Master of Theological Studies degree in the Pastoral Theology Program is to provide a comprehensive theological education with a view to facilitating a full, conscious, active, and effective participation in the life and mission of the Church. This orientation toward taking up the Church's mission is what gives our program its pastoral character. It also explains our strong emphasis on spirituality and the universal call to holiness. As Pope John Paul II has written, "I have no hesitation in saying that all pastoral initiatives must be set in relation to holiness." Holiness is the goal of all the Church's activity, but in addition, it is people living a holy life who most effectively take up the Church's mission.

From these considerations we derive a number of fundamental convictions about the nature of pastoral theology that inspire and determine the MTS degree in Pastoral Theology core curriculum and the qualifications of the faculty (These are described in more detail with supporting documentation in *Seven Convictions Concerning Pastoral Theology*, by Douglas Bushman, S.T.L.):

Conviction #1: We form students in the basic principles of pastoral theology, with a theoretical emphasis. Since the theoretical foundation is an essential element of any science and ought to be an essential element in the formation of those engaged in pastoral activities (*GCD*, 108), our attention must be given to the theoretical principles in the study of pastoral theology.

Conviction #2: Pastoral theology studies doctrine with a view to its relevance for the life of faith. Since the work of the Church today is in large part rooted in the "economical aspect" of the Christian mystery (Archbishop Jean Honoré), pastoral theology is not merely "practical theology", but rather approaches Catholic doctrine with a commitment to the proposition that it is relevant for the faith life of every believer.

Conviction #3: Pastoral theology is anthropocentric in pursuit of its proper end—the true good of man. Since "pastoral concern means the search for the true good of man, a promotion of the values engraved in his person by God" (Pope John Paul II), pastoral theology is a truly anthropocentric enterprise.

Conviction #4: Our approach to pastoral theology is inspired by the pastoral orientation of Vatican II. The Second Vatican Ecumenical Council was manifestly the action of the Holy Spirit within the Church today, and since this Council was above all pastoral in its orientation, the pastoral orientation of Vatican II gives direction to the study of pastoral theology today.

Conviction #5: Pastoral theology is grounded in the doctrine of the Church. "Pastoral" is not less than 'doctrinal'; rather, it is doctrinal in a way which is not content to conceptualize, define, deduce, and anathematize. The pastoral

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approach expresses *saving truth . . . in the very expression of doctrine.*” (Yves Congar), thus pastoral theology must be grounded in the Church’s doctrine.

Conviction #6: *Pastoral Theology concerns building up the Church in its concrete existence.* Since pastoral theology “receives from the faith the principles and criteria for the pastoral action of the Church in history” (Pope John Paul II), then pastoral theology necessarily concerns building up the Church in its concrete existence.

Conviction #7: *Pastoral theology takes the universal call to holiness as its foundational principle.* Since the pastoral solicitude of Vatican II arises from the universal call to holiness (*Lumen gentium* chapter five) and since all pastoral initiatives “must be set in relation to holiness” (Pope John Paul II), pastoral theology must take the universal call to holiness as its foundational principle.

The Goals of the Program

The program goals of the MTS degree in Pastoral Theology are as follows:

- To provide the Church with men and women who can bring to their ecclesial service a mature and balanced theological competence.
- To master the fundamental principles of theology, spirituality, and pastoral practice, and learn how to evaluate and employ the best resources in all of these domains.
- To equip students to create, implement, and direct pastoral programs in full conformity with the doctrine of the Church.
- To assure that the wisdom of the Church’s lived experience will guide the adaptation of pastoral programs and activities to the specific needs of particular ecclesial communities.
- To deepen the *awareness* of the Church’s members’ participation in and responsibility for the Church’s life and mission.
- To provide comprehensive “education in the faith” in order to *promote* a full, active, conscious, and effective participation in the Church’s mission.

Program Implementation

The implementation of the MTS degree program in pastoral theology will unfold as follows:

2004-2005

In the fall of 2004, we plan to continue the program at the Naples, FL site by offering the full schedule of courses typically offered in the first semester including those offered the previous semester: Old Testament I (2cr.), The Writings of Pope John Paul II (1cr.), Vatican II (1 cr.), and Foundations of Catholic Spirituality (2 cr.). Those students who had enrolled in courses from the previous semester would continue their enrollment but have a lighter load in the fall of 2004.

2005-2006

In the spring of 2005, we plan to develop additional sites, both within the State of Florida and outside the State. The standard minimum number of students required to begin a site in the fall of any academic year would be 26. Based on this minimum number, we would hope to enroll anywhere between 110 to 150 new students in the MTS degree program beginning with the fall of 2005.

Program Curriculum and Format

The Program Curriculum and Format are guided by important considerations regarding Theological Education, Spiritual Formation, and Pastoral Orientation:

Theological Education

The mature faith and theological education which the Pastoral Theology Program aims to establish in each student are built upon seven pillars, or foundational texts of the Catholic Tradition:

- Sacred Scripture
- The documents of the Second Vatican Ecumenical Council
- The *Catechism of the Catholic Church*
- The Rites of the Church's Liturgy
- The *Code of Canon Law*
- The writings of Pope John Paul II
- The classics of Catholic spirituality

The significance of these texts is further explained in the *Handbook for Students* for the Pastoral Theology Program.

Guided by these foundational texts, the courses in Scripture, ecclesiology, anthropology, liturgy and sacraments, moral theology, social ethics, and pastoral theology teach students the fundamental principles of each discipline and present them with an historical perspective that is necessary in order to distinguish between what is essential in the Catholic Tradition and what can be adapted for pastoral purposes.

Spiritual Formation

The emphasis on spiritual formation within the Pastoral Theology Program derives from two considerations. The first derives from our understanding of the continuity between evangelization, catechesis, and theology. All three concern faith: evangelization (the initial coming to faith); catechesis (its maturation); and theology (faith's systematic reflection on itself). The truths studied in theology are the same truths that were first encountered in a life-giving conversion and then, through catechesis, seen in light of the totality of what God has revealed. Jesus Christ is that totality of revelation received by faith in response to evangelization, more fully possessed through catechesis, and systematically examined in theology. Jesus Christ is at the heart of theology because He is the content of the faith it is theology's task to order. Theological investigation that reduces revelation to simply an object to be known betrays that revelation. Rather, to be true to itself, theology

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must remain in vital contact with its center, God's own Word, Jesus Christ. This is accomplished through the living faith of professors and students alike. That faith is ever conscious that God revealed Himself in order to draw us into communion with Himself, and that His Word is always given in conjunction with His Spirit of Love.

The second reason for the emphasis on spiritual formation is the connection between holiness and pastoral activity. Because action follows upon being (*operatio sequitur esse*), the concern for effective activity must begin with our Christian being. This is borne out in the Church's history: "Saints have always been the source and origin of renewal in the most difficult moments of the Church's history" (Pope John Paul II). While recognizing the utility of proven methods, techniques, and organization in service to the pastoral mission, holiness prevents those engaged in that mission from reducing it to a merely human activity. Neither professional competence without the guidance of holiness nor holiness without expertise is adequate to the challenge of bringing effective love to those who need it. Both are needed if our love is to be "more than words or mere talk, but something active and genuine" (1 Jn 3:18).

While all courses are taught with a view to the pastoral priority of the universal call to holiness, two core courses in spirituality expose students to the Catholic understanding of the spiritual life as one of continual conversion, of prayer and spiritual direction, along with a strong emphasis on the centrality of the Eucharist, which is developed in other courses as well.

Pastoral Orientation

Though the courses offered in the Pastoral Theology Program are academic in form and doctrinal in content, they are prepared and presented with pastoral implications in mind. The Church, like Christ, exists to serve and to promote integral human development because, as Pope John Paul II has so consistently emphasized, "Man is the path for the Church." Indeed, Christ-like service is the great sign of maturity in faith, the fruit of a deeply rooted participation in divine life, the action that follows upon holiness. All ecclesial service is directed to the material and spiritual needs of the human person; its various forms and adaptations are determined by the particular needs people have.

To be effective, the Church's service must be based on a profound knowledge of the human person. To use the expression of Pope Paul VI, the Church must be "expert in humanity" if she is to make the treasure of divine revelation relevant to contemporary man. This indicates how the pastoral orientation of the MTS curriculum is inspired by the "law of fidelity to God and of fidelity to man." The core courses in doctrine concern fidelity to God, while fidelity to man finds expression in the core course in Christian Anthropology, which incorporates the understanding of man outlined by Vatican II and developed by Pope John Paul II. In addition, the courses in Moral Theology and Social Ethics, along with two courses in spirituality, build on this foundation. The core course in Pastoral Theology makes explicit and more fully synthesizes these principles, which are applied throughout the curriculum.



The Resulting Curriculum and Format

With these underlying philosophical considerations in mind, the curriculum and delivery format for this program was designed to accommodate students whose access to graduate studies in theology is restricted by job, family, or distance. Courses are offered in an intensive weekend format. Classes meet Friday evening through Sunday afternoon one weekend per month, August through May.

The curriculum is composed of mainly two credit courses. Based on the formula of fifteen contact hours per credit, each course will meet for six hours per weekend, for a total of thirty hours of lecture per course per semester. A maximum of six credits can be taken each semester. Six credits entails a full-load. Students taking six credits each semester can complete the program in three years (six semesters).

The program does not attempt to prepare specialists for particular ministries, apostolates, and services in the Church, although some specifically focused courses are offered periodically. Rather, the program offers a general theological education and spiritual formation, with a pastoral orientation, as a foundation for effective participation in the Church's life and mission.

This format, obviously, has some advantages, but also presents some challenges. The advantages of this format are several:

- Without relocating and with a minimum impact one's job or one's family, a person can complete the Pastoral Theology Program, 36 credit hours, in just three years.
- Meeting only once a month allows each student to design a personalized schedule of study and ample time to prepare for classes, provided a student uses out-of-class time well.
- Three and six hour class periods allow professors more adequate time to develop difficult or complex topics.
- Over a period of three years, students can easily develop strong bonds of friendship and have numerous opportunities for interacting with faculty.

The curriculum for the Pastoral Theology Program consists of 36 credits. The distribution and preferred sequence of courses in the program are as follows:

The Program in Pastoral Theology

Program in Pastoral Theology (Intensive Weekend Format)

Year I Fall		Spring	
5114 Old Testament I	2	5124 New Testament I	2
5111 Vatican II: the Pastoral Council	1	5122 Fundamental Theology	2
5112 Writings of John Paul II	1	5121 Catholic Theological Tradition	<u>2</u>
5113 Foundations of Catholic Spirituality	<u>2</u>		
Credit hours / semester: 6		Credit hours / semester: 6	
Year II			
5214-5218 Old Testament II	2	5224-5228 New Testament II	2
5211 Christian Anthropology	2	5222 Ecclesiology	2
5212 Spiritual Theology	<u>2</u>	5221 Canon Law	<u>2</u>
Credit hours / semester: 6		Credit hours / semester: 6	
Year III			
5311 Liturgy, Sacraments, and Sacramentals	2	5322 Pastoral Theology	2
5312 Moral Theology	2	5321 Social Ethics	2
Elective	<u>2</u>	Elective	<u>2</u>
Credit hours / semester: 6		Credit hours / semester: 6	
Total of 36 credit hours			

Electives: Two elective courses (four credit hours) allow students to develop a concentration in various areas like Scripture, liturgy, catechesis, spirituality, and moral theology within the speculative and pastoral programs. Electives are offered on the basis of availability of faculty and the interest of the students. Student interest is determined by a survey of eligible students which is conducted in the middle of the spring semester.

Independent Study: Independent studies facilitate the pursuit of interests for which there are no corresponding courses offered in the program. They are based on a signed agreement between student and professor, which must be approved by the Director of the program.

Core courses may not be taken on an independent study basis. In addition, the anticipated expansion of the MTS degree program sites and corresponding workloads of the graduate faculty, including significant travel, greatly reduces the opportunity for independent studies. Students interested in pursuing subjects for which courses are not offered should inquire among their fellow students to determine if there is sufficient interest for an elective course.

Requirements for Admission

Application to the MTS in Pastoral Theology Program requires a Bachelor's degree or a minimum of 90 semester hours in a liberal arts program. A 2.5 (on a scale of 4.0) minimum grade point average in college level work is required for admittance. Furthermore, applicants should demonstrate an aptitude for pastoral studies by reason of undergraduate background in liberal arts, theology or religious studies, experience in ecclesial service, or completion of a diocesan program of formation or certification.

In addition, applicants must complete and submit to the Pastoral Theology Program office the following:

- Application form
- Application Fee of \$50.00
- Intellectual Autobiography
- List of recently read books and articles
- Letter stating reasons for wanting to study pastoral theology
- Writing Sample
- Two Letters of Recommendation
- Official Transcripts from all colleges or universities previously attended.

The final step in the application process is an interview with the Director or his appointed representative. The interview is an important step in an ongoing process of dialogue between AMU-FL and every student in the Pastoral Theology Program in order to bring about the greatest possible benefit. In the interview, each applicant's background is evaluated individually in order to determine evidence of aptitude for studies in pastoral theology and of familiarity with fundamental theological concepts and vocabulary, Scripture, and ecclesial structures. If deficiencies are identified, an applicant may be required to take appropriate courses and/or directed individual study prior to or after acceptance.

Admissions inquiries may be made by calling the number below or through the University's web site: www.avemaria.edu. Applications should be obtained from and forwarded to the Admissions Office at the following address:

Office of Graduate Admissions	Florida Telephone: 1-239-280-2526
Institute for Pastoral Theology	Toll free: 1-866-866-1100
Ave Maria University	Fax: 1-239-280-2527
1025 Commons Circle	
Naples, Florida 34119	

E-mail: mtspastoral@avemaria.edu

Provisional Admission: In cases where one or more of the above requirements may not be satisfied but the applicant evidences potential and desire for the pursuit of graduate education, the University's graduate admission's process may provisionally accept an applicant for enrollment for up to three courses. Such enrollments are conditioned upon the earning of a 3.0 average in course work attempted, actively participating in the courses and the program, and satisfying any other conditions attached to the acceptance.

Conditional Acceptance: Applicants appearing to be otherwise qualified except for the submission of all the necessary documentation to support their application may be accepted on a conditional basis. Continued enrollment in the University and the program is conditioned upon receipt of the missing documents within the next term. Such applicants should be able to evidence graduation from an accredited institution, as well as other desirable characteristics that warrant this exception to standard institutional practices. Conditionally admitted students will be limited to enrolling in no more than two courses or six semester hours.

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Guest Students: Guest students seeking to complete courses for professional development or transfer purposes may enroll for a maximum of four courses or 12 semester hours. Such students must comply with the requirements for admission or present a request for guest enrollment and an attestation of compliance with the admissions requirements by an appropriate official from the institution in which the guest student is enrolled. Permission to enroll as a guest student must be obtained from the program director.

Classification of Students within the Program: Degree seeking students are divided into full-load students (5 or more credit hours per semester) and partial-load (fewer than 5 credit hours per semester). Non degree seeking students are accepted as **special students** for the purpose of enrolling in MTS degree courses for credit but are not considered to have been admitted to the degree program. Such students are not eligible for financial assistance. Should special students subsequently apply and be accepted into the program, a maximum of nine credit hours can be accepted into the program. **Certificate students** are those accepted into special certificate programs offered by the department in which students complete 36 credit hours on a pass-fail basis. **Audit students** are those individuals who enroll for a course on a non-credit basis.

Transfer Credit: With the approval of the Director, a maximum of nine graduate credits can be transferred from similar programs at accredited institutions. At the time of application it is the responsibility of the student to petition the Director for the transfer of credit and to supply the proper documentation and description of the courses for which credit is sought. Credit earned for courses taken in any other program while enrolled in the Pastoral Theology Program cannot be transferred.

Time Limit for Completion of Degree and Leave of Absence: All course work required for graduation must be completed within six years of beginning the program. Students who need to interrupt their course of studies for a duration of one semester or more must apply for a leave of absence. Request for a leave must be made at least two weeks prior to the first day of classes and addressed to the Director, who makes the final decision. Leaves will be granted for a fixed period and only when there is a good reason for the absence and a good prospect of the student's returning to the program. Leaves of absence will not be counted in the time limit for completion of the degree. Students who interrupt their course of studies without a leave of absence are considered to have resigned from the program and must reapply for admission if they should desire to return. This reapplication will consist of the completion of a new application form, payment of an application fee, and an interview with the Director or his appointed representative.

Library Resources: The Pastoral Theology Program possesses its own "resource library," which is made available to enrolled students in addition to the resources of the University's collection. The University's theology collection has been significantly strengthened by the recent gift of an 80,000 volume theological collection. The program's resources are made available to students irrespective of location. Students enrolled through our external instructional sites are encouraged to take advantage of resources offered by local book-lending institutions, especially Catholic colleges, universities, and seminaries. Students will have access to other traditional collections through the SWFLN consortium. Students should understand, however, that they are guests at these institutions and as such *must* respect the rules of each institution.

Graduation Requirements: The MTS degree in Pastoral Theology requires 36 credits of course work with a cumulative GPA of 2.5 or better. These 36 credits include any transfer credit from previous work, as determined at the time of enrollment. Transferred credits do not figure in the cumulative GPA of students enrolled in the Pastoral Theology Program. Each student is responsible to assure that all required courses have been taken. To avoid potential scheduling difficulties, students are strongly encouraged to take classes in the prescribed order. Because of the intensive weekend format of the Pastoral Theology Program, this responsibility is especially engaged when a student deviates from the standard sequence of regular courses (e.g., by taking fewer than six credits, by taking a one-semester leave-of-absence, by taking a summer course, or by taking a course through the Rome or Israel trips.) When a student needs courses from one or more levels, and this need does not fit the schedule of courses offered, a student may have to enroll for the course at another location or wait one or two semesters before a required course is offered again.

Candidates for a MTS degree must submit a degree application form and fee early in the semester in which they intend to graduate. Details regarding the procedures for this will be found in the *Pastoral Theology Program Student Handbook*.

Academic Policies and Procedures: Unless otherwise specified in this catalogue or in the program student handbook, the academic policies and procedures of the University will also apply to the students enrolled in this program. Students are advised to consult the *Pastoral Theology Program Student Handbook* for additional policies concerning course work stylistic issues, academic honesty, grading, attendance, withdrawals, audit requirements, study abroad programs, classroom demeanor, assessment procedures, and other relevant topics.

Scholarships: All degree-seeking students in the Pastoral Theology Program are eligible for a scholarship of one-third upon acceptance into the program. Scholarships are not available for auditors and special students. This is made possible by the generosity of benefactors of the program and the Ave Maria University — Florida. As these resources are limited, we strive to direct this assistance to those most in need, which is determined through the application process, especially during the interview. Students may also request a review of their scholarship status as need dictates..

Other Assistance: Students are encouraged to explore other sources of assistance, including local parishes, local and national Catholic organizations for possible assistance. Student should also contact the financial aid office for assistance in researching the availability of financial aid assistance.

Course Descriptions

Core Courses

THL 5111 VATICAN II: THE PASTORAL COUNCIL.

This course provides a study of the historical context and genesis of the sixteen documents of Vatican II as well as an examination of the themes of select Conciliar texts. A major goal of this course is to underscore the pastoral nature of the Council in order to demon-

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strate that doctrine has an inherently pastoral character. A careful analysis of the four constitutions (*Sacrosanctum concilium*, *Dei Verbum*, *Lumen gentium*, and *Gaudium et spes*) is intended to demonstrate the continuity of the Catholic Tradition as well as the fresh insights of Vatican II. Major themes include: the mystery of God's love revealed in the economy of salvation, the universal call to holiness, human dignity, the role of the laity, and the Church in dialogue with the modern world.

THL 5112 WRITINGS OF POPE JOHN PAUL II.

In this course students will examine the teachings of Pope John Paul II that define, expand, and implement the pastoral emphasis of Vatican II. Texts include *Redemptor hominis*, *Dives in misericordia*, *Dominum et Vivificantem*, *Redemptoris Mater*, *Redemptoris missio*, *Reconciliatio et paenitentia*, *Christifideles laici*, *Salvifici doloris*, *Tertio millennio adveniente*, *Novo millennio ineunte*, and *Letter to Youth of the World*. Key themes include the Trinitarian and Christ-centered enrichment of faith as the foundation of the renewal of mission, the interplay of the human and the divine, the centrality of personal conversion, the Church at the service of human

THL 5113 FOUNDATIONS OF CATHOLIC SPIRITUALITY.

This course examines the nature of the spiritual life—the end, means, expressions, and relation of holiness to the mission of the Church. It demonstrates: 1) that doctrine is foundational to spirituality; 2) how holiness is manifested in the rich variety of spiritual families in the Catholic tradition. The course stresses conversion as the fundamental human response to God's initiative of love. Readings include Chapter V of *Lumen gentium* on the Universal Call to Holiness and St. Francis de Sales' *Introduction to the Devout Life* or St. Therese of Lisieux's *Story of a Soul*.

THL 5114 OLD TESTAMENT I.

A study of the message of the Old Testament and its unifying themes. The course emphasizes a Catholic theological synthesis of such themes as creation, covenant, redemption, sin, righteousness, the love of God, and the prophetic prefiguring of Christ and the Church. It includes the development of the pastoral skills needed to apply the synthetic method of Bible study to particular topics.

THL 5121 CATHOLIC THEOLOGICAL TRADITION.

This course examines the Catholic Church's living tradition from the close of revelation to the eve of Vatican II, as expressed in the Magisterium and the work of leading theologians. It emphasizes the fundamental unity of all doctrine in the truth that comes from Christ, the continuity of this doctrinal tradition throughout the ages, and the historical context within which the truth of Catholic doctrine is articulated and understood. This course offers students an opportunity to view the vital relationship between the Church's doctrine and ecclesial and spiritual dimensions of the Catholic faith.

THL 5122 FUNDAMENTAL THEOLOGY.

This course introduces students to the principles, sources, matter, and scope of theology within the Catholic tradition, emphasizing the "foundations" for theology. The focus is not so much on the "what" of theology as on the "why", i.e., the reasons that ground the faith we confess. The course presents vocabulary and concepts that facilitate contemporary theological discussion and development. Drawing on Pope John Paul II's Encyclical *Fides et*

ratio and selected works of great theologians like Augustine, Anselm and Aquinas, the course illustrates the vital relationship between faith and reason in the Catholic theological tradition.

THL 5124 NEW TESTAMENT I.

A spiritual and theological reading of the New Testament, with an emphasis on the development of the synthetic method, applied to themes concerning Jesus Christ, the Holy Spirit, and the apostolic mission of the Church. The course emphasizes the pastoral character of New Testament texts from a Catholic perspective, and is directed toward ongoing conversion and the universal call to holiness.

THL 5211 CHRISTIAN ANTHROPOLOGY.

This course is a scientific investigation into the nature and vocation of the human person in the light of Christian revelation. Drawing upon Conciliar documents, the writings of John Paul II, and classics of Christian thought, special attention is given to the source and significance of our human dignity and freedom, the nature of and relationship among the intellect, will, and the passions, the significance of the body in a Christian framework and the meaning of the human person as created in the image and likeness of God, as having fallen into sin, as redeemed by Christ, and as healed and perfected in communion with the Father, and the Holy Spirit.

Old Testament II.

An analytical approach to the study of select portions of the texts of the Old Testament (See the following list for areas of concentration). Critical methods will be illustrated in the selected texts including source criticism, grammatical and rhetorical analysis, textual criticism, historical criticism, and lexical study. The course will emphasize the Catholic understanding of Old Testament canon and cultural, geographical, and historical backgrounds.

THL 5214 OLD TESTAMENT II: PENTATEUCH. An analytical approach to the study of the texts of the Pentateuch (Genesis-Deuteronomy).

THL 5215 OLD TESTAMENT II: HISTORICAL BOOKS. An analytical approach to the study of the texts of the Historical Books (Joshua-Nehemiah).

THL 5216 OLD TESTAMENT II: PROPHETS. An analytical approach to the study of the texts of the Prophets (Isaiah-Malachi, less Daniel).

THL 5217 OLD TESTAMENT II: WISDOM LITERATURE. An analytical approach to the study of the texts of the Wisdom Literature (Job-Sirach).

THL 5218 OLD TESTAMENT II: LITERATURE OF HELLENISTIC JUDAISM. An analytical approach to the study of the texts of the literature of Hellenistic Judaism (Tobit, Judith, Esther, Maccabees, and Daniel).

THL 5212 SPIRITUAL THEOLOGY.

This course examines the principles, means, and end of the Christian life of perfection. It is rooted in the mystery of Jesus Christ and the life that he infuses within us at baptism.

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Particular emphasis is placed on the life of prayer, the vital significance of doctrine within the life of prayer and the development of a specifically Christian virtue including, of course, the infused virtues and the gifts of the Holy Spirit. Required readings include St. Augustine's *Confessions*, St. Bonaventure's *Journey of the Mind to God*, St. Theresa of Avila's *Interior Castles*, St. John of the Cross' *Ascent of Mount Carmel/Dark Night of the Soul*.

THL 5221 CANON LAW.

Presentation of the 1983 *Code of Canon Law* (except for canons on religious life, general procedural law, and certain ecclesiastical structures) in order to orient students to the Catholic Church's principal governing document. Includes overview of history of canon law, techniques of canonical interpretation, and explanation of the role of law in personal and ecclesial life. Areas of concentration include ecclesiastical finances, teaching mission, membership in the Church, marriage and annulments, and disciplinary law.

THL 5222 ECCLESIOLOGY.

This course focuses on the ecclesiology of Vatican II and includes a detailed analysis of *Lumen gentium*, and an examination of the nature of renewal and the ecclesiology of communion. It demonstrates that it is essential to the Church to be simultaneously a personal communion in grace, truth, and love (the personal aspect) and an institution (the objective aspect). These principles serve as the foundation for understanding the Church as the sacrament of salvation and of unity in which Christ continues His saving mission as Prophet, Priest, and King. This doctrinal foundation further serves as the basis for a development of an ecclesial spirituality that emphasizes the universal call to holiness in the Church. Particular attention is given to Pope John Paul II's understanding of the attitudes of participation in and co-responsibility of all the baptized for the life and mission of the Church.

New Testament II.

An analytical approach to the study of select portions of the texts of the New Testament (See the following list for areas of concentration). Principles of New Testament criticism are illustrated and basic research methods are set forth. The course stresses a close reading of texts in order to facilitate the pastoral objective of proper application.

THL 5224 NEW TESTAMENT II: MATTHEW-MARK. An analytical approach to the study of Matthew and Mark.

THL 5225 NEW TESTAMENT II: LUKE-ACTS. An analytical approach to the study of Luke and Acts.

THL 5226 NEW TESTAMENT II: EPISTLES OF ST. PAUL. An analytical approach to the study of the epistles of St. Paul.

THL 5227 NEW TESTAMENT II: JOHANNINE LITERATURE. An analytical approach to the study of the writings of St. John.

THL 5228 NEW TESTAMENT II: GENERAL EPISTLES. An analytical approach to the study of the epistles of St. James, St. Peter, and the Letter to the Hebrews.

THL 5311 LITURGY, SACRAMENTS, AND SACRAMENTALS.

An integrated examination of: a) the fundamental liturgies of the Catholic Church, especially the holy sacrifice of the Mass and the Divine Office, presented in their historical context and in contemporary practice, with special attention to the question of how liturgy contributes to personal and community holiness; b) the seven sacraments of the Church, with attention to the place of sacraments in the economy of salvation and to fostering appropriate lay participation in sacramental celebrations; and c) the authentic place of selected Catholic sacramentals such as Christian burial, the rosary, and various devotions in the life of faith. Students will spend time examining fundamental documents such as *Sacrosanctum concilium* and the General Instruction on the Roman Missal, as well as canonical and liturgical directives in these areas.

THL 5312 MORAL THEOLOGY.

An examination of the central sources and themes of Catholic moral theology, with emphasis on the role of the objective moral order and personal conscience, the nature of the moral act, and the scope of the Church's right and duty to make binding moral pronouncements. Key source texts will include Sacred Scripture, *The Catechism of the Catholic Church*, the writings of Pope John Paul II, especially *Veritatis splendor*, and the classics of Catholic moral theology.

THL 5321 SOCIAL ETHICS.

Overview of the Catholic Church's teaching on the nature of society with concentration on its consequences for personal ethical decision-making in a social context. Students will study Biblical and later magisterial sources for the principles of modern Christian social ethics and, in light of these sources, will be equipped to make reasoned assessments and critiques of competing ethical systems.

THL 5322 PASTORAL THEOLOGY.

An integrated study of the biblical, historical, magisterial, and canonical foundations of the Catholic Church's understanding ecclesial service, as it is rooted in the universal call to holiness. The course incorporates the theological synthesis of Truth and Love, stressing the interrelationship between doctrine and the active witness of sharing God's merciful love among the faithful. Particular emphasis will be placed on the relationship of ordained and non-ordained forms of service in the Church, and a critical examination of the role of the human sciences in the service of the Church's mission.

Elective Courses

THL 5451 CHURCH HISTORY.

An examination of selected periods of the Church's life *ad intra* and *ad extra*, emphasizing the distinctions between the divine and human elements of the Catholic Church, and also between those elements which are essential and those which are adaptable to different cultures and pastoral needs. This diachronic study of the active witness of the Church aims at fostering holiness and ongoing conversion.

THL 5452 PASTORAL CARE.

An examination of theories and practices that contribute to a Catholic understanding of the care of souls. Drawing on insights from psychology, it will stress the anthropological

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and moral implications of various approaches and set forth the contributions of certain Catholic and Christian thinkers in this area. The course will help students understand the fundamental psychological makeup and needs of the human person, out of which will emerge practical principles of pastoral care.

THL 5453 HISTORY OF MARIAN DOCTRINE AND DEVOTION.

A study of the doctrinal development and practical implementation of the Catholic Church's teachings concerning Mary, the Mother of our Lord, and Mother of the Church. Important theological distinctions will be examined which will inform a proper pastoral understanding of Marian doctrine and devotion in the Church today.

THL 5454 ECUMENISM AND EVANGELIZATION.

An examination of the faithful witness of the Catholic Church as specifically set forth by the Council Fathers of Vatican II and by Popes Paul VI and John Paul II. The course will focus on ways in which individual Catholics, parishes, and dioceses can respond to the urgent call to restore the unity of Christ's broken Body and proclaim the good news to all.

THL 5455 CATECHETICS.

A theological, historical, and pastoral approach to the task of setting forth the teachings of the Catholic Church, from its source in the definitive revelation of Jesus Christ, through Scripture and Tradition, and as formulated by the Church's Magisterium. The pastoral component of the course will include an introduction to methods, curriculum, teacher preparation, and the certification process. It will emphasize the practical implementation of the aims of the *Catechism of the Catholic Church* and the *General Directory for Catechesis*.

THL 5456 CHRISTIAN MARRIAGE AND THE FAMILY.

An in-depth study of sacramental marriage and family life according to the teachings of the Catholic Church, presented in a way that recognizes that the majority of Christians specify their universal call to holiness in the context of marriage and family. Various Conciliar and post Conciliar documents, especially the writings of Pope John Paul II, are discussed, and a proper cultural and ecclesiastical history of marriage and family life is presented, with special attention given to the role of Christian parents in stable family life.

THL 5457 SEXUAL ETHICS.

Presentation of Catholic principles of sexual morality and an examination and critique of competing systems. Carefully grounded in general principles of Catholic moral theology with emphasis on the sacrament of matrimony, primary course texts are drawn from the classics of Christian thought and the writings of Pope John Paul II.

THL 5458 ECCLESIASTICAL DOCUMENTS ON CATHOLIC EDUCATION.

Systematic examination of fundamental texts on Catholic education from the late 19th century until the present day. Includes study of universal magisterial documents, as well documents of the NCCB.

THL 5459 CANONICAL STRUCTURES.

Study of canonical norms on major parish, diocesan, and national ecclesiastical structures, including parish councils, diocesan synods and councils, episcopal conferences, associa-

tions of the faithful. Discusses the important but limited role of structures in assisting Catholics to lead a life of holiness. Includes a brief overview of institutes of consecrated life. Prerequisite: Canon Law.

THL 5460 TRIBUNAL ADVOCACY.

Instruction in the techniques of tribunal advocacy with emphasis on those matrimonial procedures most important for service to diocesan tribunals. Study of canonical norms on annulment procedures, explanation of rights and duties of participants in the tribunal process, and special consideration of canonical grounds for matrimonial nullity under Catholic canon law. Prerequisite: Canon Law.

THL 5461 FAITH AND THE DEVELOPMENT OF FAITH.

A study of the nature of faith as a dynamic movement involving both personal trust and intellectual assent, and the stages and signs of the maturation of faith. Special emphasis will be given to the natural, supernatural, personal, and ecclesial dimensions of faith, the advent of which is found in Christ's filial obedience to the Father and whose apogee is the "obedience of faith" of the Blessed Virgin Mary and all the saints.

THL 5462 APOLOGETICS.

This course examines the nature of apologetics, its place as a theological discipline or branch of theology, its history within the Catholic Church and the issues and attitudes associated with science and practice of apologetics. In addition, it examines the ways in which the Church is called upon "to give an account ... for the reason of [its] hope" (1 Peter 3:15), and the response to this call which, while preserving the truth of the Catholic faith, invites further awareness, renewal, dialogue and solidarity.

THL 5463 HISTORY OF CATHOLIC SPIRITUALITY.

This course involves an historical overview of Christian spirituality from the New Testament to modern times. It examines the fundamental principles and themes of the Christian faith as evidenced in the main schools of Christian spirituality and expressed by classical spiritual authors seen in their historical context.

THL 5464 CATHOLIC MASTERS.

This course examines in an integrated manner the life and works of great Catholic theological and spiritual masters such as St. Athanasius, St. Benedict, St. Leo the Great, the Cappadocian Fathers, St. Augustine, St. Anselm of Canterbury, St. Thomas Aquinas, St. Thomas More, St. Charles Borromeo, John Cardinal Newman, Henri de Lubac, or Hans Urs von Balthasar.

THL 5465 ADULT RELIGIOUS EDUCATION.

This course examines the principles, methods, and ends of education in Christian doctrine and virtue. It also demonstrates the role that conversion plays in this formation as well as the centrality of holiness to any pastoral plan for adult religious education. Based on this foundation, students examine and evaluate different approaches to program development.

THL 5466 CATECHISM OF THE CATHOLIC CHURCH.

An examination of the historical context and background of the CCC, and an analysis of its structure and content. The course will identify and synthesize several themes that link

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it to the magisterium of Vatican II and John Paul II, including: faith and life, dialogue of salvation, personalism of faith, witness, conversion, communion, and Christ-centered catechesis.

THL 5470 INDEPENDENT STUDY.

Students may propose for one or two credits an Independent Study elective course of their design, provided a graduate faculty member is available and is willing to direct the student(s) in the course and provided the Director of the MTS degree program approves both the course offering and to the method for evaluating student performance. Only topics of unusual merit that do not substantially reiterate a regular or elective course of the MTS degree program will be considered for Independent Study credit.

THL 5480 SPECIAL TOPICS.

On an occasional basis, and subject to program availability and the approval of the Director of the MTS degree program, students may request a Special Topics elective course for one or two credits in one of the following areas: Philosophy for Theology; Christian Literature; Medieval Theology, History of Canon Law, and Catholic Polyphony and Plainsong. NB: Certain courses offered under this Special Topics option might be subject to prerequisites.



Learning Resources

Academic Advising

Upon admission to Ave Maria University, each student is assigned an academic advisor from among the full-time faculty. This advisor provides guidance with everything from course selection at registration, to choosing a major field, to career investigation. When the student selects a major, a new academic advisor with expertise in the selected field will be assigned if the current advisor does not teach that discipline. The academic advisors approve student workloads and study loads. They regularly help the student look into summer study, work or fellowship opportunities. Advisors are notified if any issues arise that affect the student's academic performance, and if the student is placed on academic probation. All advisors keep regular, posted office hours.

Library

The Ave Maria University library has an initial resource collection of approximately 20,000 bound volumes and electronic books, over 20 periodicals, and interlibrary loan privileges with hundreds of libraries. AMU subscribes to FirstSearch, InFotrac, Lexis-Nexis, ScienceDirect, and ProQuest. Other databasis are accessible through contractual arrangements. The holdings are sufficient to support philosophy, theology, and the general education core during the initial year of operation. Additional teacher education resources are currently being acquired.

The Ave Maria University library also belongs to the Southwest Florida Library Network consortium, which includes reciprocal lending agreements with Florida International University (23,000 volumes), Florida Gulf Coast University (133,000 volumes), Edison Community University (89,000 volumes), and Collier County Public Libraries (335,000 volumes). Students may borrow materials from these collections to aid their studies at Ave Maria University. The library also has a separate shared use agreement with Florida Southern University.

The University has acquired the 80,000 volume library of Ogdensburg Seminary (New York), as well as the St. Anthony's Collection. These collections are particularly strong in philosophy, theology, and general reference materials. This collection will be available for use as soon as the cataloguing is complete and the new space is opened. New spaces will be provided in Phase II of the Interim Campus. These collections as well as other selected acquisitions are being processed at the Ave Maria University Cataloguing Center and will bring the collection to more than 150,000 volumes.

A professional librarian supervises the library, assisted by one paraprofessional, and student workers during the school year. The librarian is available to help students and faculty with research and reference questions, as well as with writing skills and Latin tutoring.

The library catalogue is online and available for use within the library and on the World Wide Web (library.avemaria.edu). The campus library has 15 computers available for student use. These allow students access to e-mail, the Internet, and the Microsoft Office Suite. The library also maintains a laser printer and a coin-operated copy machine for student use.

Reference pathfinders are being developed to help students with their research work; currently there are fully developed pathfinders on Plato, Aristotle, St. Thomas Aquinas, St. Augustine, and Descartes.

Library Hours

The Ave Maria University Library is open 1:00 PM to 11:30 PM Sunday, 9:00 AM to 11:30 Monday through Thursday, and 9:00 AM to 10:00PM Friday and Saturday.

Computers

Information technology systems are available to all Ave Maria University students. Students have the opportunity to work with new computers with great accessibility. The student-to-computer ratio is six to one as a result of the installation of new student work stations. The workstations in the library and computer labs located throughout the campus are connected to the campus network and are installed with the most up-to-date software. In addition, all computer stations are equipped with printers and Internet access. A scanner for photos and graphics is available in the men's resident hall computer lab.

In addition to those available in the library, computers are also available for student use in the residence halls. Students are free to use Ave Maria University computers for e-mail and limited Web-searches, but it should be noted that they are provided primarily for academic use, which is always the priority.

Information Technology Policy

Ave Maria University Information Technology (IT) policy prohibits its staff and students from use of the Ave Maria computer network resources for illegal, unethical or inappropriate activity. The complete policy is available from the librarian, the Director of Information Technology, or the Dean of Students. (See appendix)

Writing and Rhetoric Center

Ave Maria University has developed a writing lab program to provide students with the opportunity to familiarize themselves with accepted standards for expository writing as well as the institutional style and research conventions. The writing program can serve students at any point in their career: it can be a valuable aid to students who are making the transition from high school to University writing or to students for whom English is a second language, or for students who simply want some peer review of their writing. Dr. Aaron Urbanczyk of the Literature Department directs the writing center and is assisted by several tutors, most of whom have college degrees and previous experience in writing tutoring. Faculty member may refer students in any class to the Writing and Rhetoric Center.

Tutoring

One-on-one tutoring is regularly available to students in Latin, Greek and mathematics. Students who are seeking extra help in these subjects should talk to their academic advisor or the appropriate Department Chair to find out about the resources available.

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University Faculty 2004-2005

Faculty at Ave Maria University are carefully chosen for a clear and strong commitment to Catholic education, the ability to effectively communicate their subject matter to students, and full professional qualifications in their academic fields. Faculty members are committed to excellence in teaching and research and to the development of a truly Catholic intellectual culture on campus. In the discipline of theology, professors annually make the Profession of Faith and renew their Oath of Fidelity to the Magisterium of the Catholic Church, which signifies a commitment to teach honestly what the Catholic Church holds to be true and in accord with defined doctrine and dogma.

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