



Ave Maria University Catalogue 2008-2009

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WELCOME TO AVE MARIA UNIVERSITY

As Chancellor of Ave Maria University, it gives me great pleasure to welcome inquirers, visitors, and new students to what I hope will be America's next great Catholic institution of higher education. Launched ten years ago in Ypsilanti, Michigan as Ave Maria College, the institution was envisioned as a comprehensive liberal arts University offering baccalaureate and graduate degrees in which teaching and research were major foci, with all of its activities reflecting a joyful fidelity to the Magisterium of the Church.

Since its founding, the University has increased in size, expanded its scope of programs and services, moved its location to Southwest Florida, incorporated into its structure a branch campus in Central America, and, even at this young age, has developed into one of the country's best known Catholic universities. The University is characterized by its distinctive campus designed in the tradition of Frank Lloyd Wright, as well as its distinguished and high quality faculty and staff personnel. The University also features a well-qualified student body composed of students from across the nation and the globe, a distinctive curriculum grounded in the Core Curriculum, and a robust student life program that responds to the spiritual, physical, co-curricular, and leadership-development needs of the student body. As you examine this publication, I know that you will discover these characteristics as they are reflected in its content and descriptions of the University's programs and services.

As a Catholic higher educational institution guided and directed by its Board of Trustees, there is no question that in all things the University will honor and be loyal and adhere to the Magisterium of the Church and its Catholic Mission in the provision of all services and programs. As noted in the Mission Statement, the University takes its mission from the apostolic constitution, *Ex Corde Ecclesiae*, and will continue to "promote the dialogue between faith and reason," and recognize "the importance of creating and maintaining an environment in which faith informs the life of the community and takes expression in all its programs." It is in this vein that the University strives to enroll the best students it can recruit, to be educated by the best faculty it can employ, in order to provide the best preparation possible for the challenges of this world and the next.

As the academic mission celebrates its tenth year and the University celebrates its sixth year in Florida, it looks forward to the challenges and opportunities inherent in the implementation of its mission in service to the Catholic Church. To this end, the University expresses its thanks and gratitude to those faculty, staff, students, and supporters who have so faithfully contributed to the University's success. At the same time, I invite prospective students to explore the educational and spiritual opportunities offered by the University, challenge current students to take full advantage of one of the most dynamic curricula available today, and invite the continuing cooperation and assistance from our loyal constituents and other committed Catholics to support this educational enterprise as it strives to fulfill its vision.

Sincerely,

Thomas S. Monaghan
Chancellor



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Academic Calendar 2008-2009

Fall Semester 2008

Aug. 19-20	Tuesday-Wed.	Graduate Student Orientation
Aug. 21	Thursday	New Undergraduate Students Arrive
Aug. 21-24	Thursday-Sunday	Undergraduate Orientation
Aug. 23	Saturday	Returning Students Arrive on Campus
Aug. 25	Monday	Academic Year Begins
		First Day of Classes
		Opening Mass, 12:00 p.m.
		Late Registration Begins
Aug. 29	Friday	Fall Formal Academic Convocation
Sept. 1	Monday	Labor Day (classes in session; offices closed)
Sept. 2	Tuesday	Last Day to Add Courses
Sept. 8	Monday	Last Day to Drop Courses
Sept. 17	Wednesday	Constitution Day Observed (classes in session)
Oct. 29	Monday	Last Day to Withdraw from Courses
Oct. 3-5	Friday-Sunday	Parents Weekend
Oct. 13-17	Monday-Friday	Midterm Examination Period
Oct. 18-21	Saturday-Tuesday	Fall Break – No Classes
Oct. 22	Wednesday	Fall Break Ends – Classes Resume
Oct. 23	Thursday	Mid-Term Deficiency Reports Due
Nov. 1	Saturday	Feast of All Saints
Nov. 3-7	Monday-Friday	Advising Week and Pre-registration
Nov. 9-11	Friday-Sunday	Fall Open House Weekend
Nov. 27-30	Thursday-Sunday	Thanksgiving Break – School Closed
Dec. 1	Monday	Thanksgiving Break Ends – Classes Resume
Dec. 4	Thursday	Last Day of Classes
Dec. 5	Friday	Examination Reading Day – No Classes
Dec. 8	Monday	Feast of the Immaculate
		Conception – No Classes
Dec. 9-12	Tuesday-Friday	Final Examination Period
Dec. 12-16	Friday-Tuesday	Grade Reports Due to Registrar

Spring Semester 2009

Jan. 7-8	Wed.-Thursday	Mid-Year Planning Retreat
Jan. 9-11	Friday-Sunday	New Student Orientation
Jan. 10	Saturday	Returning Students Arrive
Jan. 12	Monday	First Day of Classes
		Opening Mass, 12:00 p.m.
		Late Registration Begins
Jan. 16	Friday	Spring Formal Academic Convocation
Jan. 19	Monday	Last Day to Add Courses
Jan. 22	Thursday	March for Life
		Classes in session; Excused absence
Jan. 26	Monday	Last Day to Drop Courses
Feb. 16	Monday	Last Day to Withdraw from Courses
Feb. 25	Wednesday	Ash Wednesday, Lent Begins
Mar. 2-6	Monday-Friday	Midterm Examination Period
Mar. 7-15	Saturday-Sunday	Spring Break – No Classes
Mar. 16	Monday	Spring Break Ends – Classes Resume
Mar. 17	Tuesday	Midterm Deficiency Reports Due
Mar. 20	Thursday	Holy Thursday – Easter Triduum Begins
Mar. 25	Wednesday	Feast of the Annunciation, Mass, 12:00 p.m.
		Classes in Session; Offices Open
Mar. 30 - Apr. 3	Monday-Friday	Advising Week
		Summer and Fall Pre-registration
Apr. 9	Thursday	Holy Thursday – Easter Triduum Begins
Apr. 9-13	Thursday-Monday	Easter Break – No Classes
Apr. 14	Tuesday	Easter Break Ends – Classes Resume
Apr. 29	Wednesday	Last Day of Classes
Apr. 30 - May 1	Thursday-Friday	Exam Preparation Days – No Classes
May 2-7	Saturday-Thursday	Final Examination Period
May 8	Friday	Baccalaureate Mass
May 9	Saturday	Commencement
May 8-12	Friday-Tuesday	Grade Reports Due to Registrar

Summer Term 2009

May 12	Tuesday	First Day of Classes
		Late Registration Begins
May 14	Thursday	Last Day to Add Courses
May 18	Monday	Last Day to Drop Courses
May 25	Monday	Memorial Day–School Closed
June 4-5	Thursday-Friday	Midterm Examination Period
July 1	Wednesday	Last Day of Classes
July 3	Friday	Final Examination Period
July 6	Monday	Independence Day–School Closed
July 8	Wednesday	Grade Reports Due to Registrar



I. Introduction and General Information

The University is a place of 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*

Ave Maria 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 at the undergraduate and graduate levels 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.

Catholic Identity and History

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 Institute 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, a residential and recreational development in Naples, Florida. This campus was located on seven acres and contained two four-story mid-rise, condominium style residence halls; a two-story men's residence hall, indoor-outdoor recreational facilities, classrooms, academic laboratories, a multipurpose facility (bookstore, chapel-auditorium, visitors center, library, classrooms, and offices), an adoration chapel, computer laboratories, a dining facility, offices for faculty and administrative personnel, and faculty residences. This campus contained more than 75,000 square feet of facility space. While the University has launched its operations in the Vineyards in North Naples, property acquisition, planning, permitting, and construction work began on the permanent campus located east of Naples near the Immokalee community.

In the Summer of 2007, the University opened the doors of its new campus in Ave Maria, Florida. The campus is located in the community of Ave Maria which is in Eastern Collier county on property between Oil Well Road and Camp Keais Road approximately 20 miles east of Naples, Florida and 5 miles south from Immokalee. The campus includes four single-sex dormitories, the Canizaro Library, an academic building with classrooms, faculty offices, a lecture hall and an impressive array of scientific laboratories and equipment, and a student union with a capacious dining hall, conference rooms, fitness room, and student lounges, as well as several outdoor sports and recreational fields and courts. Adoration chapels are located in the dormitories and the Canizaro Library. The Oratory was dedicated as the Parish of Ave Maria Oratory by Bishop Frank Dewane on the Feast of the Annunciation 2008.

The University is 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 total land owned by the University is almost 1,000 acres. The campus is initially designed to occupy approximately 113 acres.

Accreditation and State Approval

Ave Maria University is licensed and authorized by the Commission for Independent Education (C.I.E.), 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, 325 W. Gaines Street, Suite 1414, Tallahassee, FL 32399, call toll-free 888-224-6684, or visit the Commission's web site at www.fldoe.org. Ave Maria University's licensure number is 3011.

Ave Maria University, including both the Florida and Nicaraguan campuses, is a full member and has an accredited status with the American Academy for Liberal Education, a national accreditation agency recognized by the United State Department of Education. Any inquiries should be addressed to the American Academy for Liberal Education at 1050 17th Street, NW, Suite 400, Washington, DC 20036: phone: 202-452-8611; fax: 202-452-8620; website: www.aale.org.

Ave Maria University's Profession of Faith

We with firm faith believe and profess everything that is contained in the symbol of faith: namely,

We believe in one God, the Father, the Almighty, maker of heaven and earth, of all that is seen and unseen. We believe in one Lord, Jesus Christ, the only Son of God, eternally begotten of the Father, God from God, Light from Light, true God from true God, begotten, not made, one in Being with the Father. Through him all things were made. For us men and for our salvation he came down from heaven: By the power of the Holy Spirit, he was born of the Virgin Mary, and became man. For our sake he was crucified under Pontius Pilate; he suffered, died and was buried. On the third day he rose again in fulfillment of the Scriptures; he ascended into heaven and is seated at the right hand of the Father. He will come again in glory to judge the living and the dead, and his kingdom will have no end. We believe in the Holy Spirit, the Lord, the giver of life, who proceeds from the Father and the Son. With the Father and the Son he is worshipped and glorified. He has spoken through the Prophets. We believe in the one holy catholic and apostolic church. We acknowledge one baptism for the forgiveness of sins. We look for the resurrection of the dead, and the life of the world to come. Amen.

With firm faith we believe as well everything contained in God's word, written or handed down in tradition and proposed by the church--whether in solemn judgment or in the ordinary and universal Magisterium--as divinely revealed and called for faith.

We also firmly accept and hold each and every thing that is proposed by that same church definitively with regard to teaching concerning faith or morals.

What is more, we adhere with religious submission of will and intellect to the teachings which either the Roman pontiff or the college of bishops enunciate when they exercise the authentic Magisterium even if they proclaim those teachings in an act that is not definitive.

Ave Maria University Board of Trustees

Ave Maria University is governed by a self-perpetuating Board of Trustees that oversees the activities of the University. From a legal perspective, the Board of Trustees is the University. The Board of Trustees receives advisement from the Board of Regents as well as the Board of Ecclesial Advisors of Ave Maria University.

In accordance with the bylaws of the University, the Ave Maria University Board of Trustees is composed of members of the Catholic Church committed to its Magisterium, i.e., the teaching authority of the Catholic Church. This Board guides the development of the institution and takes responsibility for its ongoing programs and success. According to the bylaws and common practice, the Board delegates to individual officers or groups authority to formulate policies and procedures affecting the operations and academic affairs of the University. 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 of Trustees is deliberative in its processes and often depends on administrators to propose policies for consideration on matters of importance to the institution.

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

Majors and Degrees

The University offers the Bachelor of Arts degree in the following areas:

- Biology;
- Classics and Early Christian Literature;
- Economics;
- History;
- Literature;
- Mathematics;
- Music with a Concentration in Sacred Music;
- Philosophy;
- Politics; and
- Theology.

The University offers the following pre-professional programs:

- Certificate in Business;
- Pre-Law;
- Pre-Medicine; and
- Pre-Theologate.

The University also offers the following graduate programs:

- Master of Arts, Theology;
- Doctor of Philosophy, Theology; and
- Master of Theological Studies, Pastoral Theology.

Completion and Graduation Rates

The calculation of the graduation and completion rates for institutions of higher education is not an easy task, given the various ways in which the rates can be figured, defined, and treated from various statistical perspectives. In spite of the general confusion, the undergraduate degree completion and graduation rates of Ave Maria University are similar to most new institutions of higher education, which generally achieve graduation rates of retained first-time students in the 40-60 percent range. For the entering classes of 2003 and 2004, the average degree completion and graduation rate for first-time students was 52.4 percent.

While that rate is comparable to that of many other liberal arts institutions and better than many other institutions, the University enjoys a higher rate of degree completion within the traditional four-year time frame for the baccalaureate degree. Virtually 100 percent of the students receiving degrees from AMU who entered in 2003 and 2004 finished their programs of study within four years, never mind the customary six-year time used for such calculations. This figure is much higher than the national pattern which reflects significant numbers of students graduating at the end of the fifth and sixth year. The percentage of graduate students finishing their degrees at the University is in excess of 90 percent, and within the prescribed time frames is approximately the same as that of the undergraduate students.

In interpreting the undergraduate data, it should be noted that because of the arts and sciences nature of the AMU curriculum and the strength of the University's liberal arts core curriculum, significant numbers of students transfer after the sophomore year in order to pursue majors not available at the University. Information concerning the completion and graduation rates of the students who completed their degrees at other institutions is in the process of being determined by the Institutional Effectiveness and Alumni offices. It is believed that when this research is completed, the total graduation rate for all first-time students will be comparable to peer institutions.

Academic Calendar

The academic calendar is designed to serve the Catholic and educational mission of Ave Maria University. With this goal in mind, many national holidays, while being observed, are not occasions for the closure of the University. The University does cease from academic and business functions on some religious holidays and Holy Days of Obligations.

Constitution Day

In conformity with federal regulations, the University observes Constitution Day on September 17th of each academic year with special activities.

Canizaro Library and Technology Learning Resources

The Canizaro Library has a resource collection of over 175,000 bound volumes, 230 periodical subscriptions, and provides access to thousands of electronic books as well. The Library has inter-library loan privileges with thousands of libraries and subscribes to more than 65 electronic databases - including ATLA Religion Database, EconLit, eLibrary, First Search, INFOTRAC, JSTOR, LEXIS/NEXIS Academic, Patrologia Latina, ProQuest, Project MUSE and Science Direct.

The Library has a music and media collection of over 1100 DVDs and 600 compacts discs. Included in it are academic lectures, historic performances in the arts, all of the movies on the Vatican's list of "Important Films," as well as a wide-sampling of concert and sacred music.

The Canizaro Library belongs to the Southwest Florida Library Network consortium and the Southeastern Library Network which opens up the resources of more than 2,500 libraries to University students.

The Library is currently staffed by four professional librarians and three library associates (one with a Ph.D. and another with an M.A.). They are ably assisted by support staff and student workers. Library staff members are available to help students with their research and reference needs. The 24-Hour Reading Room which is an integral part of the Library is always open for student use.

The Canizaro Library provides web-based information and instruction including an online catalog of all its holdings. The Library provides over 50 computers for student use that allow access to the Internet, email and Microsoft Office Suite. A Music and Media Room/ Language Learning Resource Center provides work-stations for students to listen to music, watch DVDs and learn both classical and modern foreign languages. Copy machines, high-speed printers and a scanner are available for student use.

During the school year, the Library is open: Sunday from 1:00 pm to 12:00 am; Monday through Thursday from 8:00 am to 12:00 am; Friday from 8:00 am to 10:00 pm; and, Saturday from 8:00 am to 5:00 pm. Hours are extended prior to and during final exams.

The Library houses a Language Learning Center offering computer-based foreign language instruction for a variety of languages.

Computer labs are available in the dorms and the academic building in addition to the library.

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 Vice President for Systems and Engineering or the Vice President for Student Affairs.

Ave Maria University Branch Campus in Nicaragua

The Ave Maria University-Latin American Campus, is located in the Province of Carazo, city of San Marcos, Nicaragua, a small community located about 25 miles from Managua, the capital city of Nicaragua. The campus was originally a campus of the University of Mobile, a Baptist institution located in Mobile, Alabama. In July 2000, pursuant to the missionary component of the Catholic mission of Ave Maria, the ownership and control of the institution was officially transferred to Ave Maria College of Ypsilanti, Michigan, the predecessor institution to AMU. Operating as a branch campus of that institution, the Nicaraguan location eventually became accredited by the American Academy for Liberal Education (AALE) and achieved Candidacy with the North Central Association of Colleges and Schools (NCA). The campus operated within this framework until summer of 2007, when Ave Maria University officially assumed total control over the programs and operations of the location. This acquisition occurred concurrently with the closing of the Ypsilanti campus.

The campus student body is international in character; however, it is an English speaking campus. All students must meet campus specific admissions requirements, including passage of the TOEFL examination. The faculty is also international in character, coming largely from American and European institutions. The campus must satisfy American accreditation standards and currently enjoys accreditation from the American Academy of Liberal Education. As a branch campus, students from either campus can transfer freely for at least a semester to experience collegiate learning and Catholic mission activity in an international environment. In 2007-2008, the student body numbered 465 students, a large percentage of which are eligible for Federal financial aid from the American government. The campus features fifteen classrooms, several of which are in the process of being converted into "smart classrooms." The University recently received two grants from U.S.A.I.D, through the American Schools and Hospitals Abroad (ASHA) program, the funds from which are being used to partially fund the new Howard Library, currently under construction. The remaining funds are being used to upgrade additional classrooms as "smart classrooms," assist with the equipping of the Library, and generally improving operational elements of the campus. Housing is provided both on-campus in the residence halls and in approved community locations. The campus also features an administration building, faculty offices, a student services building, recreational facilities, and a 300 person chapel, "La Purisima."

The campus offers the Bachelor of Arts degree in the major programs of Biology, Business Administration, International Relations and Politics, Psychological and Social Sciences, and Interdisciplinary Studies. Additional non-major courses are available in Chemistry, Computer Systems Technology, English, Mathematics, Philosophy, Physics, Spanish, and Theology. The campus provides a wide array of individual and group developmental services through the Campus Learning Center. The campus also is noted for its excellent English language program for younger students offered through the Ave Maria Language Institute (AMLI) and for adult learners through the Ave Maria International Language Institute, which is located in Managua and San Salvador, El Salvador. Academic courses are also offered on an occasional basis in Managua at the University location in the national capital city.

The campus offers a robust Catholic spiritual life provided by resident priests, as well as members of a local Franciscan community and the Student Life staff through its various programs. The campus enjoys an excellent relationship with the Archdiocese of Managua. The campus features daily Mass and a complete Catholic sacramental life provided by the clerical members of the campus community. The Student Life office provides a dynamic student spiritual and social programs dedicated to the co-curricula and spiritual growth and development of the student body. The campus location provides an excellent launching place for experiencing a wide variety of missionary and outreach services, as well as the flora and fauna of Central America through a variety of eco-tourist activities. Central and Latin American history (including Pre-Columbian interests) and literature opportunities also exist for students interested in those areas of inquiry. The campus is located approximately 45 minutes from the Pacific Ocean, rapidly becoming famous in the United States for its tourism, American second home, fishing, and surfing activities. The colonial city of Granada has recently been added to cruise line itineraries providing an opportunity to experience early Central American historical and colonial ambience. Modern shopping opportunities are available in Managua in one of several shopping centers. Enrollment in the AMU-LAC programs offers a wide variety of individual and group international living experiences and educational opportunities offered through the University's branch campus.

Applications for admission may be sent to either campus. For 2008-2009, both campuses will produce separate catalogs; however, the University is exploring a common catalog option for 2009-2010. Students interested should explore the Latin American campus through its online website, www.avemaria.edu.ni (admissions@avemaria.edu.ni) or through a link on the Florida campus' website, www.avemaria.edu. The official address of the campus is Ave Maria University-Latin American Campus, San Marcos, Carazo, Nicaragua. Phone numbers: 011-(505)-535-2314/2312; Fax 011-(505) 535-2336.



II. 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 factors 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 Saturday, from 9:00 p.m. to 5:00 p.m., Eastern Time.

An Overview of the Admissions Process

Step 1: Complete the application procedure. A detailed description of the process is outlined under "Admissions Procedure" in this catalogue.

Step 2: Once the Admissions Office receives all essential documents, the complete application is evaluated by the admissions counselor for acceptance in accord with the admissions criteria of the University and following the schedule for applications. If the applicant does not meet the admissions criteria, the Admissions Committee will review the application for possible acceptance.

Step 3: The Admissions Office mails a decision letter to the applicant.

Admissions Procedure

Applicants are expected to complete their admissions files as early as possible for the Fall and Spring semesters. An admissions file is considered complete when the Admissions Office has received the following:

1. A completed Ave Maria University Application;
2. An official high school transcript;
3. SAT or ACT test scores (Ave Maria's school codes are ACT: 6212 and SAT: 4249);
4. All official college transcripts, if the student has taken any college courses (please see the Transfer Student section);
5. Admissions essays (listed below under "standards for acceptance");
6. A list of all extracurricular activities, awards, and achievements; and
7. Two letters of recommendation from individuals not related to the applicant who have a basis for making such a recommendation (one recommendation must be from an academic source).

Application forms are available through the Office of Admissions and online at www.avemaria.edu. Students may submit applications after completing their junior year in high school. Early application is encouraged. As of May 2007, the Admissions Office has elected to dispense with the requirement of a fee for applicants to undergraduate studies. Applications should be addressed to:

Ave Maria University Admissions Office

5050 Ave Maria Blvd.

Ave Maria, FL 34142

Telephone: 239-280-2400, 877-AVEUNIV (877-283-8648)

Fax: 239-280-2556

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 unweighted grade point average (GPA) above 2.8 or college GPA above 2.4 on a 4.0 scale.
2. An SAT (new SAT required) score equal to or above 1580 or an ACT score equal to or above 22.
3. One well-constructed essay on either of the following topics:
 - a.) Describe why you would like to attend Ave Maria University and what you hope to gain from your time here. (500 words)
 - b.) Describe a character who has had an influence on you and explain that influence. This person must be a character in literature or an historical figure. (500 words)This essay should be typewritten and 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 include an academic reference from an academic source (teacher, guidance counselor, or tutor), as well as a character reference from a pastor or employer.

The University considers all of the above factors in reaching an admissions decision. 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.

Admissions Committee

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. In this situation, a meeting of the Admissions Committee is convened to discuss the applicant and his chances of success as a student of Ave Maria University. The Admissions Committee is comprised of members of the faculty, Admissions staff, Financial Aid staff, and the University Registrar and considers any and all relevant factors in a student's application. Upon consideration of the student's academic performance and any disciplinary concerns that may be indicated in the application, the Committee proposes a decision which is voted upon by the members. The Committee may decide to deny the applicant, grant regular admission or grant a conditional acceptance. An applicant who is conditionally accepted must satisfactorily meet the conditions set forth in his acceptance letter prior to matriculation. Once the applicant has met the required conditions, he will be issued a letter of regular admission. The Committee may also vote to defer making a final decision until more information may be obtained about the student.

Completion of High School

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. four years of English (Literature, Grammar, Composition);
2. four years of Social Studies (including History);
3. three to four years of Mathematics (Algebra I, Geometry, and Algebra II) Calculus is not required, but recommended for students pursuing a degree in Mathematics;
4. three years of Science (preferably Biology, Chemistry and Physics);
5. two years of Foreign Language (Ancient or Modern);
6. two years of Art (including Performing and Visual Art); and
7. four 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 may accept transfer credit from other accredited or approved institutions. A course-by-course evaluation will be completed by the Admissions Office once an applicant has applied to the University. An official copy of the course evaluation will be mailed from the Admissions Office.

Homeschooled Students

Ave Maria University encourages students from all accredited homeschool programs to apply for admission. The University has also created procedures to assist students from independent programs of homeschooling. A homeschooled student should:

1. complete the regular admissions process (detailed under “Admissions Procedure”); and
2. provide
 - a. a transcript from an accredited homeschool program showing completion of high school; or
 - b. documentation showing which courses fulfill the University’s high school course requirements. (The Ave Maria University Admissions Office has created a Homeschool 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. It is also available at www.avemaria.edu.)

International Students

International applicants are expected to complete their admissions files as early as possible. International Students are strongly encouraged to apply for the fall semester. Applications and all documents required for admissions must be received by May 1st.

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

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 must be provided by independent evaluation agencies. The American Association of Collegiate Registrars and Admissions Officers (AACRAO) Office of International Education Services is suggested or World Education Services (WES). Transfer students using AACRAO or WES must select a Course-by-Course Evaluation procedure so that each class can be evaluated for transferable credits. To request an evaluation from AACRAO, please contact <http://www.aacrao.org/international/>. The evaluation service provided by WES can be requested at <http://www.wes.org/students/index.asp>.

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:

Ave Maria University reserves the right to request that all international applicants 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. Beginning with the 2009-2010 academic year, applicants will be required to score a minimum of 85 on the Internet-based Test.

Applicants must submit scores from the Scholastic Aptitude Test (SAT) or the American College Test (ACT). These scores will assist 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 www.actstudent.org/regist/outside.html.

For more information about the SAT visit www.collegeboard.com. To register online, visit www.collegeboard.com/sat/html/satform.html.

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: www.ets.org/toefl.

Notice of Admission for International Students:

When an applicant is accepted, the Admissions Office will send an official notice of acceptance, as well as the Certificate of Eligibility (I-20 form). It is the student's responsibility to make appropriate arrangements with his or her local U.S. Embassy or Consulate for the visa interview.

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:

International students must be able to finance their 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.

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 Citizenship and Immigration Services (USCIS), those who enter the country with "F-1" student visas may not accept off-campus work, unless they have proper approval from the USCIS. This regulation does not apply to on-campus student work programs that are available. However, the USCIS 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.

Income Tax:

It is the responsibility of each individual employed in the United States to comply with income tax regulations. Salaries and wages received in payment for work performed by non-citizens and some scholarships and grants awarded to F-1 students come under the tax laws of the United States. It is Ave Maria University policy not to act in the capacity of tax advisors. It is advisable to have questions pertaining to filing U.S. taxes answered by the Internal Revenue Service or by a reliable tax consultant.

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 homeschooling 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 college and 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); and
4. two letters of recommendation, with at least one from an academic source. Letter of recommendation may not be from relatives.

Once a student seeking dual-enrollment status has completed the admissions process, he or she will be notified of the admissions decision. Upon acceptance, 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 therefore is not refundable after April 1st for the Fall semester or December 1st for the Spring semester.

A dual-enrolled student who intends to become a degree-seeking student must submit a new application for admission and all additional documentation needed to complete the admissions file. Tuition charged for dual-enrolled students is the same as that charged for regular students.

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 2.4 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 guest 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 April 1 for the Fall semester or December 1 for the Spring semester.

A guest student who intends to become a degree-seeking student must submit an application for admission 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 April 1 for the Fall semester or December 1 for the Spring semester.

A personal enrichment student who intends to become a degree-seeking student 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. Tuition for personal enrichment students enrolled in classes for credit is the same as that charged regular students; personal enrichment students taking classes on an audit basis are charged one-half the regular per-credit hour charge.

Re-Admission

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

Students who have voluntarily taken one or two semesters off from Ave Maria University, were in good academic standing upon their departure, and 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 "previously on leave," must also notify the Admissions Office of their intended return, but do not need to reapply.

All students who fit into any of the following five 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 voluntarily left Ave Maria University after failing to maintain Satisfactory Academic Progress;
4. students who have been dismissed from Ave Maria University for academic reasons; and
5. 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 college transcript from each institution attended since leaving Ave Maria University; and
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 and CLEP Credit

Ave Maria University may accept the results from the Advanced Placement (AP) or the College Level Examination Placement (CLEP) examinations for credit toward a student's graduation requirements. Please see the appropriate section in Academic Policies for more information.

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.

Placement Tests and Diagnostic Exams

The University tests all of its students in the areas of mathematics and language arts. Students must take the mathematics placement exam prior to enrolling in classes. The results of the mathematics placement exam guide placement into mathematics courses, which may require remedial work. The writing diagnostic exam is administered by the Literature Department. Students determined to require remedial instruction in basic compositional skills are placed in LITR 100 Introduction to English Composition, a zero-credit, P/F course, alongside of LITR 103.

The Department of Classics and Early Christian Literature offers an optional Latin Placement Exam. Please see the section on undergraduate major programs for more detailed information from the relevant department. Ave Maria University reserves the right to administer tests to incoming students for assessment and placement purposes.

Pictures

The University reserves the right to publish photographs of current and past students engaged in classes or other officially sponsored University activities.

Scholarships

All students who complete the application process and are accepted for study at Ave Maria University are automatically reviewed by the Scholarship Committee for scholarship eligibility. The University awards merit-based academic scholarships as well as leadership scholarships to qualified students on a first-come, first-serve basis. The application for admission and its supporting documentation constitute the application for both academic and leadership scholarships. There is no separate application process. Once a student is awarded, an official letter, detailing the type of scholarship, amount, and specific requirements for maintaining the scholarship will be mailed. The scholarships are automatically renewed provided that the student continues to meet the criteria outline in his or her letter. If a student fails to meet any of these criteria, the scholarship will be discontinued. Students may petition the appropriate authority for scholarship reinstatement upon returning to compliance with the renewal criteria found in their scholarship letter.

In addition to academic and leadership scholarships, Ave Maria University offers scholarships that are funded by our generous Founders, our “Alumni in Faith.” Many of these scholarships have particular criteria that must be met in order for a student to be eligible; please contact the Admissions Office to learn more about these offerings. If you have any questions pertaining to the scholarship policies at Ave Maria University, please do not hesitate to contact the Admissions office.

Financial Aid

All U.S. citizens and U.S. permanent resident students who are interested in financial aid must complete the Free Application for Federal Student Aid (FAFSA, www.fafsa.ed.gov) and have the results sent to Ave Maria University (school code is 039413). See the section “Student Financial Aid Programs” for complete information.



III. Financial Information

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, *Discourses Addressed to Mixed Congregations*

2008-2009 Undergraduate Tuition and Fees

Tuition does not cover the whole cost of education of the students at Ave Maria University. Contributions from supporters must meet the balance. The University makes every effort to control costs while offering a high level of academic instruction and student services within an environment enlightened by the Catholic Faith.

Full Time Resident Student

Tuition	\$16,350.00 per year
Housing	4,150.00 per year
Meal Plan	3,450.00 per year
Technology Fee	350.00 per year
Activities Fee	200.00 per year

Full Time Commuter Student

Tuition	\$16,350.00 per year
Technology Fee	350.00 per year
Activities Fee	200.00 per year

Part Time Student, Personal Enrichment or High School Dual Enrollment

Tuition	\$510.94 per credit hour
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Part time students may include guest students, personal enrichment students, high school dual enroll students, or part time degree seeking students. Part time students may take up to 11 credits per semester. Students taking 12 or more credits per semester must enroll as a full time student and pay full tuition. The tuition for auditing a course is one-half of the normal per credit hour charge.

Summer Session 2009

Tuition	\$375.00 per credit hour
Housing	\$750.00 for the eight-week session
Meal Plan	\$750.00 for the eight-week session

Student Financial Aid Programs

Ave Maria University is committed to excellence in education and service to students. A college education requires a significant financial commitment. Ave Maria University's Financial Aid Office strives to help qualified students afford the cost of education. We believe no student who can benefit from an Ave Maria University education should be denied this opportunity due to finances. Nevertheless, the University's financial resources are limited, and financial assistance programs are offered on the basis of demonstrated financial need as determined by Ave Maria University.

Ave Maria University believes that the primary responsibility for financing a student's postsecondary education rests first with the student and his/her family. However, when the total resources provided do not meet the expenses, Ave Maria University will assist with the remaining need to the best of its ability. This assistance may take the form of merit-based aid, such as scholarships, and need-based aid, such as Ave Maria University grants and student loans, or a combination of both over a ten month period.

Ave Maria University Academic Scholarships

- Awarded to students based on prior academic achievement and test scores (ACT or SAT). Students must maintain a certain grade point average (GPA) for renewal.

Ave Maria University Grants

- Awarded to students who show considerable need as demonstrated by the Free Application for Federal Student Aid (FAFSA).

Student Work Program

- Students needing a job to help meet their education expenses may be eligible for employment under the Ave Maria University Work program. A job fair is held at the beginning of every Fall and Spring semester. The University does not place students in jobs; students will be responsible for applying for jobs that are posted at the job fair. These include Federal Work Study and Institutional student employment.

Ave Maria University Payment Plan

- Students must make financial arrangements regarding their fees in order to secure their classes after registration. The Ave Maria University Payment Plan allows parents and students to pay tuition, fees, and housing costs on a monthly basis. The University offers families the option to spread the remaining balance, after financial aid has been awarded, over a 4-month or 8-month period.

Financial Aid for International Students

- The University offers a limited number of scholarships to qualified international students.

Federal and State Undergraduate Student Grants

Early FAFSA/Renewal FAFSA filing is strongly encouraged. To insure consideration for programs with limited funding, file the Free Application for Federal Student Aid (FAFSA)/Renewal FAFSA between January 1 and May 1.

Federal Pell Grants

The Pell Grant is a need-based program that awards funds to undergraduate students who have not earned a bachelor's degree. The maximum amount awarded annually for the 2008-2009 academic year is \$4,731. The minimum amount is \$523. The grant amount is based upon the student's Expected Family Contribution (EFC), enrollment status, and attendance for the year. EFCs of \$4,041 or less may be eligible for a Pell Grant.

Federal Supplemental Educational Opportunity Grant (FSEOG)

The FSEOG is a grant for students with exceptional financial need. In order to qualify, students must qualify for a Pell Grant. Unlike Pell funding, which is guaranteed to students who meet the application deadlines and other criteria, FSEOG funding is limited, and awards are made as funds are available, with priority given to those students with the lowest EFCs who applied by the priority deadline.

Federal Work Study Program (FWS)

The Federal Work Study program is designed to help undergraduate students with financial need meet educational expenses through meaningful employment. The Office of Financial Aid assists students who qualify for Federal Work Study funding find a part-time student employment position on campus or off campus at an approved community service site. The amount earned cannot exceed the amount of the Federal Work Study award.

Florida Postsecondary Student Assistance Grant Program (FSAG)

FSAG Postsecondary is a need-based grant program available to Florida resident degree seeking students who demonstrate substantial financial need according to FAFSA.

Florida Work Experience Program (FWEP)

The FWEP is a need-based program providing eligible Florida students work experience that will complement and reinforce their educational and career goals.

Florida Bright Futures Scholarship Program

Ave Maria University has been approved by the Florida Department of Education to participate in the Florida Bright Futures Scholarship Program. Florida students must apply directly to the Office of Student Financial Assistance of the Florida Department of Education (www.myfloridaeducation.com/brfuture). Florida residency required.

Federal Undergraduate Student Loans

Subsidized Stafford Loan

Award: Freshman undergraduate student annual maximum loan: \$3,500; Sophomore undergraduate student annual maximum loan: \$4,500; Junior/Senior/5th year undergraduate student annual maximum loan: \$5,500. Effective July 1, 2008, students may increase loan limits up to an additional \$2,000 in Unsubsidized Stafford Loans upon request. Undergraduate dependent student total aggregate maximum borrowing is \$31,000 (maximum \$23,000 Subsidized). Undergraduate independent student total aggregate maximum borrowing is \$57,500 (maximum \$23,000 subsidized).

Eligibility: Full and half-time students. FAFSA filing determines eligibility. Applicants must demonstrate financial need.

Renewal: Must reapply each new year with the FAFSA. Terms of Loan (See Stafford Loan Master Promissory Note for details): No in-school interest charges or principal payments. Interest and principal payments begin six months after graduation or enrollment of less than half-time. The interest rate of the Stafford Loan varies annually, but will never exceed 8.25%.

Unsubsidized Stafford Loan

Award: Unsubsidized Stafford Loan limits are calculated in combination with any amounts borrowed under the Subsidized Stafford Loan. Annual combined Stafford loan amounts cannot exceed the following limits: dependent undergraduates--same as Subsidized Stafford Loan limits; independent undergraduates--Freshman \$9,500, Sophomore \$10,500, Junior/Senior/5th year \$12,500.

Eligibility: The Unsubsidized Stafford Loan does not require financial need; however, the student must file a FAFSA to first determine eligibility for the Subsidized Stafford Loan program. Students are charged interest while enrolled in school on the Unsubsidized Stafford Loan; however, students can elect to capitalize these in-school interest charges and defer them along with the principal until six months after graduation or school enrollment of less than half-time.

Renewal: Must reapply each new year with the new academic year's FAFSA.

Parent Loans for Undergraduate Student (PLUS)

Award: Up to the full cost of an Ave Maria University education minus other awarded scholarship/financial aid. The Parent Loan (PLUS) is not a need-based loan, however, Ave Maria University requires the filing of a FAFSA.

Eligibility: Parent(s) of dependent undergraduate students enrolled full-time or half-time. The PLUS borrower must have a good credit history and ability to repay. Lenders determine the eligibility of the parents through credit check.

Renewal: Must reapply each new year with PLUS Application/Promissory Note. Terms of Loan (See Parent Loan (PLUS) Application/Promissory Note for details): The interest rate of the PLUS varies annually, but will never exceed 9%. Generally, interest charges and principal payments begin within 60 days of loan receipt, but borrowers may apply for deferment of their payments of interest and principal.

****As Ave Maria University parents, borrowers will be allowed to defer/forbear the interest and payments of the Parent loan while their student is an Ave Maria University student attending the University at least half time.

Alternative Loan Program

The Financial Aid Office provides information regarding the Alternative Loan program. This loan program is **not funded** by the federal government. Alternative Loan applications and Lenders List may be obtained at the financial aid office. Alternative Loans should only be considered as the last funding resource, since these loans carry higher interest rates and less attractive terms compared to the Federal Loan programs.

Other Alternative Financing Source

The federal AmeriCorps program provides full-time educational awards in return for work in community service. You can work before, during, or after your postsecondary education, and you can use the funds to pay current educational expenses or repay federal student loans. For more information on this program, call 1-800-942-2677 or write to:

The Corporation for National and Community Service
1201 New York Avenue, N.W.,
Washington, DC 20525.

Student Rights and Responsibilities regarding Financial Assistance

Current federal law requires each eligible institution participating in Title IV federal and state financial aid programs to provide consumer product information about student financial assistance and other institutional information.

The Student Has The Right:

- To know all the federal, state, and University student financial assistance programs available, including both need-based and non-need-based programs.
- To know the policies, procedures, forms, deadlines, and eligibility requirements for financial aid, and the criteria for selecting recipients and determining the amount of financial assistance to be awarded to a student.

- To know the policies, procedures, forms, deadlines, and eligibility requirements for a program of study-abroad.
- To know the costs of attending the University, how those costs are determined, and how your student budget is developed.
- To know how to apply for financial aid, what resources were considered in calculating your financial need, how your FAFSA's Expected Family Contribution was determined, and how much of your financial need has been met.
- To know the standards required for maintaining Satisfactory Academic Progress for financial aid eligibility, and how to petition for reinstatement of eligibility for Title IV federal and state financial aid.
- To know how and when disbursement of financial aid is made, the University's refund policy, and any refund due to Title IV federal/state and other student assistance programs.
- To know the institution's procedures for officially withdrawing from the University.
- To know the terms and conditions of loans, employment, scholarships, grants, or benefit programs you receive.
- To know the policies and procedures used to maintain confidentiality of financial aid records. Ave Maria University complies with the Family Educational Rights and Privacy Act of 1974.
- To know who and how to contact the financial aid staff regarding information on financial aid assistance programs.
- To expect fair treatment: Ave Maria University's Financial Aid Office does not discriminate on bases of race, color, sex, age, national origin, religion, sexual orientation, disability or veteran status.
- To know the names of the agencies that accredit, approve, or license the University and its programs, and how these documents of accreditation may be reviewed.
- To know the terms of, schedules for, and requirement of loan repayment, along with the importance of loan exit counseling.
- To know the terms and conditions of available loan deferments.
- To know campus security policies and crime statistics.
- To know what facilities and services are available to University students with disabilities.

It is the Student's Responsibility:

- To read and consider all information about the University before you enroll.
- To complete accurately and honestly your Free Application for Federal Student Aid (FAFSA or Renewal FAFSA), and all academic and financial aid eligibility information you submit to the University. Providing false or misleading information is a criminal offense, subjecting individuals to a \$10,000 fine, imprisonment, or both.
- To use any federal, state, University, or private scholarship/financial aid received solely for expenses related to attendance at Ave Maria University or an approved study abroad program.
- To comply with aid verification requirements by providing verification or additional information as requested by the Financial Aid Office, and submit FAFSA corrections or new information, as appropriate.
- To read, understand and accept responsibility for all forms or agreements you sign. We recommend you keep copies for your records.
- To report to the Financial Aid Office if you are in default on a student loan or if you owe a refund or repayment on any educational grant received from any school.
- To notify your student loan lender(s) of changes in your name, address, and school status.
- To know and comply with the University policies, practices, and procedures as they relate to financial aid: withdrawal, class attendance, refund/repayment, satisfactory academic progress, debt management, and enrollment status for aid disbursement.

- To keep your address and phone number current with the Registrar Office. The Ave Maria University Student email is the official form of communication used by the Financial Aid Office in terms of Award and documentation requests. Students should keep their email boxes under the maximum size in order to receive Correspondence without interruption.

Financial Aid Cancellation

The Financial Aid Office reserves the right on behalf of Ave Maria University to increase, decrease or cancel an award due to changes in housing, aid sources, income/assets, academics, regulations, appropriations or processing errors.

University Withdrawal/Enrollment Changes

If you withdraw from the University or drop classes within an enrollment period, keep the following points in mind:

1. To withdraw or drop classes officially, students must contact the Registrar Office and follow all required official withdrawal/drop procedures.
2. If you leave the University and do not formally withdraw, you will be assigned a grade of "F" (failure).
3. Withdrawal or dropping classes does not eliminate your financial obligation to the University. You are still responsible for any charges owed to the University at the time you withdraw or drop classes, based on the University's tuition and housing refund policies.
4. There are specific federal, state, and University withdrawal/drop policies regarding tuition and fees, housing charges, refunds to financial aid programs, and repayments, which result from withdrawal from enrollment. Consult the Financial Aid Office for details.

Return of Title IV Funds

If you receive financial aid, and subsequently do not enroll at Ave Maria University, or enroll and then withdraw from the University, you may be required to return financial aid funds received. The Financial Aid Office must calculate the amount of financial aid you have "earned" prior to withdrawing or canceling your registration. Any aid received in excess of the earned amount is considered "unearned". This unearned financial aid must be returned to the programs from which they were disbursed. This amount is jointly shared by Ave Maria University and the student, and is based on your official withdrawal date or the date all classes were dropped.

If you decide not to attend a term, you must notify the Registrar's Office of your change of enrollment. Failure to notify the Registrar may disqualify you from receiving a refund of tuition/fees, which will result in a greater liability for financial aid disbursed and/or applied to your student account.

Status Changes

Any change in name, address, aid sources, enrollment or other changes to student status must be reported immediately to the Financial Aid Office. Changes in the family's financial circumstances may be submitted to the Financial Aid Office at any time for review, to receive consideration for assistance adjustments.

Enrollment Status

Eligibility for Financial Aid programs requires a minimum period enrollment. In general, University and state scholarships/grants require consecutive full-time degree seeking enrollment, and federal programs require at least a half-time enrollment status, except for the Pell Grant program.

Federal Aid Programs General Information

The U.S. Department of Education has the following major Student Financial Assistance (SFA) Programs: Federal Pell Grant, Stafford Loans, PLUS Loans, and Consolidation Loans. Grants are financial aid that you do not have to pay back. Loans are borrowed money that you must repay with interest.

Student Eligibility for Federal Student Aid Programs

To receive aid from one or more of these federal student aid programs, the student must:

- Demonstrate FAFSA financial need, except in the case of some loan programs.
- Have a high school diploma or a General Education Development (GED) Certificate, or meet other established state standards approved by the U.S. Department of Education.
- Be enrolled or accepted for enrollment as a regular student working toward a degree.
- Be a U.S. citizen or eligible non-citizen.
- Have a valid Social Security Number.
- Make satisfactory academic progress.
- Sign a statement on the Free Application for Federal Student Aid (FAFSA) certifying that you will use federal student aid only for educational purposes.
- Sign a statement on the FAFSA certifying that you are not in default on a federal student loan and that you do not owe money back on a federal student grant.
- Register with the Selective Service, if required.

When you apply for aid from the federal student aid programs, the U.S. Department of Education verifies some of your information with the following federal agencies:

- Social Security Administration (for verification of Social Security Numbers and U.S. citizenship status).
- Selective Service System (for verification of Selective Service registration status, if applicable).
- Immigration and Naturalization Service (for verification of eligible non-citizenship status, if applicable).
- Department of Justice (for verification that a student has not been denied Federal student aid by the courts as a result of a drug-related conviction).
- Veterans' Administration (for verification of veteran's status, for dependency status determination).

Federal, University, & State Aid Refund Policies & Procedures

All Federal and Florida need-based Student Aid Refund Policies and Procedures require that if a student withdraws from all classes prior to the date when 60% of the enrollment period's class days have passed, a student's federal/state student aid for that enrollment period is subject to adjustment. The adjustment of the student's federal/state student aid is determined by calculating the percentage of federal/state aid earned for the number of class days the student was enrolled for the enrollment period. This percentage determines the amount of federal/state student aid the student earned for the enrollment period with the unearned balance being returned to the federal/state aid program(s). University-Funded Aid Refund Policies and Procedures mandate that if a student withdraws from all classes within an enrollment period, aid programs funded from these sources are adjusted by the percentage, if any, used to adjust the student's tuition charges for the enrollment period. If, after all required Refund adjustments are made, a student account balance results, the student will be mailed a student account bill detailing all adjustments.

Note: If a student's federal aid adjustment requires the return/refund of loan funds previously refunded to the student, the student will be responsible to repay these funds to the lender as delineated on the loan's promissory note. Excess loan funds not previously refunded to the student would be returned to the lender.

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

It is the student's responsibility to notify **formally** the Office of the Registrar and to follow proper procedures when withdrawing from the University. Failure to pay fees, failure to attend class, does **NOT** constitute an official withdraw from Ave Maria University. An official withdraw form must be fully completed by the student, dated, and signed by all designated offices and the Office of the Registrar before leaving campus. Students dismissed or suspended by Ave Maria University will not be entitled to a refund.

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

<u>Withdrawal/Drop Date</u>	<u>Fee % Reassessed</u>	<u>Fee % Due to University</u>
During the first week of classes	100%	0%
During the 2 nd week of classes	75%	25%
During the 3 rd week of classes	50%	50%
During the 4 th week of classes	25%	75%
During the 5 th week of classes	0%	100%

Refund requests for medical or other hardship reasons will be reviewed on a case-by-case basis by the Academic Dean. No refunds will be granted after the start of the fifth week of the semester.

Satisfactory Academic Progress (SAP) Requirements

Federal regulations (34 CFR 668.16 and 668.34) require that Ave Maria University establish policies to monitor the academic progress of students who apply for and/or receive federal financial aid. 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.

SAP Policy

Ave Maria University Standards of Satisfactory Academic Progress measure a student's performance in the following three areas: maximum time frame (Standard 1), quantitative - completion rate (Standard 2), and qualitative - cumulative grade point average (GPA) (Standard 3). In order to maintain satisfactory academic progress toward a degree, students must:

- obtain a first bachelor's degree within 192 attempted credits;
- satisfactorily complete a minimum of 66.67% of all attempted credits;
- maintain a cumulative 2.0 GPA after the end of their fourth semester of enrollment.

Programs Covered by the SAP Policy

All federal, state and institutional grants, loans and work-study programs are covered by this policy. Institutional scholarships are covered by this policy and also are monitored by the criteria

defined for the specific scholarship. The chart below outlines the three standards established by the Financial Aid Office at Ave Maria University.

Terms and Conditions: Students receiving aid must meet each of the three criteria.	A minimum of half-time enrollment (6-8 credit hours); full-time enrollment (12 or more).
Standard 1: The maximum length of time for which a student may receive financial aid at Ave Maria University.	Up to 192 hours.
Standard 2: The minimum number of credit hours a student must successfully complete each semester.	66.67%
Standard 3: The minimum cumulative Grade Point Average (GPA) the student must earn.	1-31 credits: 1.7 GPA 32-63 credits: 1.9 GPA 64-95 credits: 2.0 GPA >95 credits: 2.0 GPA

Standard 1: Maximum Time Frame to Receive Aid

Federal regulations require that institutions establish a maximum time frame in which students receiving Title IV funds are expected to complete the program of study and beyond which they no longer qualify for assistance. At Ave Maria University, this means that students in programs requiring 128 hours for graduation will be eligible for financial aid during the first 192 (12 semesters) attempted hours as an undergraduate, including any transferred hours accepted toward for credit toward the degree. Eligibility for financial aid ends once the residents reach this maximum time frame.

Standard 2: Quantitative - Completion Rate

Students must also satisfactorily complete a cumulative minimum of 66.67% of all credit hours for which they registered (attempted) each semester. Example: If a student receives aid based upon 16 credit hours, he/she must successfully complete a minimum of 11 credit hours in that semester to remain in good standing.

Successful completion of courses is defined as having received a grade of A, B, C, D or P. Unsatisfactory grades are "F", "W", or "I." Courses audited may not be used to qualify for financial aid and are not counted toward the attempted and earned hours.

If the student is already on probation and has not improved and met both the quantitative and qualitative cumulative minimums at the end of the next semester of attendance, he or she will be placed on suspension; he/she will not be eligible for further assistance until such time as the required minimums have been met.

Standard 3: Qualitative - Minimum Cumulative GPA

Federal regulations require a cumulative GPA of 2.0 or higher after the end of the second academic year. Students who have attempted four semesters and do not meet the minimum required GPA are ineligible to receive financial aid until their cumulative GPA reaches 2.0 or above. Cumulative GPA is calculated using only courses attempted at Ave Maria University. Transfer credits accepted by Ave Maria University count only toward Standard 1.

Repeated Courses: All courses designated as repeated for grade improvement count as hours attempted, but only count once if passed as hours earned. The highest grade earned stands as the official grade and is used in calculating the cumulative GPA.

Incompletes: Grades of Incomplete (I) are counted as hours attempted and not earned. However, if students are able to complete successfully the incomplete 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 Standards 1, 2 and 3. Courses taken at any other point will count only towards Standard 1.

Procedures

1. Initial Review -- Monitor Progress

At the completion of each semester (fall and spring) the Financial Aid Office receives grade reports from the Registrar's Office. The office then reviews all aid recipients' progress for the semester. The review includes all semesters of attendance at Ave Maria University, whether or not financial aid was received. First, overall progress towards the degree (Standard 1) must be checked, then the number of credits completed for the semester compared to the attempted credit hours (Standard 2), and finally the cumulative grade point average (Standard 3) of each student. If the student meets each standard's minimum, no further action is necessary and the student remains in good standing. If students do not meet any of the requirements for all three standards, they will be placed on financial aid probation until the next review.

2. Probation

Students who receive financial aid, but fail to meet any of the Standards 1, 2 and 3, 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 who receive any combination of W, F, WF, or I without earning credit will not be eligible for a semester of probation and will be placed on Financial Aid suspension.

3. Suspension

Students who do not maintain satisfactory academic progress while on probation will be placed on Suspension and will not be awarded future financial assistance. Any continuation of course work will be at the student's own expense. Students who are on Academic Dismissal will be automatically placed on SAP Suspension.

4. Appeal

SAP Suspension may be appealed if unusual and/or mitigating circumstances affected a student's academic progress. Such circumstances may include severe illness or injury to the student or an immediate family member, the death of the student's relative, student activation into military service or other circumstances that result in undue hardship to the student as documented by a third-party professional such as the academic advisor, a healthcare provider, cleric, etc. The process for an appeal is as follows:

- To appeal the student must submit a Petition for Reinstatement to the Financial Aid Office accompanied by any supporting documentation. The form should explain in detail why the student failed to meet the minimum academic standards, the unusual and/or mitigating circumstances that caused the failure and how the situation has improved.
- Appeals must be received by the Financial Aid Office within thirty (30) days of notification of suspension.
- The SAP Appeals Committee's decision will be sent to the student by mail or electronic

means. Appeal approvals will stipulate the conditions and time frame for maintaining aid eligibility.

- Appeal approvals are not applied retroactively after the end of the semester for federal grant or federal campus based aid eligibility.
- SAP Appeals Committee decisions cannot be appealed to another source.
- Each appeal is reviewed on a case-by-case basis by the SAP Appeals Committee. Submission of an appeal does not guarantee a reinstatement of aid eligibility.

5. Reinstatement

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

- students may successfully appeal their termination;
- students improve their academic records to meet the minimum standards;

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

Educational Benefits For Veterans

Chapter 30 -Montgomery GI Bill – served Active Duty in the regular Armed Forces

Chapter 1606 -Montgomery GI Bill for qualified members of the Reserves or National Guard

Chapter 31 -Veterans Vocational Rehabilitation for veterans with a service-connected disability

Chapter 35–Dependents and Survivors of Veterans Educational Assistance Program

Responsibilities of the Student Receiving Veteran Educational Benefits

- Notify the Registrar's Office of your intended enrollment each semester and summer.
- Notify the Registrar's Office of any change in course load (drop, add, withdrawal) within one week of the change. This will help eliminate or reduce potential overpayment of benefits.
- Notify the Registrar's Office of your current campus address and phone number and any change of address.
- Notify the Registrar's Office of any change in major.

If your Reserve or National Guard unit is activated and you must leave the university for a period of time, you must notify the Registrar's Office of your last date of attendance. You must also provide a copy of your federal activation orders. The above office will notify your professors. If you withdraw due to activation during the semester, financial aid will be returned, you will be withdrawn with "W" grades, and you will not be charged for tuition/fees for the term although you will incur room and board charges if applicable. If you received GI Bill benefits, you will be permitted to keep funds received. Entitlement for those months will not be counted. Your 10-year delimiting date may be extended for the number of months you were activated.

TERMINATION OF BENEFITS

Class attendance: The Registrar's Office will monitor class attendance via your professors. Students who do not attend on a regular basis, stop attending, or withdraw (officially or unofficially) will be reported to the Atlanta Regional Processor. Such notification may include a last date of attendance for each class, and may result in adjustment or termination of your GI Bill eligibility. You should have a drop/withdrawal form signed by the Registrar Office to minimize GI Bill overpayment.

Academic Probation/Suspension and GI Bill eligibility: A student who is placed on academic probation (or probation combined with academic suspension) for two consecutive semesters

at Ave Maria University, will have his/her GI Bill benefits terminated.

In addition:

- Affected students will be notified that their benefits have been terminated.
- If the student re-enrolls or continues enrollment for subsequent semesters, the student will be certified for the subsequent semester(s) PROVIDED the student completes the appropriate VA forms (available in the Office of Academic Records).
- Termination of benefits is NOT limited to one time at the University. Benefits will be terminated if the recipient re-enrolls and is subsequently placed on probation/suspension during two semesters of enrollment.

Academic Suspension: A student who is placed on academic suspension will immediately have his/her GI Bill benefits terminated.

EDUCATION BENEFITS OVERPAYMENTS

An overpayment may result if you receive a grade of I, WF, and AU which are not used in computing requirements for your degree program/graduation or if you repeat a course in which you previously received a passing grade, unless a higher grade in that course is required for graduation. Additional causes for overpayments are the following: stopping attending classes; withdrawal from school; information is received from professors which indicates you stopped attending or have not attended class.

Avoiding Education Overpayments

To avoid overpayment of benefits, veterans and dependents must immediately report to the Registrar Office any change in credit hours, drop/add, withdrawal or termination of attendance.

- All overpayments must be repaid to the Department of Veteran Affairs (DVA).
- Failure to repay an overpayment will result in adverse credit and debt collection may be turned over to a collection agency or the IRS.
- Contact the Registrar Office before you cash your next check if you suspect a change in credit load or termination of attendance could result in an overpayment. Obtain signature of the Registrar Office on any drop card or withdrawal form.

Applying For Veterans Educational Benefits

Applications and appropriate documentation should be completed at the Registrar's Office at least 8-12 weeks prior to your semester starting date to ensure timely processing. Application materials will be forwarded to the Regional Processing Office in Atlanta. GI Bill checks are sent directly to the student, not the university.

Application Procedures

New Applicants under Chapter 30 or 1606: If you qualify for the Chapter 30 or 1606 educational benefit program and have never used it before, you will complete an original Application for VA Education Benefits at the Registrar Office. In addition, you will be required to provide one or more of the following documents:

- courthouse-certified (by the Court Recorder) copy #4 of DD214 (Chapter 30 applicants)
- signed copy of completed NOBE (Notice of Basic Eligibility) form, issued by Reserve/Guard unit (Chapter 1606 applicants)
- if eligible for a "kicker", copy of Kicker Contract.

New Applicants under Chapter 35: You will be required to submit an original application, and must supply the name, social security number, date of birth, and claim or service number of the veteran. If you have already established eligibility for Chapter 35, you must supply your claim number and/or a copy of your Certificate of Eligibility.

New Applicants under Chapter 31: Eligibility for Chapter 31, Veterans Vocational Rehabilitation, is determined by the Veterans Vocational Rehabilitation counselor. Once Chapter 31 benefits have been approved, the school will be sent an authorization form to complete. Student Accounts Office will be notified for billing purposes, and the Bookstore will be notified that the student may purchase books.

Transfer Students: Students who have previously used the above benefits must complete a Change of School/Program form at the Registrar Office.

Payment Methods:

- Regular Pay: check is sent to the student after each month is completed.
- Advance Pay: the student is paid in advance for the first partial and first full month of attendance (advance paychecks may be picked up at the Business Office at the beginning of the semester). Subsequent checks are sent after each month is completed.

Students should phone in their enrollment information 1-877-823-2378 and verify via web site www.gibill.va.gov, under subsection WAVE.

Educational Benefits for Spouses & Dependents of Veterans

Chapter 35 – Survivors and Dependents Education Benefits

Survivors of deceased veterans, spouses of living veterans and children of either who are between 18 and 26 years of age may be eligible if the veteran's death or permanent/total disability was the result of service in the Armed Forces. Eligibility of spouses generally extends to 10 years from the date of death or establishment of total disability. In certain cases, the age limit for children may be extended.

For more information please contact the Department of Veterans Affairs:
1-888-442-4551 or www.gibill.va.gov.

IV. 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 low student-to-faculty 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 Campus Ministry

The Office of Campus Ministry at the University brings together students, faculty, and staff for prayer, worship, and learning. Through its many services and programs, the Office of Campus Ministry strives to help students integrate spiritual, academic, and personal growth. The sacramental life of the Ave Maria University Community is provided by the Parish of Ave Maria Oratory.

The Director of Campus Ministry 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

The Chaplain's Office also seeks to develop future leaders for society and for the Church. This is done through the Ave Maria University retreat program that includes one co-ed, one men's and one women's retreat per semester. Other opportunities for spiritual growth include extra-curricular lectures, workshops, Holy Hours, mission trips and opportunities for involvement in ministry to the University 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 of normally three to 15 male, or female, students who mutually support one another by spending time together in prayer and recreation. Households are not meant to divert students from their studies, friendships, or other personally fulfilling pursuits, but rather are designed to help them flourish in these areas. If you are interested in joining a household, contact the student coordinator. If you are interested in starting a household, please see the Student Handbook.

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. Student Government also coordinates the process for funding student organizations and clubs and other student-led activities and events.

Study Abroad Program

Ave Maria University offers two study abroad programs in which students may participate: our Nicaraguan program at the Ave Maria University, Latin American Campus in San Marcos, Nicaragua 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 both programs, the courses are taught in English. Costs for these programs include an extra fee in addition to the regular tuition at the Ave Maria University home campus. Further expenses include transportation and personal spending and travel.

To be eligible for the study abroad program, students must have spent at least one semester at Ave Maria University, have a 2.5 cumulative GPA, and cannot be on disciplinary probation. A period of one semester must take place without a major infraction for those who have been on disciplinary probation before applying. For more information on these programs, or to apply to participate in this unique experience, please contact the Office of Student Life.

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 professional Residence Director (RD). A student Resident Assistant (RA) 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

The Board of Trustees of Ave Maria University has created a residency requirement for all undergraduate students unless they are married, over the age of 23 or living with parents within a commutable distance of 25 miles. In extreme circumstances, the Student Life Committee may approve an exception. Students in such circumstances should contact the Office of Residence Life. Residents are advised strongly not to sign outside contracts or leases until they have been formally notified of their release.

Dining

Ave Maria University holds community meals in the highest regard. Enjoying meals with other students and faculty members builds and forms a deeper sense of community. All resident students are required to participate in the meal plan. Students may use their meal plan for breakfast, lunch and dinner in the Dining Hall. Meals may also be purchased at the Ave Cafe.

Meal Plan Exemption

Food Services has the ability to serve most special dietary needs and is willing to work out menus for those students requiring a special diet due to medical reasons. A student who has a medically documented condition that requires exemption from the meal plan must apply for the exemption no later than August 1st for the Fall semester and November 1st for the Spring semester. An application packet for exemption from the meal plan may be obtained from the Office of Student Life.

Residence Directors

Residence Directors are professional staff members responsible for the operation of the residence hall to which they are assigned. They supervise the staff of Resident Assistants, advise hall governments, assist households, ensure students' rights and responsibilities, oversee the physical condition of the buildings, support programs and maintain communications with the Office of Residence Life and the rest of the University community. Residence Directors live in apartments in their residence halls.

The Residence Life staff is concerned about each student's well-being. Any concerns, questions, or problems should be addressed to the Residence Directors or Assistants. They are trained to assist all students and handle emergency situations.

Resident Assistants

Resident Assistants live in each building. They are students who have attended Ave Maria University for at least one semester and have a thorough understanding of campus resources and events. They strive to be leaders assisting other students to make their Ave Maria University experience the best it can be.

Common Hours

Each residence hall has designated common rooms for the use of the residents and their guests for gatherings, television viewing, group study sessions, prayer meetings, etc. Common rooms are open to the residents of that residence hall 24 hours per day. Intervisitation is limited to certain Common Hours. During Common Hours, members of the opposite sex may only be on the floor or the wing where the common area is located and may not linger in the halls. Moreover, members of the opposite sex must be escorted by a member of the residence hall at all times.

Courtesy/Quiet Hours

The purpose of Courtesy Hours is to be considerate of fellow students' desires to sleep, study and pray. Courtesy Hours are in effect at all times and, therefore, excessive noise (e.g., loud music and yelling) is never acceptable. Violations of Courtesy Hours will be dealt with accordingly.

An extra effort to observe Courtesy Hours must be made during Quiet Hours.

Sunday - Thursday:	9:00 p.m. - 10:00 a.m.
Friday - Saturday:	11:00 p.m. - 10:00 a.m.

Visitors

All members of the campus community have responsibility for helping secure the community welfare by communicating to visitors and guests. Students are not to permit a nonresident or a guest to remain in or use the campus facilities, including rooms, for more than three consecutive nights on campus. As a host, you must obtain permission from your roommate(s) before a guest is permitted to stay in your room. Rooms should not exceed a safe and manageable occupancy as determined by the University. Any visitor request must be made at least 24 hours in advance. A Visitor/Guest Form is available at the Residence Hall Office.

Students are responsible for the behavior of their guests and incidents which occur in their rooms; therefore, guest must have a host or be escorted while in the building. This responsibility includes charges for any damages incurred. If you are concerned about a guest's behavior, you may need to assert yourself or contact a Residence Life staff member for assistance.

Official Recognition of Student Organizations

The constitutions of all student organizations must be submitted to the Director of Student Life for official recognition. A guide for drafting a constitution is available from the Office of Student Life.

Faculty Advisors

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

Student Grievance Policy

To resolve conflicts with respect to any of the areas and departments of Ave Maria University, students may complete a Student Complaint Form. This form may be obtained from the Office of Student Life or the intranet. This form allow students to list complaints or concerns, as well as offer suggestions for resolution. Completed forms should be submitted to the Office of Student Life. Completion of the entire form is necessary to process complaints. Items submitted will be reviewed on a weekly basis and responded to as needed. Serious or reoccurring complaints will be addressed at the next Student Life Committee Meeting.

Hazing Policy

Hazing is defined as any conduct or initiation into an organization that willfully or recklessly endangers the physical or mental health of the person involved. Both the imposition and employment of hazing is a criminal act and is prohibited.

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 person, 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 and Club Sports

The purpose of the intramural sports program is to provide a safe and enjoyable arena of organized recreational activities that meet the needs of students. These activities provide team competitions at a non-varsity and non-club level. As a young institution, Ave Maria University offers a range of club sports activities. Club sports compete with other colleges and universities. The Office of Intramural and Club Athletics desires to expand its club sports program in response to the interest and initiative of the student body. For further information on intramural and club sports, please see the Student Handbook.

Smoking

All University buildings and residence halls are designated “No Smoking” areas. Smoking near open windows or doorways is prohibited as well. Smoking is restricted to designated areas.

Career Counseling

The Career Counseling Center assists students to make career decisions, choose majors, plan internships, prepare resumes and cover letters, and learn effective interviewing skills and methods to follow up with letters or phone calls. These services are for all students and alumni. Please contact the Career Center at: sharon.oreilly@avemaria.edu or call (239) 280-1654 to schedule an appointment. Students can make arrangements to take online career assessment tests and review results with a Career Counselor. You must obtain a password and number before taking career assessments. Career seminars are offered monthly.

Disability Services

Ave Maria University is committed to ensuring that all qualified individuals with disabilities have the opportunity to take part in educational and employment programs and services on an equal basis. It is the policy of Ave Maria University to extend reasonable accommodations to known limitations of qualified individuals with documented disability. The documentation specified in the Disability Documentation Guidelines must be submitted along with the Request for Accommodations forms to the Counseling Services office 30 days prior to the start of classes.

Students requesting services to compensate for a disability must meet with the Counselor within the first two weeks of the start of classes. It is the responsibility of individuals with disabilities to make their needs known and to provide appropriate documentation of a disability. Accordingly, Ave Maria University will adhere to all applicable federal and state laws, regulations, and guidelines with respect to providing reasonable physical and academic accommodations for the purpose of affording equal access and opportunity to qualified individuals with a documented disability. Reasonable accommodations are made on an individual and flexible basis, and will be provided in a timely and cost effective manner. For further information or to schedule an appointment, please call (239) 280-1654.

Psychological Counseling

Clinical counseling consists of helping students to understand their problems and guiding students to resolve them. Some of the common concerns of college students that this office addresses involve: stress and time management, adjustment, alcohol/drugs, anger, anxiety, depression, conflict resolution, eating disorders, family, relationship issues, self-esteem, social isolation, and suicidal thoughts. Services are available on campus by a licensed clinician, who can also provide referrals and linkage to local psychiatrists and other mental health support services as needed. This is a neutral office, where all services and support are provided with strict confidentiality consistent with state laws. For further information or to schedule an appointment, please contact the Counseling Services office at (239) 280-1654 or via email: sharon.oreilly@avemaria.edu.

Campus Security Policies

The Campus Security Department provides physical security, fire protection and prevention, emergency first aid, safety programs and inspections, and the investigation and enforcement of violations of the policies of the University and criminal offenses occurring on Ave Maria University property. Any actions on the part of the students that pose a threat to the safety and welfare of the University will be investigated by Campus Security, and a report will be made to the Director of Campus Security.

Students should have their identification cards on their person at all times while on campus and present them at the request of a security guard. Students are expected to cooperate with campus security guards in the performance of their duties. Anyone witnessing a crime or any suspicious activity is requested to notify the Campus Security Office immediately. The identity of the caller will be protected if so desired.

Visitor Policy

In an effort to provide a safe and secure living environment for the Ave Maria University community, the following Visitor Policy was created in a joint effort between the Campus Security Department and the Office of Student Life:

1. All Ave Maria University students, faculty and staff must have their photo ID cards on their person at all times.
2. All visitors to Ave Maria University (including guests of students, faculty and staff) must get a University Visitor Pass. A Visitor Pass can be obtained from the following departments:
 - The Office of Student Life, in the Student Union,
Monday - Friday, 8:30 a.m. - 5:00 p.m.
 - Campus Security in the evenings, weekends and holidays. Security can be reached at 239-280-7347.
 - Visitors of faculty and staff living on-campus and guests of the University staying on-campus must call Campus Security or Director of Services for Physical Plant in advance to obtain a Visitor Pass.
3. All foot traffic and unexpected guests will be directed to register at the Visitors Center during regular business hours, e.g., visitors seeking campus tours.

Enforcement

Campus security personnel are authorized and directed to enforce all security, safety, motor vehicle, traffic and parking regulations contained herein and promulgated by the Campus Security Department. Failure to comply with the directions of security personnel acting in the performance of their duties is a serious violation of University regulations. Campus Security may require any person on campus, including an owner, operator, or passenger of a motor vehicle to produce identification. Refusal to identify oneself is a serious violation of University regulations.

Reporting Criminal Activity

Campus Security can be reached by dialing 239-280-7347. A security guard is on duty 24 hours a day. Police, Fire and Emergency Medical Services are provided by Collier County. All emergency services can be summoned by calling 911.

For safety's sake, all members of the Ave Maria University community are encouraged to report all incidents of criminal activity and suspicious persons to Campus Security. Campus Security will respond as well as contact the appropriate agencies if needed. The following guidelines should be enforced when reporting an incident to the University.

EMERGENCIES

Campus emergencies should be reported directly to the 911 emergency telephone system. After contacting 911, Campus Security should be contacted to help coordinate emergency services response and to generate an incident report. Examples of such emergencies would be a serious medical situation or a serious crime in progress. Due to the patrol patterns and varied shifts of Campus Security, you should always dial 911 first to save precious time in the event of a life-threatening emergency.

NON-EMERGENCIES

Non-emergency communication with Campus Security can be achieved by calling 239-280-7347. Examples of a non-emergency would be missing property, damage to property, minor injury, suspicious person, non-injury auto accident in a campus parking area, found property, etc. All emergencies should be reported to the 911 telephone system.

Weapons Policy

Ave Maria University prohibits the possession or control of any weapon on campus including, but not limited to, firearms, deadly weapons, explosive devices, fireworks, metal knuckles, billy-clubs, and knives prohibited by state and federal law, except as required in the lawful course of business or authorized by the Campus Security Director. Additionally, the State of Florida prohibits the possession of a concealed weapon in any dormitory or classroom of the University. Violators of this policy are subject to penalties under any applicable state and federal laws as well as sanctions from the University. A copy of Ave Maria University's Campus Weapons-Free Policy will be distributed to all students, staff and faculty at the beginning of the academic year.

Fire Safety Equipment

Tampering with fire safety equipment is against the law and considered a major infraction of Ave Maria University policy because it compromises the safety of our residents and visitors. Such tampering is a second degree felony in the State of Florida.

Emergency Procedures

The Director of Residence Life and the Residence Directors are responsible for organizing and fully informing students about emergency procedures, including fire drills, etc.

Alcohol and Drug Policy

Students are prohibited from using, possessing, manufacturing, or transporting narcotics or any type of illegal drugs. Students 21 years of age and older may have alcohol in their apartments. Ave Maria University recognizes its duty to uphold the laws of the State of Florida. Students are reminded that violations of state and federal laws may be misdemeanors or felonies. Any violations of the law or this policy will be reported to the appropriate law enforcement agency and student judicial council. Ave Maria University recognizes that alcohol and drug dependence is an illness, and University officials may make treatment recommendations in lieu of or in addition

to any imposed sanctions. A copy of Ave Maria's Drug and Alcohol Policy will be given to all students, staff and faculty at the beginning of the academic year.

Sexual Assault and Sexual Harassment Prevention

Ave Maria University is committed to providing a safe and secure campus environment free from intimidation and the fear of falling victim to sexual harassment or assault. Members of the Ave Maria University community are encouraged to avail themselves of special programs offered by campus departments designed to assist, educate and promote crime awareness and prevention strategies. These programs can also provide valuable assistance to those who have fallen victim to such crimes. These departments are as follows:

1. Campus Security
2. Office of Student Life
3. Chaplaincy
4. Human Resources

A copy of Ave Maria University's Sexual Harassment Policy will be passed out to all students, staff and faculty at the beginning of the academic year.

Sexual Assault

If you have been sexually assaulted, contact the Collier County Sheriff's Department immediately by dialing 911. Victims can go to the Physicians Regional Medical Center or hospital Emergency Room for treatment.

Persons who feel that they have been sexually assaulted or were the subject of any sex offense should immediately contact the Collier County Sheriff's Department and Campus Security to initiate a crime report. Students may also contact the Director of Student Life at 239-280-2541 or the Director of Residence Life at 239-280-2542 for information and assistance regarding the filing of a criminal complaint or to initiate a complaint under the procedures stated here.

The preservation of criminal evidence is essential to the successful prosecution of a sex offense. The Collier County Sheriff's Department will provide personnel who are trained in the proper handling, identification, collection and preservation of such evidence. Therefore, it is essential that in cases of sexual assault, the Collier County Sheriff's Department and Campus Security be contacted as soon as possible. Ave Maria University counseling members are available to assist and accompany the victim of a sex offense from the initial report to the final resolution of the case.

Ave Maria University students and employees suspected of committing a sex offense of any kind are subject to criminal prosecution as well as disciplinary action under campus policies and procedures. Campus disciplinary action may take place even if criminal charges are not filed. Following the final determination of a campus disciplinary procedure regarding an allegation of sexual criminal conduct, sanctions may be imposed that include, but are not limited to, suspension or dismissal of offending student(s) and censure, demotion, suspension, or termination of employment of offending Ave Maria University employee(s).

In addition to criminal prosecution, complaints against students accused of sexual battery, attempted rape, rape or other sex offenses will be processed in accordance with the procedures in the Student Handbook. The accuser and the accused are entitled to the same opportunities to have others present during a campus disciplinary hearing; both shall be informed of the outcome of any campus disciplinary proceeding brought forth alleging a sex offense. Student sexual assault victims also have the option of changing their academic or on-campus living arrangements after an alleged sexual assault, if such changes are reasonable available.

V. 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 connatural 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 intellectual 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).

Approved by the Faculty, July 1, 2003.

VI. Undergraduate Degree Programs

The Undergraduate 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.

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 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 in Gregorian Chant and is taken either semester during the freshmen year. The second should be completed in the sophomore year and may be in chorus, studio art, dance, or theatre.

Student Learning Goals and Outcomes for the Core Curriculum of the Bachelor of Arts

Goal 1: Students will demonstrate knowledge of the broad Western and Catholic intellectual traditions.

- Outcome 1: Students will demonstrate an understanding of the Blessed Trinity and the orders of creation and redemption, in particular of the truths about these realities expressed in the articles of the Apostles' Creed as authoritatively interpreted by the Catholic Church.*
- Outcome 2: Students will demonstrate knowledge of some central philosophers and philosophical traditions that have informed western civilization.*
- Outcome 3: Students will demonstrate knowledge of major historical events and movements of the formation of Western Civilization.*
- Outcome 4: Students will demonstrate knowledge of the governmental, political, and societal structures of the United States.*

Goal 2: Students will demonstrate the following skills in communication and scientific reasoning.

- Outcome 5: Students will demonstrate the ability to translate Latin sentences and analyze their syntactical structure.*
- Outcome 6: Students will demonstrate the following skills in written argumentation under the aspects of (1) Invention, (2) Organization, and (3) Style.*
- Outcome 7: Students will demonstrate skills in oral presentation.*
- Outcome 8: Students will demonstrate skills in performing mathematical operations and solving equations.*
- Outcome 9: Students will demonstrate skills of careful scientific observation and data recording including 1) Hypothesis formation, 2) Recognition of dependent and independent variables, 3) Development of control experiments, 4) Proper experimental design including data analysis and 5) Ability to build on possible experimental results (logic tree building).*

Goal 3: Students will demonstrate the fundamental habits of integrating "religious and moral principles with their academic study and non-academic activities, thus integrating faith with life" (Ex Corde Ecclesiae).

- Outcome 10: Students will evidence commitment to the spiritual and moral aims of the Catholic mission of the University including (1) participation in the sacramental life of the Church and (2) volunteer service.*
- Outcome 11: Students will evidence that they seek professional excellence, aspire to leadership and responsible citizenship.*

The Core Curriculum at Ave Maria University

The University's by-laws require that the core curriculum, or general education, requirements of the B.A. degree will not be less than fifty percent of the overall credit required for graduation. The core curriculum as illustrated below includes sixteen courses or 64 credits plus two non-credit practica out of the total 128 credits required for the B.A. degree. The Core Curriculum at Ave Maria University is integrated and ordered in the following manner throughout the student's four-year undergraduate program. Note that the majors of Biology, Mathematics, and Music follow an alternate sequence as described in their Typical Plans.

First Semester

MATH 100 Number, Magnitude, Form; MATH 120 Finite Mathematics;
 MATH 150 Functions; MATH 151 Calculus I; or MATH 250 Calculus II (or higher)
 LITR 103 Literary Tradition I
 HIST 101 Western Civilization I
 LATN 101 Elementary Latin or 103 Intensive Elementary Latin
 MUSC 101 Gregorian Chant Practicum (zero credits) (First or Second Semester)

Second Semester

THEO 105 Sacred Scripture
 LITR 104 Literary Tradition II
 HIST 102 Western Civilization II
 LATN 102 Intermediate Latin or 104 Intensive Intermediate Latin

Third Semester

THEO 205 Sacred Doctrine
 PHIL 205 Nature and Person
 Natural Science I (with laboratory):
 BIOL 201, 202, 211, 212; CHEM 211, 212; PHYS 201, 211, 212, 221, or 222
 Elective
 Arts Practicum (zero credits) (Third or Fourth Semester)

Fourth Semester

HIST 203 / POLT 203 American Civilization
 PHIL 206 Ethics
 Natural Science II (with laboratory):
 BIOL 201, 202, 211, 212; CHEM 211, 212; PHYS 201, 211, 212, 221, or 222
 Elective

Senior Year*

PHIL 400 Philosophical Perspectives: Metaphysics
 THEO 400 Living in Christ: Moral Theology

*The University recognizes that these final core courses in theology and philosophy complement various majors in different ways and that scheduling requirements will vary from student to student. Therefore, subject to the approval of the student's academic advisor, the student may take either one or both of these courses during the junior year as well.

In order to ensure the integrity of the core curriculum program, students at Ave Maria University must complete all core requirements with courses offered by Ave Maria University with the exception of courses taken prior to matriculation at the University. Any exceptions to this policy must be approved by the Academic Dean.

Undergraduate Major Programs

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

Biology;
Classics and Early Christian Literature;
Economics;
History;
Literature;
Mathematics;
Music with a Concentration in Sacred Music;
Politics;
Philosophy; and
Theology.

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 students and their academic advisors, 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.
8. Participate in institutional placement testing and assessment programs.

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.

Academic Support Services

The University provides a variety of academic support strategies to assist students. The primary source of academic support is the course instructor. Students are encouraged to participate in an ongoing and proactive dialogue with their course instructors. Such an activity enables the faculty member to become familiar with the characteristics, strengths, and opportunities for improvement evidenced by the students in the class. The University expects both the instructor and the student to exercise their respective responsibilities with respect to the implementation of this dialogue. To this end, students experiencing difficulty with course requirements should seek assistance from the course instructor. In some situations additional departmental tutorial services are made available, as is the case with Latin, Greek, and mathematics. In other departments, assistance may be available upon request.

The University also recognizes that there will be some students who, for a variety of reasons, will neither initiate nor appropriately respond to an instructor's invitation for a dialogue or offer of assistance. In such cases, the student, instructor, or other interested party may refer a particular student to the Student Success Office for assistance. This office is responsible for assisting students who are evidencing difficulty in satisfying the requirements of a particular course, need additional group or one-on-one tutoring, or need other outside of class intervention. The Student Success Office will make every effort to assist students in need of additional academic support, as well as provide general University adjustment programs through AMU 101, the First Year Formation Program. Students should call 239-280-2551 or e-mail a request to rich.dittus@avemaria.edu.

In addition, through the services of the Director of Lower Division Academic Support, the University has provided additional academic advisement services with which to assist students in the analysis of academic difficulties they are experiencing. The University endeavors to assist students who are experiencing academic difficulties, especially during the first year of enrollment. The University and its personnel understand the magnitude of the adjustments required to succeed in a highly competitive academic environment. Thus, every effort should be made by any student experiencing academic difficulties to seek assistance, just as the institution makes every effort to provide such assistance once the need is identified. Students may contact the office at 239-280-2565 or send an e-mail inquiry to ann.moran@avemaria.edu.

Writing 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. Lylas Rommel 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, mathematics and the natural sciences. 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.

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.

Final Exams

Courses must hold an oral or written examination during the week of final examinations. Students are required to sit for their final exams during the scheduled periods unless the student has three exams scheduled within a 24-hour period. Any exceptions to this policy must be approved by the Academic Dean.

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.

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 expected to attend all classes, but are not required to participate in class discussions or to write papers, homework, or present examinations. If a student fails to audit the course, the designation of AU will not be granted.

Drop/Add 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.

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 for correspondence with Ave Maria University courses 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 cumulative grade point averages. 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.

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.

Placement Exams

Credit earned by means of CLEP (College Level Examination Program) or Advanced Placement may fulfill some of Ave Maria University's curriculum requirements. A minimum score of 4 or higher must be earned on the AP Examination, although in some areas a 5 is required. The policy CLEP and AP scores in individual subjects is maintained in the Registrar's Office.

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; and
- Senior 96 or more semester hours.

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 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 the 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.
LITR 103	4	A= 4	$4 \times 4 = 16$
HIST 101	4	B =3	$4 \times 3 = 12$
LATN 101	4	B+=3.3	$4 \times 3.3 = 13.2$
MATH 151	4	C=2	$4 \times 2 = 8$
Total	16		49.2
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.

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

It is the student's responsibility to notify **formally** the Office of the Registrar and to follow proper procedures when withdrawing from the University. Failure to pay fees or failure to attend class does **NOT** constitute an official withdraw from Ave Maria University. An official withdraw form must be fully completed by the student, dated, and signed by all designated offices and the Office of the Registrar before leaving campus. Students dismissed or suspended by Ave Maria University will not be entitled to a refund.

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

<u>Withdrawal/Drop Date</u>	<u>Fee % Reassessed</u>	<u>Fee % Due to University</u>
During the first week of classes	100%	0%
During the 2 nd week of classes	75%	25%
During the 3 rd week of classes	50%	50%
During the 4 th week of classes	25%	75%
During the 5 th week of classes	0%	100%

Refund requests for medical or other hardship reasons will be reviewed on a case-by-case basis. No refunds will be granted after the start of the fifth week of the semester.

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.

Involuntary Withdrawal

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.

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 by the last day for submitting grades of the subsequent fall or spring 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.

Repeating a Course

With the permission of his or her advisor and the Academic Dean, students may repeat a course. 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 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

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’s Merit List award will be noted on the student’s transcript.

Academic Probation and Dismissal

The university’s policies on academic standing are equivalent to those on the satisfactory academic progress associated with financial aid. These policies provide compatibility at both campuses and conform to governmental regulations. The university has specific requirements for a student’s cumulative grade point average (GPA) in order to maintain good academic standing: for students with 31 credits or fewer, a cumulative GPA of at least 1.7; with 32 to 63 credits, at least 1.9; and with 64 or greater, at least 2.0.

A student whose cumulative GPA falls below the above standards is placed on academic probation. A student on academic probation has one semester to return to the minimum for good academic standing. Staying below the minimum cumulative GPA while on academic probation shall lead to academic dismissal.

During the semester(s) on academic probation, the student may not hold any office in any class, club, organization, or household. In addition, the student must meet with his academic advisor at least twice in order to explore avenues of remediation and monitor progress. A student on academic probation is not eligible to participate in a study abroad program.

This policy operates automatically and is implemented by the Office of the Registrar. In the event that a student subject to this policy wishes to appeal the imposition of a warning, probation, or dismissal, the student must submit a written appeal directed to the Office of the Dean of Faculty within two weeks of notification. A professor or dean may initiate an appeal on behalf of a student. All such appeals will be considered by the Academic Review Board.

Reinstatement of students who have been dismissed under this policy is possible under certain conditions. In particular, at least one Fall or Spring semester must elapse before attempted re-enrollment. The student must include a petition for reinstatement addressed to the Dean of Faculty along with the application for readmission. If successful, the student is reinstated on academic probation and is subject to the conditions listed above. Any student who is dismissed twice under this policy may not apply for readmission.

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 Independent 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 and will only be granted after a complete syllabus has been created. Directed studies courses are evaluated in accordance with the standard grading system of the University. Students may typically only take one Directed Independent Study during their baccalaureate degree.

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 request for internship must be approved in advance for credit to be transferred back to Ave Maria University. Students must register for internships-for-credit at the beginning of the same semester--summer, fall, or spring--during which the internship is undertaken. Internships are currently available in Economics and Politics.

Notification of Rights under the Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act of 1974 (FERPA) affords students certain rights with respect of their education records. Ave Maria University has established the following policy:

1. The right to inspect and review the student’s education record within 45 days of the day the University receives a request for access. Students should submit to the registrar, written requests that identify the record(s) they wish to inspect. The registrar will make arrangements for access and notify the student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education record that the student believes is inaccurate or misleading. Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identify the part of the record they wanted changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of her or his right to hearing regarding the request for amendment.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting on another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill her or his professional responsibility. Effective October 26, 2001, institutions are permitted to disclose – *without the consent or knowledge of the student or parent* – personally identifiable information from the student's education records to representatives of the Attorney General of the United States in response to an *ex parte* order in connection with the investigation or prosecution of terrorism crimes (USA PATRIOT ACT of 2001). An *ex parte* order is an order issued by a court without notice to an adverse party. In addition, when the University makes a disclosure pursuant to an *ex parte* order, the University official is **not** required to record that disclosure of information in the student's file.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Ave Maria University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

Directory Information Public Notice

The University may disclose Directory Information without a student's prior written consent. Ave Maria University designates the following as Directory Information: The student's name, addresses, telephone number, e-mail address, date and place of birth, major field of study, degree sought, grade level, expected date of completion of degree requirements and graduation, degrees and awards received, dates of attendance, full or part time enrollment status, the previous educational agency or institution attended, class rosters, participation in officially recognized activities and sports. Students may restrict the release of Directory Information, except to school officials with legitimate educational interests. To do so, a student must make the request in writing to the Office of the Registrar. The request must be submitted annually within one week of the first day of classes each academic year.

Change of Address

Change of a student's home address and/or telephone number must be made promptly to the Office of the Registrar.

Requests of Transcripts

Transcripts of the academic record must be requested in writing to the Registrar Office by the student except as otherwise required by law. There is no charge for the first five official transcripts sent per semester; however, students will be charged \$5.00 per transcript thereafter. Students on the Stop List may not receive grades or transcripts. Due to FERPA, grades or transcripts cannot be sent via email, phone, or fax.

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.

Withdrawal for Active Military Duty

In the event that a student is called for National Guard or active military duty during a semester, the following withdrawal policy should be applied as follows:

1. Up to the beginning of the eighth week of semester, a grade of "W" will be assigned for all courses being taken and a full tuition and fees costs will be refunded.
2. From the beginning to the end of the tenth week, a grade of "W" will be assigned, but no refund of tuition and fees charges will be made. However, a student will be permitted to retake the courses upon returning to Ave Maria University without a tuition charge.

A note will be included on the transcript to indicate that the withdrawal is due to military service. Students who are **called for active duty in the military and do not officially withdraw** are responsible for all the charges with the University.

Ave Maria University

Academic Honor Code

I. Introduction¹

As introduced in our Mission statement, Ave Maria University was founded in response to Pope John Paul II's call for greater Catholic witness in contemporary society. In its teaching, research, learning, and community life, therefore, Ave Maria University is devoted to the formation of men and women in the intellectual and moral virtues of the Catholic faith.

The Ave Maria University community of scholars recognizes that respect for moral truth cannot be separated from the pursuit of intellectual truth. As such, academic integrity and honesty is integral to the mission and life of our university community. Academic integrity requires all members of the academic community always to act honorably and responsibly.

To uphold our commitment to academic excellence and integrity, Ave Maria University possesses an Honor Code.

II. The Honor Code²

By virtue of enrollment, the student is held to the Honor Code. A public recitation of the Honor Code will take place during the opening Mass each Fall or during some other appropriate venue.

The full description of the Honor Code will be given to each student. The Honor Pledge is stated as follows:

“On my honor, I will not lie, cheat, or steal. I will encourage others not to lie, cheat, or steal, and I will not be party to others lying, cheating, or stealing.”

III. Standards of Conduct³

A. Student Responsibilities

1. Students are to hold one another accountable to the Honor Code. If a student observes another student(s) preparing to violate the Honor Code, the student should approach the other student and encourage him not to go through with the violation. If a student observes another student(s) in violation of the Honor Code, the student should approach the other student and encourage him to turn himself in to the instructor or the Academic Dean. In the event that a student asks another student to report himself and such student does not do so within a reasonable time, then the student is encouraged to report, as soon as practicable, the violation to the instructor of the course and/or the Academic Dean. The student should provide the name of such student or students involved, if known, and furnish such evidence as is available to support his charge.

2. Any student who violates the Honor Code is expected to report the violation to the instructor and/or the Academic Dean.

B. Violations of the Honor Code (Note: Violations shall include committing, attempting to commit, or aiding and abetting others in committing any of the offenses outlined below.)

1. Cheating on Exams

During examinations, violations of the Honor Code shall include referring to information not specifically condoned by the instructor. It shall further include aiding another student without explicit permission from the instructor, or receiving information from a fellow student or another unauthorized source.

2. Cheating on Assignments

Regarding academic assignments, violations of the Honor Code shall include representing another's work or any part thereof, be it published or unpublished, as one's own. It shall also include presenting or submitting any academic work in a manner that impairs the instructor's ability to assess the student's academic performance.

Plagiarism is the act of passing off as one's own the ideas or writings of another. It can include quoting, paraphrasing, summarizing, or utilizing the published or unpublished work of others without proper acknowledgement (e.g., failure to use quotation marks or other conventional markings around material quoted from any source, or failure to cite paraphrased ideas). Most frequently it involves the unacknowledged use of books or articles in periodicals, magazines, newspapers, or on the internet. However, any unacknowledged use of another's ideas constitutes plagiarism; this includes the use of, among other things, papers written by other students, interviews, radio or TV broadcasts, any published or unpublished materials (e.g., letters, pamphlets, leaflets, notes, or documents). Neither common knowledge nor an instructor's remarks need be cited as sources. Students are responsible for educating themselves as to the proper mode of attributing credit in any course or field. Note that plagiarism can be said to have occurred without any affirmative showing that a student's use of another's work was intentional. Each student will be responsible for taking advantage of the mandatory 2-3 hour course offered at the beginning of the semester entitled "Basic Research Skills" that will include information on plagiarism, proper citation, using the internet, etc.

3. Unauthorized Use of Examinations

Violations of the Honor Code shall include obtaining, distributing, or referring to a copy of an examination which the instructor/department has not authorized to be made available for such purpose.

4. Denying Fair Access to Sources

Violations of the Honor Code shall include any act that impedes the ability of other students to have fair access to materials assigned or suggested by the instructor. For example, unauthorized removal or destruction of library or other source materials violates the Honor Code.

5. Tampering with Others' Work

Academic dishonesty shall include tampering with another student's work or impairing in any way the instructor's ability to assess the academic performance of another student.

6. Falsification of University Documents

Violations of the Honor Code shall include alteration of grades or any other records related to the academic performance of students. This shall also include submitting any false records in order to gain admission to the University.

7. Submitting Work for Multiple Purposes

Students are not permitted to submit their own work (in identical or similar form) for multiple purposes without the prior and explicit approval of all faculty members to whom the work will be submitted. This includes work first produced in connection with classes at either Ave Maria University or other institutions attended by the student.

8. Using False Citations

False citation is academic fraud. False citation is the attribution of intellectual property to an incorrect or fabricated source with the intention to deceive. False attribution seriously undermines the integrity of the academic enterprise by severing a chain of ideas that should be traceable link by link.

9. Submitting False Data

The submission of false data is academic fraud. False data are data that have been fabricated, altered, or contrived in such a way as to be deliberately misleading.

10. False Reporting of Attendance

When attendance is taken, a student may not sign for another student who is not present.

11. Assisting Others in Violating the Honor Code

Violations of the Academic Honor Code shall include assisting, attempting to assist, or conspiring to assist another student in committing the offenses as outlined above.

12. Failure to Report Violations

Failure to report serious violations of the Honor Code may constitute a violation of the Honor Code.

IV. Faculty Responsibilities⁴

1. When an instructor has reason to believe that a student has committed a violation of the Academic Honor Code in one of his classes, he should discuss the matter with the student in order to determine whether the violation has taken place and, if so, the degree of intent.

2. If, after talking with the student and with the student's accusers (if any), the instructor finds credible evidence of a significant and intentional violation of the Honor Code, the instructor will prepare a written report, containing all evidence of the violation, for the Academic Dean, and either calling for a failing grade for the course or recommending a Warning. The instructor may also speak with the Academic Dean.

3. If the Academic Dean, after consulting with the student(s) involved and consulting closely with the instructor, deems that there is credible evidence of a significant violation of the Honor Code, he will call a meeting of the Honor Council, which will hear the case, make a ruling on whether such a violation has indeed happened, and consider the penalty.

V. The Honor Council⁵

A. The Council Members

This Council is a permanent committee consisting of the Academic Dean, the Dean of Students, three faculty members appointed to (staggered) two-year terms by the Academic Dean, and two members of the student body who serve one-year terms. The two members of the student body will be elected by the student body, and must be approved by the Academic Dean. The Academic Dean may appoint the student members if necessary.

B. The Term

The term of the council begins on the first day of the Fall and Spring semesters. The outgoing council shall have continuing jurisdiction over any matter that occurred before the end of its term unless it specifically assigns jurisdiction to the new council, on the approval of the new council.

C. The Chair of the Panel

The Academic Dean, or his designate, will chair every meeting of the Honor Council. He shall vote only in case of a tie.

D. Meetings of the Honor Council

The Council will meet promptly, as needed, when called upon by the Chair (the Academic Dean).

VI. Judicial Procedure of the Honor Council⁶

A. The First Meeting of the Council

1. The Chair will present the evidence to the Council. If the student admits guilt and waives the right to a formal hearing, the Council may determine the penalty at the first meeting (keeping in mind the instructor's recommended penalty). In such a case, only the evidence against the student will be presented to the Council. The Council will vote on the penalty in accord with VI.B.4.d.ii.
2. If the student requests a formal hearing, then the Chair will set a date, time, and place for the hearing. The hearing shall occur within three weeks time.
3. At least 96 hours before the time set, the Chair shall give written notice of the schedule for the hearing to the accused, members of the Council, and anyone presenting evidence in support of the charge.

B. The Formal Hearing (if necessary)

1. During the course of the hearing, the accused shall have the following rights:
 - a. To be present in person during any hearing, provided that if the accused refuses to appear or fails to appear without just cause, the Council may proceed to hear and determine the matter.
 - b. To testify or to decline to testify; if the accused declines to testify, that fact shall not be considered as evidence in support of the charge.
 - c. To cross-examine witnesses.
 - d. To present evidence and witnesses.
2. All Council members must be present at the hearing. The Chair of the Honor Council shall have the power to appoint an alternate if a Council member cannot attend for just cause.
3. The Chair will bring the hearing to order, and will preside over the hearing so that it proceeds in an orderly and fair manner. Evidence and witnesses cannot be brought forward without the approval of the Chair.

4. The hearing shall proceed in this order:
 - a. Evidence in support of the charge
 - b. Evidence in rebuttal
 - c. Cross-examination
 - d. Honor Council's deliberation about whether the accused student has committed the violation charged (this deliberation shall be closed to all but the Council members).
 - i. After due deliberation, the Chair will bring the matter to a vote. All Council members (the Chair excepted other than in cases of ties) must vote; none may abstain.
 - ii. If the accused student is found innocent, the matter is closed. If the accused student is found guilty, the Council shall deliberate about the appropriate penalty. After due deliberation, the Chair will bring the matter to a vote, which will proceed in the same fashion as in (i).
 - e. The penalty may be selected from the standard penalties contained in Section VII.

C. The Judgment of the Honor Council

1. The decision of Honor Council shall make determination with respect to the student's guilt or innocence and additional academic penalties, if any. The Honor Council at its discretion can impose any of the below penalties. Appeals of the Honor Council's decisions can be made to the President. All such appeals must be made in writing and within two weeks of the Honor Council's decision.
2. If the accused is found not guilty, the expectation is that the instructor of a course in which the violation was suspected will drop any sanctions originally imposed. The instructor may refuse to do so, but the student has the right to appeal the grade and the matter will be addressed according to procedures in place for handling student grade appeals.
3. The student shall have the right to continue in the course during the hearing procedures. Should no determination be made before the end of the term, the instructor shall record an appropriate grade to reflect the situation (i.e., to reflect the recommendation that he has made to the Academic Dean) until a final decision is made.
4. The Chair of the Honor Council (the Academic Dean) shall be responsible for reporting the decision to the student and the instructor.
5. No student found guilty of a violation shall be allowed to continue to serve in student government or in similar positions of authority at Ave Maria University.

VII. Academic Penalties for Violations⁷

A. Warning

The formal Warning is appropriate in cases where the Council deems that a violation has occurred, but concludes that the violation was small and not major enough to warrant a more serious penalty. A student who receives more than one Warning may be suspended. The Warning is kept in the student's academic file, but not on his transcript. If the Council finds the person guilty and imposes solely the penalty of a Warning, the instructor may take into account the student's violation in formulating the student's final grade for the course.

B. Failing Grade for the Course

The faculty has determined that a failing grade for the course is appropriate in all cases where the violation was purposeful and significant. If the Honor Council determines that the violation was purposeful and significant, the student will be withdrawn from the course and will receive a failing grade for the course.

C. Suspension

In cases where a purposeful and significant violation has occurred, or where the person is a repeat offender, the Honor Council may suspend the student. Suspension carries with it the penalty of a failing grade for the course. Suspension will involve a separation from the University for a period of time specified by the Honor Council, not to exceed one year. During the period of suspension, a student is excluded from classes and all other University privileges or activities. At the conclusion of the period of suspension, the student will be permitted to return to the University on a probationary basis if the student has also met applicable readmission criteria.

D. Dismissal

In cases where a purposeful and significant violation has occurred, or in cases where the student is a repeat offender, the Honor Council may dismiss the student. If the student has previously received suspension, dismissal is the standard procedure. Dismissal is permanent.

E. Nothing in this code shall preclude the imposition of other reasonable sanctions or a combination of sanctions within the authority and discretion of the appropriate tribunal, including fines, work sanctions, or restitution where applicable.

F. Disciplinary records shall be maintained under the auspices of the Office of the Academic Dean.

Approved July 1, 2003.

(Endnotes)

¹ This is not an original document, but rather is taken (either verbatim or in paraphrase) from the Honor Codes of the Catholic University of America, Davidson College, the Florida State University, and the University of Notre Dame School of Law. It often seemed best to employ, in matters of legal import, the wording used by established institutions.

² The Honor Code is paraphrased from Davidson College Honor Code. Numbers 5 and 6 of Section II are from the honor pledge of Duke University.

³ Section A is drawn from the Florida State University Honor Code. In section B, the explanation of plagiarism is taken from the Catholic University of America Honor Code and from the Florida State University Honor Code. Numbers 3-7 are from the Florida State University Honor Code. Numbers 8-10 are from Georgetown University Honor Code.

⁴ This section is drawn from the Florida State University Honor Code.

⁵ This section is drawn from University of Notre Dame School of Law Honor Code.

⁶ This section is drawn from the University of Notre Dame School of Law Honor Code and the Loyola College in Maryland Honor Code.

⁷ This section is drawn from the Florida State University Honor Code and from the University of Notre Dame School of Law Honor Code.

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 courses listed below are required.

Students with an interest in biology as a potential major are strongly encouraged to speak with a biology faculty advisor before beginning their freshman year. Appropriate advising will assure that interested students begin their proper biology course sequence their freshman year and will help avoid future curriculum conflicts and delays.

Student Learning Goals and Outcomes for the Major in Biology

Goal 1: *Through broad offerings in the biological, chemical and physical sciences students will have a foundational understanding of biological systems at the molecular, organismal and ecological levels. Students will have a fundamental understanding of experimental design, execution and interpretation. Students will be introduced to research, reading and interpretation of scientific literature.*

Outcome 1: *Major students will demonstrate a broad training and education in the biological and biochemical sciences including the integration of concepts and techniques as well as the development of complex problem solving skills.*

Outcome 2: *Students will demonstrate mastery of skills common to laboratory experimentation in the biological and biochemical disciplines.*

Outcome 3: *Students will demonstrate proficiency in understanding and use of the scientific literature as a tool for research and scholarship.*

Outcome 4: *Students will demonstrate a foundation in critical thinking skills related to the sciences, including the fundamentals of scientific inquiry, critical analysis of experimental data, and communication of results (oral and written).*

Required Prerequisites for the Major

CHEM 211 General Chemistry I (w/lab)

CHEM 212 General Chemistry II (w/lab)

CHEM 311 Organic Chemistry I (w/lab)

CHEM 312 Organic Chemistry II (w/lab)

PHYS 211 College Physics I (w/lab)
 PHYS 212 College Physics II (w/lab)

Required Major Courses

BIOL 211 Biology I (w/lab)
 BIOL 212 Biology II (w/lab)
 BIOL 303 Genetics (with lab)
 BIOL 213 Critical Analysis I (one credit)
 BIOL 413 Critical Analysis II (one credit)

Elective Major Courses (4 courses or 16 credits required)

BIOL 297 Directed Research
 BIOL 304 Anatomy and Physiology
 BIOL 305 Molecular Biology (w/ lab)
 BIOL 306 Basic and Clinical Pharmacology
 BIOL 401 Microbiology (w/ lab)
 BIOL 402 Microbial Ecology
 BIOL 405 Biochemistry I
 BIOL 406 Biochemistry II
 BIOL 415 Special Topics in Biology (as offered)
 BIOL 497 Directed Research

Minor in Biology

The biology minor allows students majoring in another discipline to develop familiarity with the biological sciences. The biology minor program consists of six courses in biology including BIOL 211 (w/ lab), BIOL 212 (w/ lab), and four additional biology courses above the 200-level.

Minor in Chemistry

The chemistry minor allows students majoring in another discipline to develop familiarity with the chemical sciences. The chemistry minor program consists of six courses in chemistry including CHEM 211 (w/ lab), CHEM 212 (w/ lab), CHEM 311 (w/ lab), CHEM 312 (w/ lab), CHEM 405, CHEM 406. CHEM 405, 406 have additional physics courses as prerequisites.

Course Descriptions

Biology Courses

BIOL 201 CONCEPTS IN BIOLOGY I

Designed for non-majors. An introduction to the study of living systems focusing on molecular and cellular biology. (with lab) (4 cr.) All science courses with a laboratory include a \$40 fee.

BIOL 202 CONCEPTS IN BIOLOGY II

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

BIOL 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.)

BIOL 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.)

BIOL 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: BIOL 211, BIOL 212 (can be taken concurrently) (1 cr.)

BIOL 297 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.)

BIOL 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: BIOL 211, BIOL 212 (4 cr.)

BIOL 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: BIOL 211, BIOL 212 (4 cr.)

BIOL 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. (with lab) Prerequisites: BIOL 211, BIOL 212, BIOL 303. Recommended: CHEM 211, 212 (4 cr.)

BIOL 306 BASIC AND CLINICAL PHARMACOLOGY

A study of the actions and uses of a range of clinically important drugs with an emphasis on their mechanism of action. The course will provide the basics of pharmacokinetics, and of pharmacodynamics. Prerequisites: CHEM 211, CHEM 212 (4 cr.)

BIOL 400 SPECIAL TOPICS SEMINAR IN BIOLOGY AND MEDICINE

A seminar exploring current and important topics in medical biology, medicine, bioethics, and offering practical guidance and advice for those interested in pursuing careers in the health sciences. (Pass/Fail, zero cr.)

BIOL 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: BIOL 211, BIOL 212, BIOL 303 (4 cr.)

BIOL 402 MICROBIOLOGY ECOLOGY

A study of the interactions between microbes and their environments. Discussion includes the physiological ecology of microorganisms (effects of physical parameters on microbial distribution and activities in nature), dispersal mechanisms in nature, associations with higher organisms, and the role of man in manipulating microbial activities. Prerequisites: BIOL 211, BIOL 212, BIOL 303 (4 cr.)

BIOL 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: BIOL 211, BIOL 212, CHEM 211, 212, 311, 312, PHYS 211, 212. Crosslisted as CHEM 405. (4 cr.)

BIOL 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: BIOL 211, BIOL 212; CHEM 211, 212, 311, 312; Physics 211, 212. Crosslisted as CHEM 406. (4 cr.)

BIOL 413 CRITICAL ANALYSIS II

A course designed to build on the skills introduced in BIOL 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, CHEM 211, 212, 311, 312, BIOL 211, 212, PHYS 211, 212. (1 cr.)

BIOL 415 SPECIAL TOPICS IN BIOLOGY

Various topics will be offered as needed including courses such as Ecology, Cancer Biology, Developmental Biology, and Cell Biology. Prerequisites vary with topic. (4 cr.)

BIOL 497 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

CHEM 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. MATH 150 or higher strongly recommended. (with lab) (4 cr.)

CHEM 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.)

CHEM 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: CHEM 211, CHEM 212 (4 cr.)

CHEM 312 ORGANIC CHEMISTRY II

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

CHEM 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: BIOL 211, BIOL 212, CHEM 211, 212, 311, 312, PHYS 211, 212. Crosslisted as BIOL 405. (4 cr.)

CHEM 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: BIOL 211, BIOL 212; CHEM 211, 212, 311, 312; Physics 211, 212. Crosslisted as BIOL 406. (4 cr.)

CHEM 415 SPECIAL TOPICS IN CHEMISTRY

This course will be offered on a periodic basis. Possible topics include Advanced Organic Chemistry, Organic Chemistry of Drug Design and Action, Bioorganic Chemistry. (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 Pre-medicine Requirements

CHEM 211 General Chemistry I (w/lab)

CHEM 212 General Chemistry II (w/lab)

CHEM 311 Organic Chemistry I (w/lab)

CHEM 312 Organic Chemistry II (w/lab)

BIOL 211 Biology I (w/lab)

BIOL 212 Biology II (w/lab)

PHYS 211 College Physics I (w/lab)

PHYS 212 College Physics II (w/lab)

BIOL 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 BIOL 305 Molecular Biology, BIOL 405/406 Biochemistry, BIOL 303 Genetics, BIOL 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; and
- Assistance and direction in the pursuit of independent research.

Typical Plan—Biology Major

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
MATH 100,120,150, or 151	4	THEO 105 Sacred Scripture	4
LITR 103 Literary Tradition I	4	LITR 104 Literary Tradition II	4
BIOL 211 Biology I	4	BIOL 212 Biology II	4
LATN 101 or 103 Elem Latin	4	LATN 102 or 104 Inter Latin	4
MUSC 101 Gregorian Chant*	0		
Total	16	Total	16

*may be taken in the Fall or Spring semester.

Sophomore Year

Fall Semester	Credits	Spring Semester	Credits
PHIL 205 Nature and Person	4	PHIL 206 Ethics	4
CHEM 211 General Chem I	4	CHEM 211 General Chem II	4
THEO 205 Sacred Doctrine	4	BIOL 303 Genetics	4
HIST 101 Western Civ I	4	HIST 102 Western Civ II	4
BIOL 213 Critical Analysis I	1	Arts Practicum*	0
Total	17	Total	16

*may be taken in the Fall or Spring semester.

Junior Year

Fall Semester	Credits	Spring Semester	Credits
CHEM 311 Organic Chem I	4	CHEM 312 Organic Chem II	4
PHYS 211/221 Physics I	4	PHYS 212/222 Physics II	4
BIOL Elective	4	BIOL Elective	4
HIST/POLT 203 Amer Civ	4	General Elective	4
Total	16	Total	16

Senior Year

Fall Semester	Credits	Spring Semester	Credits
BIOL Elective	4	BIOL Elective	4
General Elective	4	BIOL 413 Critical Analysis II	1
General Elective	4	General Elective	4
General Elective	4	THEO 400 Living in Christ	4
		PHIL 400 Phil Perspectives	4
Total	16	Total	17

Classics & 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*, III, 30, “*Exegi monumentum aere perennius*” (I have built a monument more lasting than bronze). 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 Latin and Greek 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 University offers a major in Classics and Early Christian Literature, with concentration in Latin.

The Classics and Early Christian Literature Major is a rigorous academic program designed to develop proficiency in the Latin and Greek languages, to promote literary study across a broad range of authors, genres and subjects, and to instill an awareness of the Classical tradition and its profound influences. Acknowledging the deep presence and transformation of classical culture during the Christian era, the Department is committed to integrating the study of the literature of the Greek and Roman civilizations and the vast body of writings in Latin and Greek from the biblical, patristic and medieval periods.

In general, Classics and Early Christian Literature majors begin their program with LATN 103 Intensive Elementary Latin. Students entering the program with considerable background in classical languages are advised by the department chairman about placement. To help determine which courses to enroll in, new students may take one or both placement tests in Latin and Greek, which are offered before the beginning of each semester. Students initially placed in second-semester or intermediate readings courses have their total number of courses required for the major proportionately reduced. 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. As students reach an advanced level of proficiency they enroll in courses at the 300 and 400 levels. In addition to the regular course cycle, they may, with approval of the chairman, enroll in advanced tutorials and directed study courses, which consist of focused study of an author, theme, or literary genre. In recent semesters directed readings have been given in a broad range of topics including Lactantius’ *Divine Institutes*, Greek composition, and Marian writings of the Fathers of the Church.

The Classics and Early Christian Literature Department also offers intermediate and advanced Latin and an intensive elementary and intermediate Greek courses during the summer. Biblical Hebrew is also taught on occasion.

Student Learning Goals and Outcomes for the Major in Classics and Early Christian Literature

Goal 1: *The Classics Major enables students to acquire a reading knowledge of classical, liturgical, and medieval Latin as well as classical, New Testament, and Patristic Greek. The program emphasizes reading and writing, and to a lesser degree, listening and speaking, in order to enable effective study, reflection, and evaluation of texts. Besides a solid reading proficiency, the student will gain the skill of composing sentences in Greek and Latin, along with modest ability in spoken Latin.*

Outcome 1: *Classics majors will demonstrate knowledge of Classical Latin and Classical Greek prose.*

Outcome 2: *Classics majors will demonstrate familiarity with the literature and literary*

culture of the Greco-Roman world and the early Christian centuries, the ability to distinguish among literary genres and styles as well as to paraphrase, translate, and comment upon texts in Latin and Greek, and a basic proficiency in writing Latin prose.

Outcome 3: Students exiting the program will demonstrate awareness of the classical and early Christian traditions and their influences, especially on Christian culture and modern society.

Core Courses

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

Required Major Courses

GREK 103 Elementary Greek
GREK 104 Intermediate Greek
LATN 203 Golden Age Prose
LATN 204 Golden Age Poetry
GREK 203 Greek Readings
LATN 304 Latin Church Fathers
LATN 310 Latin Prose Composition

Elective Major Courses (two required)

LATN 403 Scholastic Latin Texts
GREK 403 Greek Poetry
LATN 404 Latin Epistolary Writing
LATN 415 Special Topics
GREK 415 Special Topics

Minor Programs

Students may choose to earn a minor in Latin or in Classical Languages (Latin and Greek) to complement or enrich their major in another discipline. A minor in Latin or classical languages is especially valuable to students majoring in theology, philosophy, history, literature, or pre-law. 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 Latin: LATN 101, 102 or LATN 103, 104. LATN 203. Three courses in Latin from LATN 204 to 499. Minor in Classical Languages: LATN 101, 102 or LATN 103, 104. LATN 203 Golden Age Literature. GREK 103, 104. One course in Latin from LATN 204 to 499 or GREK 203.

Course Descriptions

LATN 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 included since speaking is a lively and natural way to learn a language.

LATN 102 INTERMEDIATE LATIN

This course is a continuation of LATN 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: LATN 101.

LATN 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 or graduate students needing a rapid but thorough review from the beginning.

LATN 104 INTENSIVE INTERMEDIATE LATIN

This course is a continuation of LATN 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: LATN 103

GREK 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.

GREK 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: Greek 103.

LATN 203 GOLDEN AGE PROSE

Selections from monuments of Latin prose of the first century B.C. are studied. Readings typically include a speech or letters of Cicero, the works of Sallust, or Caesar. The course includes a comprehensive review of Latin grammar and aims at helping the student gain fluency in reading classical texts and Latin prose based on classical models written in later periods. The course also attends to the development of analytical and interpretive skills through the preparation of stylistic analyses. For all LATN 300 courses or above, LATN 101, 102 or LATN 103, 104, and LATN 203 are required as prerequisites unless otherwise noted.

LATN 204 GOLDEN AGE POETRY

Selections from monuments of Latin poetry including the works of Vergil and Horace are studied. This course continues the comprehensive review of Latin grammar begun in LATN 203 and aims at increased fluency in reading Latin through improvement of the students' knowledge of metrical form, syntax and poetic diction. Following on the progress made in LATN 203, the course promotes further development of analytical and interpretive skills through the preparation of stylistic analyses and increased focus on the figures and tropes. This course is required for the major in classics.

GREK 203 GREEK READINGS

This course is designed to foster the ability to read Greek prose. Students enrolling in the course should already have a working knowledge of Greek morphology and syntax as well as some experience reading modest passages of Greek literature. In this course students will read extended passages from a wide range of Greek authors including Plato, Lysias, the New Testament and the Septuagint, as well as patristic writings such as the letters of St. Ignatius of Antioch, the account of the martyrdom of St. Polycarp, the apologies of St. Justin Martyr, or the sermons of St. John Chrysostom. Prerequisite: GREK 103, 104. For all GREK 300

courses or above, GREK 103, 104 and GREK 203 courses are required as prerequisites unless otherwise advised.

LATN 304 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. The theme and readings chosen may vary from year to year according to the needs and interests of the students. Translations, comprehension, and rhetorical analysis are the main components of class work.

LATN 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.

LATN 403 SCHOLASTIC LATIN TEXTS

Analysis and translation of select Latin philosophical and theological texts, with an emphasis on the works of St. Thomas Aquinas. Attention will be given to the distinctive orthography, grammar, syntax and vocabulary of the Scholastic period, as well as the paleographical skills needed for reading medieval Latin manuscripts.

LATN 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.

LATN 415 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 seminar, depending on enrollment. Examples of topics are the Latin of Jerome's Vulgate, Lactantius' Divine Institutes, Augustine's Confessions, Latin Epigraphy and Paleography, Medieval Lyric Poetry, Liturgical Latin, and Early Christian Documents, Conciliar and Post-Conciliar documents. Prerequisites are at least three semesters of Latin study (or equivalent competence) and permission of the instructor.

GREK 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.

GREK 415 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.

Typical Plan—Classics & Early Christian Literature Major

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
MATH 100,120,150, or 151	4	THEO 105 Sacred Scripture	4
LITR 103 Literary Tradition I	4	LITR 104 Literary Tradition II	4
HIST 101 Western Civ I	4	HIST 102 Western Civ II	4
LATN 101 Elementary Latin -or- LATN 103 Intensive Elem Latn	4	LATN 102 Intermediate Latin -or- LATN 104 Intensive Inter Latin	4
MUSC 101 Gregorian Chant*	0		
Total	16	Total	16

*may be taken in the Fall or Spring semester.

Sophomore Year

Fall Semester	Credits	Spring Semester	Credits
PHIL 205 Nature and Person	4	PHIL 206 Ethics	4
THEO 205 Sacred Doctrine	4	HIST/POLT 203 Amer Civ	4
Science I with Lab	4	Science II with Lab	4
LATN 203 Golden Age Prose	4	LATN 204 Golden Age Poetry	4
Second Arts Practicum*	0		
Total	16	Total	16

*may be taken in the Fall or Spring semester.

Junior Year

Fall Semester	Credits	Spring Semester	Credits
GREK 103 Elem. Greek	4	GREK 104 Inter. Greek	4
LATN 304 Church Fathers	4	LATN 310 Latin Prose Comp	4
General Elective	4	General Elective	4
General Elective	4	General Elective	4
Total	16	Total	16

Senior Year

Fall Semester	Credits	Spring Semester	Credits
GREK 203 Greek Readings	4	Classics Elective	4
Classics Elective	4	Elective	4
General Elective	4	THEO 400 Living in Christ	4
General Elective	4	PHIL 400 Phil Perspectives	4
Total	16	Total	16

Economics Major

Economics is the science of how human societies satisfy their material needs and wants with limited material resources. It is the science of scarcity, of individual incentives, of costs and benefits, of unintended consequences, of social coordination by the free-market's invisible hand and the government's deliberate policy making. It is a positive science: it aims at the comprehension of sound insights and truthful data about economic behavior. It is also a normative science: it aims at the principled use of these insights and data for the making of economic decisions as individuals, businesses, and governments. Students who major in Economics at Ave Maria University learn to appreciate and understand the breadth, power, and limitations of Economics as an academic discipline.

Economics makes abundant use of rigorous logic, mathematics, and statistics and it interacts with ethics, culture, and politics. Drawing on Catholic social teaching, Economics at Ave Maria University sees the economy as a means for the fulfillment of the human person and emphasizes human dignity, solidarity, and subsidiarity. We seek to contribute to earthly progress and “the better ordering of human society, [as] it is of vital concern to the Kingdom of God” (*Gaudium et Spes*, 39). Economics majors come to appreciate the breadth of economics as an academic discipline, to see its relation to the other disciplines, and to understand the many aspects of human experience to which the insights of the economist are relevant. Drawing from the Western intellectual tradition, from Revelation, and from the collective wisdom of the profession, Economics at Ave Maria University offers students a better understanding of social reality and a means to improve it.

The Economics major exemplifies the dialogue between faith and reason by integrating Catholic social teaching with the rigor and intellectual honesty of the science of economics. A challenging and rewarding program, the Economics major contributes to the cultivation of intellectual and moral virtues and it serves society by seeking the truth about economic behavior.

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 college and university teaching. Economics majors use their talents in educational and financial institutions, in government agencies, and in the corporate sector. A degree in economics is an excellent preparation for graduate study in law, business administration, public administration, public policy, and advanced economics.

Student Learning Goals and Outcomes for the Major in Economics

Goal 1: Students will be capable of thinking and writing like economists, of making sound, well-integrated, and well-informed arguments about the national and global economy, applying higher-order thinking skills (analysis, synthesis, and evaluation) to economic problems.

Outcome 1a: Students will be able to identify and describe the most significant facts, institutions, and history of the U.S. economy, a number of other countries' economy, and the international economy.

Outcome 1b: Students will be able to identify sources of information about trends and indicator data for the economy and relevant statements from important national and international authorities.

Outcome 2a: Students will be able to identify and describe important figures and concepts in the history of economic ideas.

Outcome 2b: Students will be able to identify, describe, and articulate standard

- economic terminology, concepts, models, and arguments.
- Outcome 2c: *Students will be able to apply standard statistical tools and mathematical tools used in economics.*
- Outcome 2d: *Students will be able to explain the main ideas and theories of economics in layman terms to anyone and to professional economists with appropriate level of sophistication.*
- Outcome 3a: *Students will be able to articulate the strengths and the limitations of economics and the relationship of economics to other disciplines.*
- Outcome 3b: *Students will be able to identify and describe the main principles of Catholic social teaching and to apply Catholic social teaching in his or her economic arguments where appropriate.*
- Outcome 3c: *Students will be able to identify, describe, and apply arguments derived from different schools of social philosophy as applied to economics. Particularly, they will be able to identify the ideologies behind economic arguments, their presuppositions, and their implications.*
- Outcome 4a: *Students will be able to apply economic concepts appropriately.*
- Outcome 4b: *Students will be able to use basic economic principles, theories, and models to analyze, interpret, and forecast trends and processes.*
- Outcome 4c: *Students will be able to articulate sound policy arguments for and against concrete proposals.*
- Outcome 5a: *Students will be able to evidence commitment to clear, methodical, and systematic thinking that gives primacy to intellectual honesty, inquisitiveness, and creativity.*
- Outcome 5b: *Students will be able to express themselves effectively through well-structured arguments, the appropriate use of theory and evidence, conventional documentation, and strong communication skills.*
- Outcome 5c: *Students will be able to perform undergraduate-level research with the appropriate skills, tools, and methodology.*

A Certificate in Business is available through the Institute for Business. See the “Special Academic Programs” section of this catalogue for information and course descriptions.

The Minor in Economics

A minor in economics can be combined with other majors in the University and provides an excellent foundation for careful and ethical thinking about social and business problems. The Minor in Economics consists in six courses. The required courses are ECON 201, ECON 202, and ECON 315. For the three electives, students can choose any other three economics courses.

Required Major Courses

ECON 201 Principles of Macroeconomics
 ECON 202 Principles of Microeconomics
 ECON 301 Intermediate Macroeconomics
 ECON 302 Intermediate Microeconomics
 ECON 303 Statistics for the Social Sciences
 ECON 315 Catholic Social Teaching

Elective Major Courses (four required)

ECON 310 History of Economic Thought
 ECON 316 Market, State, and Institutions
 ECON 320 The Economics and Ethics of Development
 ECON 321 International Economics

ECON 342 Banking, Money and Finance
 ECON 403 Introduction to Econometrics
 ECON 415 Special Topics in Economics
 ECON 421 Seminar: International Monetary Economics
 ECON 430 Labor Economics and the Economics of Poverty
 ECON 432 Strategic Thinking and Game Theory
 ECON 433 Seminar: Industrial Organization and Public Policy
 ECON 442 Seminar: Forecasting Macroeconomic Fluctuations

Course Descriptions

ECON 201 PRINCIPLES OF MACROECONOMICS

This basic course in the economics of nations and the world addresses aggregate demand and supply analysis; the determination of national income and the price level; the determinants of economic growth; saving and investment, foreign exchange, and international capital flows. Economic policy making by the government is mainly concerned with low inflation and high employment; consequently, the course will include a critical examination, in the light of different schools of economic thought, of the role of government in price and income stability. Prerequisite: MATH 150 Functions.

ECON 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. Prerequisite: MATH 150 Functions.

ECON 301 INTERMEDIATE MACROECONOMICS

This course deepens the analysis of ECON 201, continuing to examine macroeconomic theories of the determination of national income, employment, the price level, interest rates, exchange rates, and economic growth. It 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. It gives importance to international macroeconomics, to the role of technology in growth, and to issues of economic policy making. Employs standard analytic tools. Prerequisite: ECON 201, MATH 151 Calculus I.

ECON 302 INTERMEDIATE MICROECONOMICS

Deepens the analysis of ECON 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: ECON 202, MATH 151 Calc I.

ECON 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. Prerequisite: MATH 150 Functions.

ECON 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.

ECON 315 CATHOLIC SOCIAL TEACHING

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 it to thinking on ethics by economists. Texts of other writers are included: Augustine, Aquinas, Fanfani, Novak, and others. Magisterial teaching and the theoretical work of these authors will be applied to historical and contemporary economic issues.

ECON 316 MARKETS, STATE, AND INSTITUTIONS

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 and 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 Locke, Friedman, Hayek, Marx, Keynes, Okun, Galbraith, North, Putnam or Schumacher) are included.

ECON 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 the meaning of development, 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: ECON 201, 202. Recommended: ECON 301, 302.

ECON 321 INTERNATIONAL ECONOMICS

This course covers the institutions, theory and policy of international trade (comparative advantage and the factor endowments explanation of trade, analysis of the theory and practice of commercial policy), of international macroeconomics (how countries interact with one another in the determination of output, interest rates, and exchange rates) and international finance (capital flows between countries and exchange rates). The course will emphasize the evolution of the world economic system since 1945 and current policy problems of developing countries. Prerequisites: ECON 201, 202.

ECON 342 BANKING, MONEY AND FINANCE

Nature of money, debt, and credit; financial markets and institutions; 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: ECON 201, 202.

ECON 403 INTRODUCTION TO ECONOMETRICS

Introduction to econometric models and techniques, emphasizing regression. This course provides an introduction to econometrics for students who have completed a course in introductory statistics (including estimation and hypothesis testing based on sample data and simple least squares regression). It aims to provide a solid practical basis in the subject and to enable students to be able to understand and interpret results published by applied economists in books and journals and also to undertake empirical work of their own. The course will place more stress on understanding and properly applying methods than on formal derivations and proofs. Advanced topics include instrumental variables, panel data methods, measurement error, and limited dependent variable models. Prerequisites: ECON 301, 302, 303.

ECON 415 SPECIAL TOPICS IN ECONOMICS

Topics vary from year to year at the discretion of the faculty. They may include: American Economic History; Economic History of Latin America; and Law and Economics.

ECON 421 SEMINAR: INTERNATIONAL MONETARY ECONOMICS

An introduction to international macroeconomics (which focuses on how countries interact with one another in the determination of output, interest rates, and exchange rates) and international finance (which focuses on capital flows between countries and exchange rates). The course will emphasize the evolution of the world monetary system since 1945 and current macro-policy problems of developing countries. Topics include macroeconomics of the open economy under fixed and flexible exchange rate (in the short and long runs), currency unions, currency crises, and dollarization. Includes a major paper, a presentation, and a comprehensive exam on economics. Prerequisite: ECON 301. Pre- or co-requisite: 36 credits in Economics.

ECON 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 relationship, 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: ECON 201, 202. Pre- or co-requisite: 302.

ECON 432 STRATEGIC THINKING AND GAME THEORY

The course develops student's ability to understand and anticipate strategic interaction by focusing on the lessons and methods of game theory. Game theory has become an important tool for business managers and policy makers for analyzing and implementing tactical and strategic actions. Topics will focus on conflict situations, managerial, labor and industrial organization. Students will be actively encouraged to model strategic interaction from real-life circumstances, examples from history, and even fiction. ECON 433 draws on similar topics as this course. Prerequisite: ECON 201, 202.

ECON 433 SEMINAR: INDUSTRIAL ORGANIZATION AND PUBLIC POLICY

This is a course in industrial organization, the study of firms in markets. Industrial organization focuses on firm behavior in imperfectly competitive markets, which appear to be far more common than the perfectly competitive markets that are the focus of a basic microeconomics course. This field analyzes the acquisition and use of market power firms, strategic interactions among firms, and the role of government competition policy. The course will approach this subject from both theoretical and applied perspectives. Includes a major paper, a presentation,

and a comprehensive exam on economics. Prerequisite: ECON 302. Pre- or co-requisite: 36 credits in Economics. ECON 332 is recommended.

ECON 442 SEMINAR: FORECASTING MACROECONOMIC FLUCTUATIONS

This course provides a thorough working knowledge of both theories and policy implications of business cycles as well as with the basics of business cycle forecasting. The Keynesian model; New Classical, microfounded business cycle models; and New Keynesian models. Fiscal and monetary policies. The plausibility of various models, both in theory and in practice; effectiveness of various policies; and political considerations. Uses US and international case studies. Standard Business Cycle analysis: stylized facts of business cycles, indices of leading indicators; GDP and price indices; business cycle indicators and the term structure of interest rates; international indicators. Logarithms and expectations operators, basic calculus, basic econometrics. Computer skills: using Excel, Matlab, and Stata or Eviews. Includes a major paper, a presentation, and a comprehensive exam on economics. Prerequisite: ECON 301. Pre- or co-requisite: 36 credits in Economics.

Typical Plan—Economics Major

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
MATH 151 Calculus I	4	THEO 105 Sacred Scripture	4
LITR 103 Literary Tradition I	4	LITR 104 Literary Tradition II	4
HIST 101 Western Civ I	4	HIST 102 Western Civ II	4
LATN 101 or 103 Elem Latin	4	LATN 102 or 104 Inter Latin	4
MUSC 101 Gregorian Chant*	0		
Total	16	Total	16

*may be taken in the Fall or Spring semester.

Sophomore Year

Fall Semester	Credits	Spring Semester	Credits
PHIL 205 Nature and Person	4	PHIL 206 Ethics	4
THEO 205 Sacred Doctrine	4	HIST/POLT 203 Amer Civ	4
Science I with Lab	4	Science II with Lab	4
ECON 201 Princ Macroecon	4	ECON 202 Princ Microecon	4
Second Arts Practicum*	0		
Total	16	Total	16

*may be taken in the Fall or Spring semester.

Junior Year

Fall Semester	Credits	Spring Semester	Credits
ECON 301 Inter Macroecon	4	ECON 302 Inter Microecon	4
ECON 315 Cath. Soc. Teaching	4	ECON 303 Stats for Soc Sci	4
General Elective	4	General Elective	4
General Elective	4	General Elective	4
Total	16	Total	16

Senior Year

Fall Semester	Credits	Spring Semester	Credits
Economics Elective	4	Economics Elective	4
Economics Elective	4	Economics Elective: Seminar	4
General Elective	4	THEO 400 Living in Christ	4
General Elective	4	PHIL 400 Phil Perspectives	4
Total	16	Total	16

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.

Student Learning Goals and Outcomes for the Major in History

Goal 1: *The major in 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. Technically, the history major helps students form the ability to make inferential deductions in written form, and the capacity to identify, assess and use historically-appropriate supporting evidence. The ability to adopt a critical sense of the available material that records the events of the past is important, as is the ability to read accurately and well; history majors will be trained to identify historically fallacious or suspect arguments. History majors will be expected to demonstrate a mastery of the basic facts of Western and American Civilization.*

Outcome 1: *Students will demonstrate knowledge of the primary events in the history of Western Civilization, for example, the events, concepts and persons of ancient Greece and Rome.*

Outcome 2: *Students will demonstrate knowledge of the primary events of American Civilization.*

- Outcome 3: *Students will demonstrate familiarity with the nature and history of historical inquiry.*
- Outcome 4: *Students upon completion of the history major will demonstrate the ability to make inferential deductions in written form; identify historical fallacies; demonstrate the capacity to utilize within the context of historical study books, journal articles, and primary sources.*

Core Courses

HIST 101 Western Civilization I
 HIST 102 Western Civilization II
 HIST 203/POLT 203 American Civilization

Required Major Courses

HIST 290 History of Ideas
 HIST 315 Junior Research Seminar
 HIST 401 Historiography
 HIST 490 History Seminar

Elective Major Courses (four required)

Intermediate Courses in American History
 HIST 212 America: The Colonial Era
 HIST 213 America: The Revolution through the Civil War
 HIST 214 America: Reconstruction through the Present

Intermediate Courses in European History
 HIST 224 Medieval Europe
 HIST 225 The Renaissance and Reformation
 HIST 228 Modern & Contemporary Europe

Advanced Courses in American and European History
 HIST 301 Church History
 HIST 335 History of Modern Ireland
 HIST 352 American Economic History
 HIST 359 American Political History
 HIST 362 The Crusades
 HIST 366 The History of the British Empire
 HIST 367 War and Society

Minor in History

A Minor in History is available. Students must complete four history courses beyond the three required for the core curriculum.

Course Descriptions

HIST 101 WESTERN CIVILIZATION I

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 LITR 103 Classic Epics, and will help the students appreciate the roots and some of the glories of Catholic culture.

HIST 102 WESTERN CIVILIZATION II

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.

HIST 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 politics course: POLT 203.

HIST 212 AMERICA: THE COLONIAL ERA

This course will examine the American colonies from the founding to the end of the French and Indian War in 1763.

HIST 213 AMERICA: THE REVOLUTION THROUGH THE CIVIL WAR

This course will examine the origins of the American Revolution, the development of the American government, expansion, sectionalism and the sources of the American Civil War.

HIST 214 AMERICA: RECONSTRUCTION THROUGH THE PRESENT

This course will survey the failure of Reconstruction, the industrialization, the rise of the United States to great power status, the Jazz Age, the New Deal, the Second World War, the Civil Rights movement, the Cold War, and the globalization of America in the late 20th century.

HIST 224 MEDIEVAL EUROPE

This course will cover Western Europe from the collapse of the Western Roman Empire to the thirteenth century.

HIST 225 THE RENAISSANCE AND REFORMATION

This course will survey the cultural flowering of Europe from the fourteenth to the sixteenth centuries, and the split in Christianity led by Luther and Calvin.

HIST 228 MODERN & CONTEMPORARY EUROPE

This course will examine the industrial revolution, the democratization of politics, the scramble for empire in the "long" nineteenth century, the end of European global hegemony from the partition of Africa through the rise of fascism, the age of World War, and the project of European revival in the European Union.

HIST 290 HISTORY OF IDEAS

This class will introduce students to landmark texts in western thought which will illuminate the interplay between transcendence and contingency in the history of ideas. The course begins with archaic Mesopotamia, Classical Athens and Imperial Rome. The middle section will examine the secularization of the state and the breakup of the medieval intellectual synthesis into strands of mysticism and nominalism. The concluding section will examine the degradation of art and the connections between ethics and religious belief. The texts which will inform the course discussions will be Leo Strauss, *The City and Man* and *Natural Right and History*. (Required for history majors.)

HIST 315 JUNIOR RESEARCH SEMINAR

The Junior Research Seminar introduces majors to focused historical research in advance of their senior sequence (HIST 401, 490). It will take the form of a seminar class on a focused area of historical inquiry. Subjects will vary, but the course will always reflect an area of active scholarly

inquiry on the part of the offering Professor. Examples might include “The British State and the Irish Catholic Church, 1868-78” or “Building Mussolini’s Rome: The Built Environment in Fascist Italy, 1925-39”. All students will be expected to produce no less than two substantial essays, as well as contribute to seminar discussions as directed by the offering Professor. (Required for history majors.) Prerequisites: HIST 101, 102, 203, 290.

HIST 335 HISTORY OF MODERN IRELAND

This course will survey the history of Ireland from the Easter Rebellion to the present.

HIST 352 AMERICAN ECONOMIC HISTORY

This course will examine the growth of the American economy from colonial agricultural origins to the most powerful force behind contemporary economic globalization.

HIST 359 AMERICAN POLITICAL HISTORY

This course will examine the history of American politics from the Constitutional convention to the present.

HIST 362 THE CRUSADES

This course will examine the wars fought between Christendom and Islam for control of the Holy Land.

HIST 366 THE HISTORY OF THE BRITISH EMPIRE

This course will survey the history of the British Empire from the conquest of Ireland to the collapse of colonialism in the twentieth century.

HIST 367 WAR & SOCIETY

This course will examine the social and cultural impact of war in the twentieth century. Themes will include Total War, mass bereavement, war and faith, commemoration and social dislocations. The course will pay special attention to the psychological and moral impact of war and their representations in art and culture. The course will be structured chronologically beginning with the enthusiasm of 1914 to the terror of 9/11. The goal of the course is to demonstrate how war has been foundational in the social and cultural developments in the West in the last century.

HIST 401 HISTORIOGRAPHY

Study in the philosophy of history and the methods of various sample historians. Methods and instruments of research will also be stressed. (Required for history majors.) Prerequisite: HIST 315.

HIST 415 SPECIAL TOPICS IN HISTORY

This course may be offered on different topics based upon the expertise of the faculty and student interest. Topics may include: American Presidency; Anglo-Scottish Wars of the 14th Century; Modern Italy; Nationalisms; Political Biographies; Roman History; United Kingdom; or Waning of the Middle Ages.

HIST 490 HISTORY SEMINAR

An advanced seminar focused on the creation of an original historical essay of between 10,000 and 20,000 words, on a topic chosen by the student. Guided by a member of the faculty, this essay will require original historical thinking and primary research. (Required for history majors.) Prerequisite: HIST 401.

Typical Plan—History Major

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
MATH 100,120,150 or 151	4	THEO 105 Sacred Scripture	4
LITR 103 Literary Tradition I	4	LITR 104 Literary Tradition II	4
HIST 101 Western Civ I	4	HIST 102 Western Civ II	4
LATN 101 or 103 Elem Latin	4	LATN 102 or 104 Inter Latin	4
MUSC 101 Gregorian Chant*	0		
Total	16	Total	16

*may be taken in the Fall or Spring semester.

Sophomore Year

Fall Semester	Credits	Spring Semester	Credits
PHIL 205 Nature and Person	4	PHIL 206 Ethics	4
THEO 205 Sacred Doctrine	4	HIST/POLT 203 Amer Civ	4
Science I with Lab	4	Science II with Lab	4
HIST 290 History of Ideas	4	General Elective	4
Second Arts Practicum*	0		
Total	16	Total	16

*may be taken in the Fall or Spring semester.

Junior Year

Fall Semester	Credits	Spring Semester	Credits
History Elective	4	HIST 315 Jun. Research Sem.	4
History Elective	4	History Elective	4
General Elective	4	General Elective	4
General Elective	4	General Elective	4
Total	16	Total	16

Senior Year

Fall Semester	Credits	Spring Semester	Credits
HIST 401 Historiography	4	HIST 490 Senior Seminar	4
History Elective	4	General Elective	4
General Elective	4	THEO 400 Living in Christ	4
General Elective	4	PHIL 400 Phil Perspectives	4
Total	16	Total	16

Literature Major

Literature embodies a vision of life. For those who wish to explore the perennial themes of human experience, the study of literature is an essential part of an education. The University faculty holds that a close reading of great literary works imparts wisdom and is one of the modes of perceiving truth; that literature is best understood not only in relation to theology, philosophy, and history, but also as synthesizing and ordering the insights of these modes of knowledge. 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 human experience.

The University courses in literature introduce students to the classics of the West so that they may better understand themselves and their world by reading 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; 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.

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.

Student Learning Goals and Outcomes for the Major in Literature

Goal 1: *Through coursework students will acquire the following: An introduction to literary genre through British and American works and some texts in translation; an ability to write research and argumentative essays; students will become acquainted with literature in its technical aspects, in particular, figurative language, prosody, and rhetoric.*

Outcome 1: *Students will become familiar with English canonical literature (British and American).*

Outcome 2: *Students will be able to analyze literature in its technical aspects, including the ability to recognize figurative language, analyze prosody, and identify rhetorical terms.*

Outcome 3: *Students will be able to draft a prospectus, conduct research, and follow a question through multiple drafts.*

Outcome 4: *Students will be satisfied with the program. If they wish, they will be able to pursue future study.*

Outcome 5: *Students will be able to write an argumentative essay, exhibiting competence in invention, organization, and style.*

Core Courses

LITR 103 Literary Tradition I
LITR 104 Literary Tradition II

Required Major Courses

LITR 205 Medieval Literature
LITR 206 Shakespeare
LITR 307 Early Modern Literature
LITR 309 Romanticism
LITR 310 The Novel
LITR 411 American Literature
LITR 412 Twentieth Century Literature
LITR 490 Senior Seminar: Literary Theory

Elective Major Courses (one required)

LITR 415 Special Topics

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

LITR 103 and LITR 104 are necessary prerequisites for upper level courses in literature.

LITR 100 INTRODUCTION TO ENGLISH COMPOSITION

This course aims to strengthen and improve student writers through a twofold emphasis. First, the course will begin with a substantive yet accessible refresher of standard formal English grammar, syntax, and punctuation. Second, we will proceed to a rhetorical study of effective essay writing principles. Thus, LITR 100 aims to help students improve at two levels: writing clear, succinct, and graceful individual sentences and writing logical, ordered, and effective essays. We will also closely study the art of revising, so that students come to understand writing as a recursive habit instead of a one-time event (zero credits, pass/fail. Students who fail LITR 100 must retake and pass the course; a failure in LITR 100 results in an automatic failure in the corresponding Literary Tradition course).

LITR 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. Throughout the semester, a special emphasis is placed upon composition in light of classical rhetoric.

LITR 104 LITERARY TRADITION II

A continuation of 103 in which many of the same themes are re-examined in light of 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, Milton's Paradise Lost, and some modern narrative.

LITR 205 MEDIEVAL LITERATURE

The object of the course is to familiarize students with the intellectual culture of the Middle

Ages as expressed through the literature, visual arts, and philosophical considerations of the times.

LITR 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.

LITR 307 EARLY MODERN LITERATURE

This course will focus on the lyrical modes of English poetry from the Early Modern period. Attention will be given to the study of meter, scansion, syntax and identifying figures of speech. The careful examination of lyric poetry will culminate in a research paper on an exemplary poem from a single poet, including an oral examination by members of the faculty. The purpose of the course is to develop an ability to discuss matters of style, theme, technique, and literary criticism, as well as prepare students for writing the senior thesis.

LITR 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.

LITR 310 THE NOVEL

Consideration of the novel as a reflection of changing conceptions of human consciousness, of changing attitudes toward society and of the individual's participation in community. Although the course may consider novels from any region or time period, it begins with a focus on British authors, including Swift or Defoe, Austen, Dickens, Eliot or Thackeray.

LITR 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.

LITR 412 TWENTIETH CENTURY LITERATURE

The study of twentieth century literature, particularly of modernism, including developments from and reactions against it. The course covers such authors as James Joyce, T.S. Eliot, William Faulkner, J.R.R. Tolkien, Evelyn Waugh, Thomas Mann, Franz Kafka, and G.K. Chesterton.

LITR 415 SPECIAL TOPICS

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

LITR 490 SENIOR SEMINAR: 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. The senior thesis project—including a prospectus, annotated bibliography, initial and final drafts—concludes with a public oral presentation.

Typical Plan—Literature Major

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
MATH 100, 120, 150, or 151	4	THEO 105 Sacred Scripture	4
LITR 103 Literary Tradition I	4	LITR 104 Literary Tradition II	4
HIST 101 Western Civ I	4	HIST 102 Western Civ II	4
LATN 101 or 103 Elem Latin	4	LATN 102 or 104 Inter Latin	4
MUSC 101 Gregorian Chant*	0		
Total	16	Total	16

*may be taken in the Fall or Spring semester.

Sophomore Year

Fall Semester	Credits	Spring Semester	Credits
PHIL 205 Nature and Person	4	PHIL 206 Ethics	4
THEO 205 Sacred Doctrine	4	HIST/POLT 203 Amer Civ	4
Science I with Lab	4	Science II with Lab	4
LITR 205 Medieval Literature	4	LITR 206 Shakespeare	4
Second Arts Practicum*	0		
Total	16	Total	16

*may be taken in the Fall or Spring semester.

Junior Year

Fall Semester	Credits	Spring Semester	Credits
LITR 307 Early Modern Lit	4	LITR 309 Romanticism	4
LITR 311 American Literature	4	LITR 310 The Novel	4
General Elective	4	General Elective	4
General Elective	4	General Elective	4
Total	16	Total	16

Senior Year

Fall Semester	Credits	Spring Semester	Credits
LITR 412 20 th Century Lit	4	LITR 490 Senior Seminar	4
Literature Elective	4	THEO 400 Living in Christ	4
General Elective	4	PHIL 400 Phil Perspectives	4
General Elective	4	General Elective	4
Total	16	Total	16

Mathematics Major

Mathematics is an essential component of the traditional liberal arts. From their inception in Greek thought, the liberal arts included arithmetic and geometry. In the medieval grouping of the liberal arts into trivium and quadrivium, the latter four were considered intrinsically mathematical in nature. The ancient Greeks and medieval schoolmen considered mathematics as a propaedeutic for higher studies. The abstraction, formality, and rigor of mathematical reasoning instill in the student habits of logic, precision, clarity, and patience. The study of mathematical objects disposes the student to the existence of immaterial forms. The structure of mathematics reveals an order and beauty in the universe. These aspects of mathematics help to prepare the student for the study of the physical sciences, the social sciences, philosophy, and theology, as well as deeper investigations into mathematics itself.

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 mathematics program develops a student's understanding of the nature, power, scope, and beauty of mathematical thought within a Catholic liberal arts tradition. The mathematics curriculum provides students with a solid foundation in theoretical, practical, and computational aspects of the discipline. The mathematics major, in conjunction with the integrated Core Curriculum, forms habits of mind and hones intellectual skills that equip the student for a lifetime of learning. With a judicious choice of electives and an appropriate minor, the mathematics major can prepare a student for a wide spectrum of vocations.

Student Learning Goals and Outcomes for the Major in Mathematics

- Outcome 1: Students will demonstrate knowledge of mathematics commensurate with career goals, including knowledge of mathematical operations such as limits, integration, and differentiation.*
- Outcome 2: Students will demonstrate familiarity with modes of logical reasoning and possess mathematical habits of mind.*
- Outcome 3: Students will demonstrate facility in using the language of mathematics.*
- Outcome 4: Students will exhibit ability to construct and critically analyze mathematical arguments.*
- Outcome 5: Students will develop problem-solving skills and creative intuition within particular areas of interest.*
- Outcome 6: Students will demonstrate the ability to use mathematics as a basis for scientific thinking and acting.*

The Mathematics Core

The University uses a placement protocol, which includes a mathematics placement exam, to assist students in the selection of a suitable core course from the list below.

Core Courses (one required)

MATH 100 Number, Magnitude, Form
 MATH 120 Finite Mathematics
 MATH 150 Functions
 MATH 151 Calculus I

The Mathematics Major

The mathematics major consists of seven required mathematics courses, four elective mathematics courses, and two required physics courses. At the discretion of the department, students may receive Advanced Placement credit or transfer credit for courses. Highly motivated students are encouraged to participate in undergraduate research under the guidance of a faculty member.

Required Major Courses

MATH 151 Calculus I
MATH 250 Calculus II
MATH 251 Vector Calculus
MATH 270 Scientific Programming

MATH 310 Algebraic Structures
MATH 330 Probability
MATH 490 Senior Seminar

Required Core Science Courses

PHYS 221 University Physics I
PHYS 222 University Physics II

Elective Major Courses (four required)

MATH 201 History of Mathematics
MATH 230 Statistics
MATH 252 Ordinary Differential Equations
MATH 311 Linear Structures
MATH 312 Number Theory
MATH 350 Real Analysis
MATH 351 Complex Analysis
MATH 352 Partial Differential Equations
MATH 360 Differential Geometry
MATH 361 Knot Theory
MATH 491 Undergraduate Research

Minor in Mathematics

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

Minor in Physics

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

Required Physics Minor Courses

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

Elective Physics Minor Courses (three required)

PHYS 330 Intermediate Mechanics
PHYS 341 Thermodynamics and Statistical Mechanics
PHYS 350 Electricity and Magnetism I
PHYS 361 Quantum Mechanics I
PHYS 362 Quantum Mechanics II

Course Descriptions

MATH 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.

MATH 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.

MATH 150 FUNCTIONS

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

MATH 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. MATH 150 or placement required.

MATH 201 HISTORY OF MATHEMATICS

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

MATH 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. MATH 150 required. Crosslisted with ECON 303.

MATH 250 CALCULUS II

Continuation and extension of Calculus I. Topics include more advanced integration techniques, improper integrals, sequences, series, Taylor series, functions of several variables, partial derivatives, multiple integration. MATH 151 required.

MATH 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. MATH 250 required.

MATH 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. MATH 250 required.

MATH 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. MATH 150 required.

MATH 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. MATH 251 required.

MATH 311 LINEAR STRUCTURES

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

MATH 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. MATH 310 required.

MATH 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. MATH 250 required.

MATH 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. MATH 310 required.

MATH 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. MATH 251 required.

MATH 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. MATH 252 required.

MATH 360 DIFFERENTIAL GEOMETRY

A classical treatment of the differential geometry of curves and surfaces in three-dimensional space. Topics include: Frenet frames, the local theory of parameterized curves, regular surfaces, tangent planes, first and second fundamental forms, the Gauss map, parallel transport and the Gauss-Bonnet Theorem. MATH 251 required.

MATH 361 KNOT THEORY

The geometry and topology of knots, links, surfaces, and three-dimensional manifolds. Topics include: Continuity, topological equivalence, isotopy, Reidemeister moves, colorings, Alexander and Jones Polynomials, Euler characteristic, the classification of surfaces, Polyhedral solids, and Heegard splittings. MATH 310 or permission of instructor required.

MATH 490 SENIOR SEMINAR

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

MATH 491 UNDERGRADUATE RESEARCH Student-Faculty collaboration on research projects of mutual interest. Permission of the department required.

Physics Courses

PHYS 211 COLLEGE PHYSICS I (with lab)

Mechanics is foundational to physics. Topics include: rectilinear and rotational motions of particles and rigid bodies, forces, energy methods, conservation laws, and oscillations and waves. MATH 150 required.

PHYS 212 COLLEGE PHYSICS II (with lab)

Thermodynamics, electricity and magnetism, and optics are essential aspects of classical physics. Topics include: temperature, heat and its transfer, the Laws of Thermodynamics, electric force, field, potential and current, capacitance, resistance, induction, circuits, and optics. MATH 150 required.

PHYS 221 UNIVERSITY PHYSICS I (with lab)

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

PHYS 222 UNIVERSITY PHYSICS II (with lab)

Oscillatory and wave-like behavior is ubiquitous in nature. The production and flow of thermal energy, heat, is governed by the Laws of Thermodynamics. Topics include: materials, oscillations, waves, interference and diffraction, geometric optics, and the Laws of Thermodynamics. PHYS 221 required.

PHYS 323 UNIVERSITY PHYSICS III

Maxwell's unification of electricity and magnetism was a revolutionary development in classical physics. Topics include: electric force, field, potential and current, capacitance, resistance, induction, AC/DC circuits, and Maxwell's Equations along with their vacuum solutions. PHYS 221 and MATH 250 required.

PHYS 330 INTERMEDIATE MECHANICS

Topics include: central force potentials, Lagrangian and Hamiltonian formulations of dynamics, fluids. PHYS 323 required.

PHYS 341 THERMODYNAMICS AND STATISTICAL MECHANICS

Topics include: classical formulation of Thermodynamic Laws, kinetic theory, Maxwell-Boltzmann, Bose-Einstein, and Fermi-Dirac distributions and applications. PHYS 323 required.

PHYS 350 ELECTRICITY AND MAGNETISM I

Topics include: Maxwell's equations in differential form, electrodynamics, electromagnetic waves, special relativity. PHYS 323 required.

PHYS 361 QUANTUM MECHANICS I

Topics include: quantum operators, one-dimensional wells and barriers, Born interpretation, Schroedinger equation, uncertainty principle, central force problems, angular momentum and spin, addition of angular momenta. PHYS 323 or permission of instructor required.

PHYS 362 QUANTUM MECHANICS II

Topics include: fermions and bosons, perturbation theory (time independent and time dependent), variational methods, WKB approximation, scattering. PHYS 361 required.

Typical Plan—Mathematics Major

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
MATH 151 Calculus I	4	MATH 250 Calculus II	4
LITR 103 Literary Tradition I	4	LITR 104 Literary Tradition II	4
HIST 101 Western Civ I	4	HIST 102 Western Civ II	4
LATN 101 or 103 Elem Latin	4	LATN 102 or 104 Inter Latin	4
MUSC 101 Gregorian Chant*	0		
Total	16	Total	16

*may be taken in the Fall or Spring semester.

Sophomore Year

Fall Semester	Credits	Spring Semester	Credits
PHIL 205 Nature and Person	4	PHIL 206 Ethics	4
THEO 105 Sacred Scripture	4	THEO 205 Sacred Doctrine	4
PHYS 221 Univ Physics I w/ lab	4	PHYS 222 Univ Physics II w/ lab	4
MATH 251 Vector Calculus	4	MATH 270 Scientific Program	4
Second Arts Practicum*	0		
Total	16	Total	16

*may be taken in the Fall or Spring semester.

Junior Year

Fall Semester	Credits	Spring Semester	Credits
MATH 310 Algebraic Structure	4	HIST/POLT 203 Amer Civ	4
Math Elective	4	MATH 330 Probability	4
General Elective	4	Math Elective	4
General Elective	4	General Elective	4
Total	16	Total	16

Senior Year

Fall Semester	Credits	Spring Semester	Credits
MATH 490 Senior Seminar	4	THEO 400 Living in Christ	4
Math Elective	4	PHIL 400 Phil Perspectives	4
General Elective	4	Math Elective	4
General Elective	4	General Elective	4
Total	16	Total	16

Music Major—Sacred Music Concentration

The Mission of the Department of Sacred Music is to provide a course of study in sacred 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*. 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 with concentration in Sacred Music focuses on the restoration, preservation, and cultivation 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. The program's primary characteristics are its sacred choral, vocal, and organ programs within the rich context of a broad music education. At present applied music courses include voice, organ, and piano. 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.

Student Learning Goals and Outcomes for the Major in Music

Goal 1: *Students completing the Sacred Music program will be prepared for professions in areas requiring a well-rounded liberal arts education, as well as for positions of musical leadership in the Catholic Church.*

- Outcome 1:** *Students will demonstrate knowledge of the history, notation, theory, repertoire, and liturgical place of Gregorian chant.*
- Outcome 2:** *Students must pass piano proficiency examination, covering scales and simple harmonic progressions in twelve keys, both major and minor, and elementary piano repertoire,*
- Outcome 3:** *Students will demonstrate mastery of the elements of music including harmony, counterpoint, and form.*
- Outcome 4:** *Student will demonstrate an aural command of the melodic, rhythmic, and harmonic materials of Western Music*
- Outcome 5:** *Students will demonstrate a knowledge of the styles of Western Music from plainchant through the modern era.*
- Outcome 6:** *Students will demonstrate proficiency on an instrument or as a singer.*

The Core Arts Practicum Requirement

MUSC 101 Gregorian Chant in History and Liturgy

This course is typically taken during the fall or spring semester of the freshmen year. Students who complete MUSC 101M/W Men's/Women's Schola or MUSC 200 University Choir need not take this course.

The Music Major with Concentration in Sacred Music

Students majoring in Music help to realize Ave Maria University's reputation as "the university that sings" by singing in the Ave Maria University Choir. The first two years of the major consist of Music Theory, Musicianship, Music History and University Choir. While Applied Music may be taken in the first two years, it is typically taken in the Junior and Senior years. In the third year of study, students begin to branch out into their areas of interest or specialization. The major requires a minimum of forty credits in music courses.

Required Major Courses

MUSC 101M Men's *Schola Gregoriana* or 101W Women's *Schola Gregoriana*
 MUSC 102A/B Keyboard Proficiency I/II or pass piano proficiency exam (0 credits)
 MUSC 104A Elementary Music Theory I (3 credits)
 MUSC 104B Elementary Music Theory II (3 credits)
 MUSC 105A Elementary Musicianship I (1 credit)
 MUSC 105B Elementary Musicianship II (1 credit)
 MUSC 111-113 Applied Voice, Organ or Piano (4 credits)
 MUSC 204A Intermediate Music Theory I (4 credits)
 MUSC 204B Intermediate Music Theory II (4 credits)
 MUSC 212A Survey of Western Music History I (3 credits)
 MUSC 212B Survey of Western Music History II (3 credits)
 MUSC 305 Heritage of Sacred Music (4 credits)
 MUSC 430 Choral Conducting (2 credits)
 MUSC 420 Gregorian Chant (2 credits)
 MUSC 440 Senior Recital or 441 Senior Project (1 credit)
 6 credits of MUSC 200/300 University Choir (1 credit) or
 4 credits of MUSC 200/300 and 2 credits MUSC 410 Chamber Choir(s) (1 credit)

Minor in Music with a Concentration in Sacred Music

Please contact the department chair for information about the minor in music.

Course Descriptions

MUSC 100 INTRODUCTION TO CHORAL SINGING

Lecture/practicum 1 hour plus occasional liturgical obligations. Study of choral music from early Gregorian chant to present day. Practicum includes development of basic reading skills, vocal and choral techniques, and familiarity with commonly used Gregorian chants, hymns, motets, anthems and other choral music. Prerequisite: Must be able to sing in tune. Admission by simple audition. (0 credit).

MUSC 101 GREGORIAN CHANT IN LITURGY AND HISTORY

Lecture/practicum 1 hour. An introduction to the history, notation, theory repertoire and liturgical place of Gregorian chant. Emphasis will be placed on signing parts of the Mass in Latin in various settings of Gregorian chant. Prerequisite: none, no audition required. This course fulfills the first fine arts practicum requirement of the core curriculum. (0 credit)

MUSC 101M MEN'S SCHOLA

1 rehearsal hour/week and expected regular liturgical obligations. Men's Gregorian chant choir. Leads the congregation in chanting the Ordinary and sings the Proper chants of the liturgical day. Prerequisite: Must be able to sing in tune. Admission by simple audition. Fulfills first core arts practicum requirement. (0 credit)

MUSC 101W WOMEN'S SCHOLA

1 rehearsal hour/week and expected regular liturgical obligations. Women's Gregorian chant choir. Leads the congregation in chanting the Ordinary and sings the Proper chants of the liturgical day. Prerequisite: Must be able to sing in tune. Admission by simple audition. Fulfills first core arts practicum requirement. (zero credits)

MUSC 102A KEYBOARD PROFICIENCY I

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. (Pass/Fail, zero credits)

MUSC 102B KEYBOARD PROFICIENCY II

Performance 2 hours. Continuation of MUSC 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, MUSC 102A or demonstration of proficiency on diagnostic exam. (Pass/Fail, zero credits)

MUSC 103 FUNDAMENTALS OF MUSIC

Designed as a remedial course for the student in the music major or minor program who is shown to be deficient in the fundamentals of music theory based upon a diagnostic exam. Students will learn the groundwork for the study of harmony through intensive exposure to notation, clefs, key signatures, scales, modes, intervals, triads and their inversions. This course will incorporate training in sight singing and ear training. Some class sessions may involve individual tutoring. A grade of C is required for continuation in the music major or minor program. This course will normally be taken concurrently with MUSC 104A and 105A. (zero credits)

MUSC 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)

MUSC 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: MUSC 105B concurrently, and Keyboard Proficiency or demonstration of required proficiency on diagnostic exam. (3 credits)

MUSC 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: MUSC 104 A concurrently or permission of instructor. (1 credit)

MUSC 105B ELEMENTARY MUSICIANSHIP II

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

MUSC 111 APPLIED VOICE

Performance 1 hour. The fee per semester for majors is \$150; for majors in second concentration is \$200; for minors is \$200; and for non-minor or non-majors is \$500. Development of skills and musicianship through the study of music literature. Includes instruction in cantorial techniques and singer's diction. Prerequisite: Audition and permission of instructor. (1 credit) May repeat for credit.

MUSC 112 APPLIED ORGAN

Performance 1 hour. The fee per semester for majors is \$150; for majors in second concentration is \$200; for minors is \$200; and for non-minor or non-majors is \$500. Development of skills and musicianship through the study of music literature. Includes instruction in hymn playing and accompaniment. Prerequisite: Audition and permission of instructor. (1 credit) May repeat for credit.

MUSC 113 APPLIED PIANO

Performance 1 hour. The fee per semester for majors is \$150; for majors in second concentration is \$200; for minors is \$200; and for non-minor or non-majors is \$500. Development of skills and musicianship through the study of music literature. Prerequisite: Audition and permission of instructor. (1 credit) May repeat for credit.

MUSC 200/300 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 both on and 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. (1 credit) May repeat for credit.

MUSC 204A INTERMEDIATE MUSIC THEORY I

Lecture 4 hours. Musical form and analysis of the Baroque and Classical Eras: Principles of 18th century counterpoint, harmony and Classical styles. Compositions in prescribed styles and an introduction to technology in music. Prerequisite: MUSC 104 A and B. (4 credits)

MUSC 204B INTERMEDIATE MUSIC THEORY II

Lecture 4 hours. Musical form and analysis of the Romantic and Modern Eras. Continuation of MUSC 204A. Compositions in prescribed styles and continued studies in the use of technology in music. Prerequisite: MUSC 204A. (4 credits)

MUSC 212A SURVEY OF WESTERN MUSIC HISTORY I

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

MUSC 212B SURVEY OF WESTERN MUSIC HISTORY II

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

MUSC 305 HERITAGE OF SACRED MUSIC

Lecture 3 hours. An historical survey of music in Latin Rite Catholic liturgical music from the early Church to the present day. Different genres, styles, forms, and practices of chant, hymnody, polyphony, and instrumental music are studied in relation to theological and liturgical developments, and in relation to Church documents from the Patristic era to the present. Prerequisite: None. (4 credits)

MUSC 312 MUSIC OF THE MIDDLE AGES

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

MUSC 313 MUSIC OF THE RENAISSANCE

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

MUSC 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: MUSC 212B. (2 credits)

MUSC 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: MUSC 212B. (2 credits)

MUSC 316 MUSIC OF THE ROMANTIC PERIOD

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

MUSC 317 MUSIC OF THE MODERN PERIOD

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

MUSC 410 CHAMBER CHOIR(S)

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

MUSC 412 CHURCH MUSIC REPERTOIRE AND ADMINISTRATION

Lecture 2 hours. A multi-faceted course covering resources for hymnody, psalmody and sacred choral literature in print and parish music administration. Prerequisite: MUSC 204B or permission of instructor (2 credits)

MUSC 415 SPECIAL TOPICS

Topics may include: Choral Writing; Composition of a Major Work; Music of a Major Composer; Advanced Music Theory; Advanced Gregorian Chant; Orchestration. Prerequisite: MUSC 204B, 212B and permission of instructor. (1-2 credits)

MUSC 420 GREGORIAN CHANT

Lecture 1 hour. Notation, forms, history, modes, and liturgical uses of Gregorian chant. MUSC 101M or 101W Men's or Women's Schola Gregoriana must be taken concurrently. Prerequisite: MUSC 212 B. (2 credits)

MUSC 430 CHORAL CONDUCTING

Lecture/lab 2 hours. A practical study of conducting skills emphasizing repertoire, conducting patterns, technique, style, facial expression, group vocal techniques, physical placement of voices and the relationship between gesture and vocal production. Prerequisite: completion of MUSC 212 B and MUSC 300 (University Choir) concurrently. (2 credits)

MUSC 440 SENIOR RECITAL

Directed 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)

MUSC 441 SENIOR PROJECT (choose one of the following)

A: THESIS

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

B: LITURGY PLANNING

Plan music for a complete Mass with Propers, Ordinary, hymns and choral music for one Sunday in Ordinary Time, one major feast or solemnity, and one Sunday in Advent, Lent or Eastertide. Prerequisite: Permission of instructor. (1 credit)

MUSC 499 DIRECTED INDEPENDENT STUDY

Topics may include: Choral Writing; Composition of a Major Work; Music of a Major Composer; Advanced Music Theory; Advanced Gregorian Chant; Orchestration. If enough students are interested in the same topic in a given semester, the course may become MUSC 415. Prerequisite: MUSC 204B, 212B and permission of instructor. (1-2 credits)

Typical Plan—Music Major with a Concentration in Sacred Music

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
MATH 100, 120, 150, or 151	4	THEO 105 Sacred Scripture	4
LITR 103 Literary Tradition I	4	LITR 104 Literary Tradition II	4
LATN 101 or 103 Elem Latin	4	LATN 102 or 104 Inter Latin	4
MUSC 104A Elem Mus Theor I	3	MUSC 104B Elem Mus Theor II	3
MUSC 105A Elem Musician I	1	MUSC 105A Elem Musician II	1
MUSC 200 University Choir	1	MUSC University Choir	1
*MUSC 102A Keyboard Prof I	0	*MUSC 102B Keyboard Prof II	0
*MUSC 103 Fundamentals	0		
Total	17	Total	17

*If necessary.

Sophomore Year

Fall Semester	Credits	Spring Semester	Credits
PHIL 205 Nature and Person	4	PHIL 206 Ethics	4
THEO 205 Sacred Doctrine	4	HIST/POLT 203 Amer Civ	4
MUSC 204A Inter Mus Theor I	4	MUSC 204B Inter Mus Theor II	4
MUSC 212A Survey Mus Hist I	3	MUSC 212B Survey Mus Hist II	3
MUSC 200 University Choir	1	MUSC 200 University Choir	1
MUSC 310 Applied Music	1	MUSC 310 Applied Music	1
Total	17	Total	17

Junior Year

Fall Semester	Credits	Spring Semester	Credits
HIST 101 Western Civ I	4	HIST 102 Western Civ II	4
Science I with Lab	4	Science II with Lab	4
MUSC 420 Gregorian Chant	2	MUSC 430 Choral Conducting	2
MUSC 310 Applied Music	1	MUSC 310 Applied Music	1
MUSC 300 or 410 Choir	1	MUSC 305 Heritage Sac Music	4
General Elective	4		
Total	16	Total	15

Senior Year

Fall Semester	Credits	Spring Semester	Credits
General Elective	4	THEO 400 Living in Christ	4
General Elective	4	PHIL 400 Phil Perspectives	4
General Elective	4	MUSC 300 or 410 Choir	1
General Elective	4	MUSC 440 or 441	1
		General Elective	4
Total	16	Total	14

Philosophy Major

Philosophy at Ave Maria University is understood according to its original meaning as the love and pursuit of wisdom, viz. *philosophia*. It is deeply rooted in man's desire to know himself, his place in the universe, and answer the question of life's ultimate meaning. Who am I? Where did I come from? Where am I going? How must I live? What is the meaning and significance of the world around me? Who made all this, and why? Beginning in awe and wonder, philosophy tries to find answers to these questions and to articulate them in a systematic and rigorous way.

The philosophy program recognizes the human person's natural desire for knowledge and affirms his capacity to achieve it; that is to say, to go 'beyond mere opinions' and come to know 'how things really are.' Students will learn how this affirmation can be brought to explicit evidence, and why it is of such crucial importance, not only for the integrity of philosophy itself, but for all the other sciences as well.

In accord with its sapiential character, the philosophy program is deeply committed to having a "genuinely metaphysical range" (*Fides et Ratio* 83). Philosophy's most proper object is being itself, in its rich dimensions of existence, intelligibility, goodness, and beauty. Philosophy can and must transcend the realm of the particular and empirical in order to reach what is universal and absolute. This central characteristic and task of philosophy will be evident in all philosophy courses taught at Ave Maria. Thus students will learn in many different contexts how to discern the one in the many, and trace back the many to the one. Among other things, this will enable the philosophy program and its students to make a significant contribution towards the proper integration of knowledge that is at the heart of any liberal arts education.

The philosophy program recognizes that the search for wisdom is an ongoing and communal enterprise. It not only requires serious dialogue with contemporary thinkers, but also with those of the past. The ancient philosophers, especially Plato and Aristotle, to whom the Western philosophical tradition owes so much, will be closely studied. Then there is the deep and rich tradition of exemplary Christian thinkers, such as Augustine, Anselm, Aquinas, Bonaventure, Scotus, Suarez, Newman, Maritain, Edith Stein and Karol Wojtyla. Professors and students of philosophy at Ave Maria University seek to think in continuity with that great Christian tradition, studying it closely and taking guidance from its profound impulse and insights. Also the important thinkers with whom they are more likely to have serious disagreements, such as Epicurus, Spinoza, Hume, Kant, Nietzsche and Sartre, will not be neglected. And, as opportunity allows, the contributions of Jewish, Islamic, and non-Western philosophers will also be examined. Following the example of Christian philosophers before them, and empowered by their insights, philosophy students will learn how to engage competing philosophies, discriminate truth from error, and enlarge their own vision of reality by absorbing truth even from unlikely sources.

Important as it is to study the works of other thinkers, it should be stressed, as Aquinas saw so clearly, that the point of studying philosophy is not to learn what others have thought about being, but to learn the truth of being. ("*Ne respicias a quo sed quod dicitur.*") Students of philosophy at Ave Maria University will learn that, in the final analysis, the philosophical act is a disciplined 'seeing for oneself' the truth about being. In this way, it is hoped, they will become full participants in the great debates of our time, and not merely spectators of them.

The philosophy program also recognizes the strong and intimate relation between the disciplines of philosophy and theology. God is the supreme and privileged object of philosophical speculation, and much about his being and nature can be attained by philosophy's own method.

But unaided human reason comes to its limits in its knowledge of the nature of God and His acts, and here passes into the service of the reflection on revealed truth. In this regard, philosophy acts both as a propaedeutic to the faith, and also provides a foundation presupposed for the clarification and analysis carried out by theology of the truths revealed by God. On the other hand, philosophy itself is also clarified and developed by engaging revelation philosophically. In this activity, philosophers are “working on their own terrain and with their own purely rational method, yet extending their research to new aspects of truth.” (*Fides et Ratio* 76) Aware of the Church’s custodianship of the truths of revelation, philosophy at Ave Maria University understands the organic relationship in which it stands to the Church’s Magisterium.

Courses should be taken in the prescribed order unless counseled otherwise by a departmental advisor.

Student Learning Goals and Outcomes for the Major in Philosophy

Goal 1: *Students will cultivate and develop intellectual habits.*

Outcome 1: *Students will demonstrate the ability to approach reality, reason, systematize, and read philosophically.*

Goal 2: *Students will develop the ability to achieve competence in the philosophy of being.*

Outcome 2: *Students will evidence the ability to distinguish the nature and meaning human existence.*

Outcome 3: *Students will evidence the ability to distinguish the primary causes of reality, namely nature, man, the intelligences, and God.*

Goal 3: *Students will achieve competence in the philosophy of mind.*

Outcome 4: *Students will be able to identify the principles of philosophical reasoning.*

Outcome 5: *Students will be able to verify the human capacity to know the truth.*

Goal 4: *Students will achieve achieve competence in the History of Western Philosophy, viz. ancient, medieval, and modern and contemporary philosophy.*

Outcome 6: *Students will have the ability to describe and contrast the major events in the development of philosophy, as well as the significant characteristics and proponents of the various historical eras.*

Goal 5: *Students will develop competence in moral philosophy.*

Outcome 7: *Students will have the ability to elucidate the principles of right living and governance as these pertain to the individual.*

Outcome 8: *Students will have the ability to elucidate the principles of right living and governance as these pertain to the community.*

Goal 6: *Students will develop the ability to understand the relationship between philosophy and theology.*

Outcome 9: *The student will demonstrate examples of the difference between faith and reason.*

Outcome 10: *The student will express significant satisfaction with the philosophy program’s faculty, course offerings and content, and support outside the classroom*

Core Courses

PHIL 205 Nature and Person

PHIL 206 Ethics

PHIL 400 Philosophical Perspectives: Metaphysics

(Majors do not take this course but PHIL 401 Metaphysics, instead.)

Required Major Courses

PHIL 205 and PHIL 206 are prerequisites for all required and elective courses.

PHIL 302 Ancient Philosophy

PHIL 303 Logic

PHIL 305 Medieval Philosophy

PHIL 308 Epistemology

PHIL 401 Metaphysics

PHIL 403 Political Philosophy

PHIL 413 Modern and Contemporary Philosophy

Research Thesis*

Elective Major Courses (two required)

PHIL 301 Philosophy of Religion

PHIL 310 Philosophy of Love

PHIL 402 Aesthetics

PHIL 405 Philosophy of Science

PHIL 406 St. Augustine

PHIL 407 St. Thomas Aquinas

PHIL 408 Franciscan Philosophy

PHIL 409 John Henry Newman

PHIL 410 Plato

PHIL 411 Aristotle

PHIL 412 Recent Philosophy

PHIL 415 Special Topics

PHIL 490 Senior Seminar

****Research Thesis.** In their senior year, philosophy majors are required to write a twenty-page (5000-5500 word) research paper. This paper will normally be integrated into one of the 400-level elective philosophy courses the student takes in his senior year. Therefore the topic of this paper is chosen by the student in consultation with and subject to the approval of the professor teaching the aforesaid elective, and will normally be directed by that same professor. A 40-minute oral, public presentation of the paper, followed by a question and answer period, is an important part of this project. In those years when PHIL 490 Senior Seminar is offered, students who take this course will write their research paper therein.

The Minor in Philosophy

The minor in philosophy allows students majoring in other disciplines to develop a concentration in philosophy, and to have this concentration officially recognized. The department presently offers two minors.

Standard Minor

The student must complete seven philosophy courses--four courses in addition to the three core philosophy courses (PHIL 205, 206, 400). It is suggested that the student specify his courses to have a concentration complementing his chosen major.

Pre-Theology Minor

Following the Church's recommendations for the philosophical formation of students considering seminary, the department also offers a minor for Pre-Theology students. In conjunction with the Pre-Theologate program at Ave Maria University it has been determined that, to obtain the minor, the student must complete these eight courses: PHIL 205, 206, 302, 303, 305, 308, 401, 413.

Course Descriptions**CORE COURSES****PHIL 205 NATURE AND PERSON**

Students are introduced to the goals, methods, and principal doctrines of philosophy by studying writings from some of the most significant ancient, medieval, and modern philosophers; and by beginning to reflect philosophically on their teachings on nature, man, and God. While focusing especially on man as microcosm of being and person as 'that which is most perfect in all of nature', this course considers such topics as the principles of nature, including substance and accident, the four causes, and soul; the difference between body and soul and their unity in human persons; the principal powers within and immortality of the human soul; philosophical accounts of the nature of God; and the meaning and destiny of man, including his relation to God. Authors studied include Plato, Aristotle, Augustine, and Aquinas; and may include Descartes, Hume, Kant, Nietzsche, and Wojtyla.

PHIL 206 ETHICS

This course introduces the student to the nature of morality, and its meaning in human life. Fundamental ethical data pertaining to the moral life will be covered, including the nature of moral values, freedom, the moral law and obligation, autonomy, the structure of the moral act, moral evil, and virtue. Students will study representative accounts of theistic ethics, natural law ethics, virtue ethics, utilitarianism, Kantian duty ethics, and moral subjectivism. Authors studied include thinkers such as Plato, Aristotle, Aquinas, Hume, Kant, and Mill. Prerequisite: PHIL 205.

PHIL 400 PHILOSOPHICAL PERSPECTIVES: METAPHYSICS (required for non-majors)

Students study metaphysics, a central pillar of the perennial philosophy. While focusing on classical, and especially Thomistic, metaphysics, they will understand key metaphysical concepts such as participation, act/potency, essence/existence, and the transcendentals; analyze proofs for the existence of God; and understand being as participated in God, teleological, hierarchical, and analogical. Within this perspective, students will also examine various classical and contemporary issues—which may include the relationship between science and theology, faith and reason, the doctrine of evolution, the existence and actions of God, and God and evil. Prerequisite: PHIL 205, 206.

MAJOR COURSES (REQUIRED)**PHIL 302 ANCIENT PHILOSOPHY**

This course studies the development of Western philosophy from its origins in ancient Greece through the Later Roman empire, including the Pre-Socratics, Plato, Aristotle, the Hellenistic philosophers, and Plotinus. Major emphasis is given to the sapiential character of ancient philosophy—including the systematic questions that challenged classical thinkers to (i) seek to know the nature and first cause of the cosmos, the place of man therein, the meaning of good and evil, and (ii) pursue philosophy as a way of life. Prerequisite: PHIL 205, 206.

PHIL 303 LOGIC

This course introduces students to the basic structures of sound thinking and will focus mainly on classic Aristotelian logic. It will help them to think and argue more clearly, as well

as to analyze effectively the arguments and ideas of others. Our study of the science and art of proper reasoning includes analysis of the operations of the intellect, viz. understanding, judgment, and reasoning; and the way these operations produce their proper products, viz. the term, proposition, and syllogism. The student will also be introduced to modern symbolic logic. Logic will not be treated as a mere technique, but as a field that deserves to be studied for its own sake.

PHIL 305 MEDIEVAL PHILOSOPHY

This course studies the development of Western philosophy from the fourth through fourteenth centuries, paying special attention to the sapiential character of Medieval philosophy and the developing Neo-Platonic syntheses—especially the great synthesis of Aquinas—as philosophy engages and integrates the (i) claims of divine revelation, (ii) the influx of the texts of Aristotle and commentaries thereon, and (iii) Jewish and Islamic philosophy. Authors studied include Augustine, Proclus, Boethius, Pseudo-Dionysius, Eriugena, Anselm, Averroes, Maimonides, Aquinas, Bonaventure, Scotus, and Ockham. Prerequisite: PHIL 205, 206, 302.

PHIL 308 EPISTEMOLOGY

This course investigates man's capacity for objective knowledge and defends that capacity against various philosophies that have denied it. It will distinguish between different kinds of knowledge, and pay particular attention to the role of the senses, imagination, reasoning, and intelligence in knowing. Readings are taken from Plato, Aristotle, Augustine, Aquinas, Descartes, Hume, Kant, and Newman. Prerequisite: PHIL 205, 206.

PHIL 401 METAPHYSICS

This course focuses on the major themes of the philosophy of being via ancient, medieval, and modern texts. It will consider the principles of being (and especially God), including what it means for a thing to exist, the transcendental properties of being, act and potency, essence and existence, participation, the principles of change and of contingent being, corruptibility and immortality, time and eternity, proofs for the existence of God, and accounts of the divine attributes the divine governance of the universe, and the 'nature' and place of evil in the universe. After reviewing the metaphysical insights of Plato, Aristotle, and the early medievals, special attention is paid to Thomistic metaphysics, and the relationship of classical metaphysics as a whole to the modern challenges and developments brought by Descartes, Kant, Hegel, Heidegger, and others. Prerequisite: PHIL 205, 206, 302, 303, 305.

PHIL 403 POLITICAL PHILOSOPHY

This course investigates the nature of the political community, understood as the comprehensive human association, by comparing and contrasting texts from classical and modern authors. The course focuses on the relationship between the political community and the end of human life, as it is understood in ancient, medieval, and modern authors. The goal of the course is to understand more clearly our own lives in relation to the communities to which we belong. Prerequisite: PHIL 205, 206, 302, 305.

PHIL 413 MODERN AND CONTEMPORARY PHILOSOPHY

This course surveys the most important authors in modern and contemporary philosophy. Modern philosophy emerges in a complex reaction to both medieval and ancient thought. Modern philosophers, such as Machiavelli, Bacon, and Descartes initiated a reform of the goals and character of philosophy. Contemporary philosophy emerges in a complex reaction to the project begun by modern philosophers. The goal of the course is to understand the world in which we live by reference to the philosophy that has shaped and continues to shape it. Prerequisite: 205, 206, 302, 305.

ELECTIVE COURSES**PHIL 301 PHILOSOPHY OF RELIGION**

This course will focus on the nature of religion and its value and meaning for human life. Topics considered include the nature of religious experience, religious language, the relation between the “God of religion” and the “God of philosophy”, a variety of religious acts and attitudes, and atheism. Ancient, medieval, and modern authors are read. Prerequisite: PHIL 205, 206.

PHIL 310 PHILOSOPHY OF LOVE

This course examines the reality of love as the foundation and fulfillment of human existence. The student will consider the essence of love as involving the whole person, intellect, will, and affectivity. The different kinds of love will be examined, which will include an analysis of spousal love as the highest natural embodiment of love and the true meaning of human sexuality in light of this love, and culminate in a philosophical reflection on supernatural love and the transformation of all loves in caritas. Readings are taken from thinkers such as Plato, Aristotle, Aquinas, Pieper, Kierkegaard, von Hildebrand, and others. Prerequisite: PHIL 205, 206.

PHIL 402 AESTHETICS

This course is an inquiry into the nature of beauty, art, and related phenomena. 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. Ancient, medieval, and modern authors are read. Prerequisite: PHIL 205, 206.

PHIL 405 PHILOSOPHY OF SCIENCE

This course studies science in its distinction from philosophy and as an effort to understand nature. The course focuses on the character and goal and methods of scientific inquiry as a human activity. The goal of the course is to understand the nature and power of modern science in the contemporary world. Prerequisite: PHIL 205, 206, 302.

PHIL 406 ST. AUGUSTINE

This course focuses, from a philosophical perspective, on the thought of St. Augustine. Participants will study especially from his great works, including *On Free Choice of Will*, *Confessions*, *Literal Commentary on Genesis*, *City of God*, and *On the Trinity*. While topics will vary from year to year, the major emphasis is upon the sapiential dimension of Augustine's philosophy and therefore how he grounds his account of nature, man, history, politics, divine creation, and exegesis, in a metaphysical understanding of God. Attention will also be paid to recognizing the historical and philosophical context of Augustine's thought as well as to its broad influence and subsequent developments in later eras. As circumstances allow, the course may sometimes focus specifically on later, and especially Medieval, Reformation, and Modern forms of Augustinianism. Prerequisite: PHIL 205, 206, 302.

PHIL 407 ST. THOMAS AQUINAS

This course focuses, from a philosophical perspective, on the thought of St. Thomas Aquinas, the Angelic doctor. While concentrating on specific topics--e.g., nature, man, metaphysics, ethics, epistemology, God, and divine providence--participants study especially from Thomas' great works, including both his specialized treatises and commentaries on Aristotle, Boethius, and Dionysius. Attention will be paid to recognizing the historical and philosophical context of Aquinas' thought as well as to its broad influence and subsequent developments in later eras. As circumstances allow, the course may sometimes focus specifically on later, and especially Reformation and Modern forms of Thomism. Prerequisite: PHIL 205, 206, 302, 305.

PHIL 408 FRANCISCAN PHILOSOPHY

This course begins with a brief characterization of the early Franciscan movement, and then focuses on the thought of the three great scholastic thinkers that grew out of it: St. Bonaventure,

Blessed Duns Scotus, and William of Ockham. Towards the end of the course the relevance of the Franciscan tradition for contemporary thought will be discussed as well.

PHIL 409 JOHN HENRY NEWMAN

Newman's influence on Catholic thought in the 19th and 20th centuries has been widely recognized. He has been called "the last Father of the Church," a "Christian Socrates," and a "Father of Vatican II." Though not a systematic philosopher, his works are replete with philosophical insights that are particularly important for today. This course will study many of his most important works, highlighting their philosophical dimension. Prerequisite: PHIL 205, 206.

PHIL 410 PLATO

The course begins with consideration of the characteristics of 'Platonism' as a set of philosophical theses espoused by various authors, and of the history of Platonism. It proceeds to a study of Socratic ethics and of Plato's own assertions and arguments, via close reading of the dialogues. Topics include soul and body, truth and knowledge, the relation between religion and ethics, the relation between metaphysics and ethics, education, moral psychology, theories of love and motivation. Comparisons and contrasts with other authors from the history of philosophy, as well as developments (Plato's developments of earlier authors, and later authors' developments of Plato), will be pointed out and discussed along the way. Prerequisite: PHIL 205, 206, 302.

PHIL 411 ARISTOTLE

This course focuses on the philosophy of Aristotle by studying selected works in their relation to one another. The aim is to understand Aristotle as nearly as possible as he understood himself by attempting to get a comprehensive understanding of individual works and by relating those works to the themes that unite Aristotle's philosophical thinking. Typically, texts that complement one another will be chosen, such as *On the Soul* and *Nicomachean Ethics*. A central concern of the course is contemplative activity, understood as the best life for human beings, understood as political animals. To the extent that it illuminates Aristotle, his thought will be contrasted with that preceding him (especially Plato's) and that following him (especially medieval and modern thought). Prerequisite: PHIL 205, 206, 302.

PHIL 412 RECENT PHILOSOPHY

This course studies important philosophers and philosophical movements in the West after Hegel. Among the philosophers likely to be covered are Mill, Kierkegaard, James, Nietzsche, Husserl, Heidegger, and Wittgenstein. Among the movements likely to be covered are positivism, pragmatism, phenomenology, historicism, existentialism, analytic philosophy, and personalism. The goal of the course is to provide students with a close examination of the authors and themes that dominate 19th and 20th century thought. Prerequisite: PHIL 205, 206, 302, 305, 413.

PHIL 415 SPECIAL TOPICS IN PHILOSOPHY

Content varies according to the specific research interests of professors and prospective students. It offers the opportunity to cover topics not already (or sufficiently) studied in the above course listings.

PHIL 490 SENIOR SEMINAR

When offered, this course will be designed for and restricted to graduating philosophy seniors. In a seminar format, students will examine a topic in depth and course requirements will include preparation of a Research Thesis 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 philosopher or philosophical tradition. Prerequisite: all required courses except PHIL 403.

Typical Plan—Philosophy Major

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
MATH 100, 120, 150, or 151	4	THEO 105 Sacred Scripture	4
LITR 103 Literary Tradition I	4	LITR 104 Literary Tradition II	4
HIST 101 Western Civ I	4	HIST 102 Western Civ II	4
LATN 101 or 103 Elem Latin	4	LATN 102 or 104 Inter Latin	4
MUSC 101 Gregorian Chant*	0		
Total	16	Total	16

*may be taken in the Fall or Spring semester.

Sophomore Year

Fall Semester	Credits	Spring Semester	Credits
PHIL 205 Nature and Person	4	PHIL 206 Ethics	4
THEO 205 Sacred Doctrine	4	HIST/POLT 203 Amer Civ	4
Science I with Lab	4	Science II with Lab	4
General Elective	4	General Elective	4
Second Arts Practicum*	0		
Total	16	Total	16

*may be taken in the Fall or Spring semester.

Junior Year

Fall Semester	Credits	Spring Semester	Credits
PHIL 302 Ancient Philosophy	4	PHIL 305 Medieval Phil	4
PHIL 303 Logic	4	PHIL 308 Epistemology	4
General Elective	4	General Elective	4
General Elective	4	General Elective	4
Total	16	Total	16

Senior Year

Fall Semester	Credits	Spring Semester	Credits
PHIL 401 Metaphysics	4	PHIL 403 Political Philosophy	4
PHIL 413 Mod & Cont Phil	4	PHIL Elective (Thesis*)	4
PHIL Elective (Thesis*)	4	THEO 400 Living in Christ	4
General Elective	4	General Elective	4
Total	16	Total	16

*The Senior Research Thesis may be completed in either semester upon approval from the student's advisor and the department chair.

Politics Major

Politics is the study of man in communities and deliberation about how best to order man's social existence. The main objective of Ave Maria University's Politics major is to advance students' critical understanding of the nature and purpose of political life. Students are presented with differing theoretical perspectives from which to understand and assess certain perennial political problems. Through careful analysis of how statesmen and scholars from antiquity to the present have answered the great political questions, students expand their intellectual horizons and cultivate sharp analytical and critical skills. While the quest for truth is at the root of the study of politics, many of the course offerings also recapture the arts of civil debate and respectful disagreement.

Among the distinctive features of the Politics Department are its foundations in political philosophy and American government. In political philosophy, the Department promotes inquiry into the nature of justice, authority, forms of social order, law, political regimes, and international relations. In American government, it promotes the study of constitutional law, the history of American politics, public and foreign policy, and comparative politics. These twin foundations complement one another. Courses in the field of American government serve to test the theoretical underpinnings of political philosophy; courses in political philosophy offer normative perspectives from which to evaluate issues and events in American government. This broad and principled yet exact knowledge of political life is designed to provide a solid foundation for specialized graduate work, entry into law school, careers in the public or private sector, and life-long learning. Ave Maria University cultivates in its students a sense of public responsibility and a respect for the common good. Therefore emphasis is placed upon normative principles and purposes of government, as well as the factual operations and history of the United States system of government.

Student Learning Goals and Outcomes for the Major in Politics

Goal 1: *Upon graduation, students will possess knowledge of the normative principles and purposes of politics, as well as of the factual operations of systems of governance, including the American system.*

- Outcome 1:** *Graduates will demonstrate knowledge of Political Thought, including Catholic Political Thought.*
- Outcome 2:** *Graduates will demonstrate knowledge of International Relations, including the following: major theoretical perspectives in the discipline, terminology, and topics such as just war theory and globalization.*
- Outcome 3:** *Graduates will demonstrate knowledge of American Government, including the United States Constitution, processes of government, influential actors in American politics, and the like.*
- Outcome 4:** *Graduates will demonstrate knowledge of Comparative Politics, including terminology in the subfield, differences among democracies, as well as various types of government in theory and in practice*
- Outcome 5:** *Graduates will demonstrate the ability to write a paper with a clear thesis statement, defended with facts and arguments, that is well organized, and free of major grammatical errors.*
- Outcome 6:** *Graduates will demonstrate the ability to speak effectively in front of peers and make oral arguments.*
- Outcome 7:** *Graduates will demonstrate knowledge across disciplines, especially of history and philosophy.*
- Outcome 8:** *Graduates will be aware of careers and opportunities relevant to politics, and will be ready for professional or graduate studies.*
- Outcome 9:** *Graduates will leave the major program through graduation with positive perceptions and feelings about the department and its personnel.*

Required Major Courses

POLT 201 Introduction to Political Thought
 POLT 202 Comparative Politics
 POLT 203 American Civilization (cross-listed with HIST 203)
 POLT 205 International Relations
 POLT 301 American Government
 POLT 302 Catholic Political Thought
 POLT 304 Constitutional Law
 POLT 490 Senior Seminar

Elective Major Courses (two required)

POLT 204 Introduction to Political Research
 POLT 305 Public Policy
 POLT 307 The United States Presidency
 POLT 308 The United States Congress
 POLT 309 The Judiciary of the United States
 POLT 314 U.S. Foreign Policy
 HUMS 301 Humanities Seminar I
 HUMS 302 Humanities Seminar II

Minor in Politics

A Minor in Politics is available. The Minor requires POLT 201, 203, and 302. In addition, the student must complete three Politics courses. As in the requirements for the Major in Politics, HUMS 301, 302 Humanities Seminar I, II may count toward the Minor in Politics.

Course Descriptions**POLT 201 INTRODUCTION TO POLITICAL THOUGHT**

A survey of classic works of political thought that have shaped our common political language. Students hone their critical and analytical writing skills as they acquire a deeper understanding of some of the most important concepts, problems and debates that shape our public and private lives.

POLT 202 COMPARATIVE POLITICS

An introduction to the diverse ways that political societies throughout the world organize themselves, both politically and constitutionally. The course compares ideological systems such as liberalism and socialism, constitutional frameworks such as parliamentary and presidential systems, and political practices through case studies of nations such as the United Kingdom, France, China, Mexico, and Russia.

POLT 203 AMERICAN CIVILIZATION

This course covers the major events and themes in the development of the U.S. Republic, from its colonial origins to the present day. Special concentration is paid to the development of the American political system. 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 and system of governance of their host country. This course is cross-listed as a history course, HIST 203.

POLT 204 INTRODUCTION TO POLITICAL RESEARCH

This course explores the conceptual, theoretical, methodological and analytical foci of political science. Consideration is given to a spectrum of theoretical perspectives to highlight how they shape research questions, to research methods, and to units of analysis ranging from the micro-level analysis of individuals to the macro-level analysis of social structures and systems.

POLT 205 INTRODUCTION TO INTERNATIONAL RELATIONS

This course provides an introduction to the contemporary international system and its evolution from the nineteenth to the twenty-first centuries. The course offers a contrast of the realist and liberal approaches to international relations in explaining international wars, ethnic conflicts, and economic problems. It also provides an historical overview of major developments in world history relevant to international relations from the nineteenth century to the present day.

POLT 301 AMERICAN GOVERNMENT

Building upon POLT 203, this course is a closer study of the fundamental principles of the American political system and their implications for current policies and practice.

POLT 302 CATHOLIC POLITICAL THOUGHT

A close study of important works of Catholic political thinkers from the patristic period to the present. Besides St. Augustine and St. Thomas Aquinas, the course could include texts by Bellarmine, More, Suarez, Tocqueville, Brownson, Santayana, Acton, Maritain, Rommen, Messner, Murray, McCoy, Costanzo, Schall, Molnar, George, Finnis, and the social encyclicals since Pope Leo XIII.

POLT 304 CONSTITUTIONAL LAW

This course provides analyses of fundamental tenets of American constitutional law, seminal Supreme Court decisions, and jurisprudential debates about the scope and meaning of the Constitution and of the judicial role in American society. Juridical decisions are placed in historical context, and are considered in light of past interpretations, American history, dominant political philosophies, methods of interpretation and overall coherence.

POLT 305 PUBLIC POLICY

This course considers several prominent issues of public policy and provides an overview of public policy-making processes in the United States. Policy issues considered may include public education, welfare, youth at risk and criminal law, abortion, marriage, human reproduction, health care, immigration, military governance, terrorism, and the environment.

POLT 307 THE UNITED STATES PRESIDENCY

A study of the constitutional design and practical operation of the U.S. Presidency as well as the selection of presidents. The course examines the rise of the modern presidency, the character of executive power, and the nature of democratic leadership.

POLT 308 THE UNITED STATES CONGRESS

An examination of the national legislature comparing the understanding of the Congress at the Founding with contemporary practice. The course considers the key constitutional and traditional differences between the House and the Senate, basic rules and procedures of how a bill becomes a law, the fundamentals of the electoral process, Congressional campaign strategies, redistricting and appointment, and the interaction between Congress and the rest of the "Washington" establishment.

POLT 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.

POLT 314 U.S. FOREIGN POLICY

This course offers an overview of key events that have shaped America's foreign policy from the Revolutionary period to the War on Terror. It also explores America's strategic and ideological commitments that have shaped these events. Themes examined include the tension between America's expansionist and isolationist tendencies, its universalistic aspirations, its liberal and realist traditions of thought, and its role as nation-builder with developing countries.

POLT 415 SPECIAL TOPICS IN POLITICS

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

POLT 490 SENIOR SEMINAR

The senior seminar is the capstone course for all majors and designed to be the last course in the Politics 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; to test the student's comprehension of seminal works through an oral examination.

POLT 495 INTERNSHIP IN POLITICS

The internship is a curricular-related work-experience through which students have the opportunity to apply accumulated knowledge to work in the field of politics. An internship for which academic credit may be given must enhance the development of the student's college-level skills in communicating ideas and information, analyzing information and arguments, problem-solving, or the like. Upperclassmen, normally seniors, are eligible. Permission of the Department Chair must be sought in advance of substantial completion of the internship. (variable credit)

Typical Plan—Politics Major

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
MATH 100, 120, 150, or 151	4	THEO 105 Sacred Scripture	4
LITR 103 Literary Tradition I	4	LITR 104 Literary Tradition II	4
HIST 101 Western Civ I	4	HIST 102 Western Civ II	4
LATN 101 or 103 Elem Latin	4	LATN 102 or 104 Inter Latin	4
MUSC 101 Gregorian Chant*	0		
Total	16	Total	16

*may be taken in the Fall or Spring semester.

Sophomore Year

Fall Semester	Credits	Spring Semester	Credits
PHIL 205 Nature and Person	4	PHIL 206 Ethics	4
THEO 205 Sacred Doctrine	4	HIST/POLT 203 Amer Civ	4
Science I with Lab	4	Science II with Lab	4
POLT 201 Intro to Pol Thought	4	POLT 202 Comp Politics	4
Second Arts Practicum*	0		
Total	16	Total	16

*may be taken in the Fall or Spring semester.

Junior Year

Fall Semester	Credits	Spring Semester	Credits
POLT 301 American Govt	4	POLT 205 International Relat	4
POLT 304 Constitutional Law	4	POLT 302 Cath Pol Thought	4
General Elective	4	General Elective	4
General Elective	4	General Elective	4
Total	16	Total	16

Senior Year

Fall Semester	Credits	Spring Semester	Credits
Politics Elective	4	POLT 490 Senior Seminar	4
Politics Elective	4	Elective	4
General Elective	4	THEO 400 Living in Christ	4
General Elective	4	PHIL 400 Phil Perspectives	4
Total	16	Total	16

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 superhuman 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 THEO 105 and 205 are prerequisites to all upper-level courses.

Student Learning Goals and Outcomes for the Major in Theology.

Goal 1: *Upon completion of the program, students will be able to demonstrate a basic understanding of the truths of the Catholic Faith as outlined in the Catechism of the Catholic Church.*

- Outcome 1:** *In Systematic Theology, the student will be able to demonstrate a deep familiarity with the doctrines enunciated in “Part One: the Profession of Faith” which is based on the Nicene Creed.*
- Outcome 2:** *In Sacramental Theology, the student will be able to demonstrate a knowledge of the Pascal Mystery and its salvific effects conferred through the sacraments of the Church.*
- Outcome 3:** *In Moral Theology, the student will be able to manifest a familiarity with the essentials of the Church’s teaching on man’s supernatural vocation and the moral principles whereby we are guided to eternal life.*
- Outcome 4:** *In Spiritual Theology, the student will be able to demonstrate knowledge of some major spiritual author of the Christian tradition.*
- Outcome 5:** *The student will be able to demonstrate a theological habit of mind characterized by a sapiential approach to the profound mystery of who God is.*
- Outcome 6:** *Graduates will participate in the sacramental life of the Church.*

Goal 2: *Upon completion of the program, students will be prepared to enter graduate school in theology, seminary and the lay apostolate.*

- Outcome 7:** *Graduates seeking admission to graduate schools and seminaries will be accepted.*
- Outcome 8:** *Interested graduates will obtain positions in other apostolic activities of the Church.*

Core Courses

THEO 105 Sacred Scripture

THEO 205 Sacred Doctrine

THEO 400 Living in Christ: Moral Theology (for non-majors) -or-
THEO 305 Moral Theology (for majors)

Required Major Courses

THEO 206 Creation and Grace

THEO 306 Catholic Spirituality

THEO 307 Sacraments

THEO 309 Christ and His Church

THEO 405 Triune God

THEO 490 Senior Seminar

Elective Major Courses (two required):

THEO 411 Advanced Scripture

THEO 412 Mary, Mother of God

THEO 410 Theology of Pope John Paul II

THEO 413 St. Augustine

THEO 414 St. Thomas Aquinas

THEO 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

THEO 105 SACRED SCRIPTURE

This course serves as the first theology course in the core curriculum. 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 Old and New Testaments, with an emphasis on the unity of Scripture.

THEO 205 SACRED DOCTRINE

This course serves as the second theology course in the core curriculum. Building upon the scriptural foundation of the previous required course in Sacred Scripture, this course is an introduction to dogmatic 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.

THEO 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.

THEO 305 MORAL THEOLOGY

By examining the beatitudes, human actions, the moral and theological virtues, the gifts of the Holy Spirit, and natural and divine law, this course will investigate how Christians are conformed to Christ in their lives. Required texts include St. Augustine's *Confessions* and selections

from St. Thomas Aquinas's *Summa theologiae*. This course satisfies the third theology core requirement for students majoring or minoring in theology. Prerequisite: THEO 105, THEO 205, PHIL 205 and PHIL 206.

THEO 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.

THEO 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.

THEO 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.

THEO 400 LIVING IN CHRIST: MORAL THEOLOGY (required for non-majors)

This course serves as the third theology course for the core curriculum. By examining the beatitudes, human actions, the moral and theological virtues, the gifts of the Holy Spirit, and natural and divine law, this course will investigate how Christians are conformed to Christ in their lives. Required texts include St. Augustine's *Confessions* and selections from St. Thomas Aquinas's *Summa theologiae*. Prerequisite: THEO 105, THEO 205, PHIL 205 and PHIL 206.

THEO 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.

THEO 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., the 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.

THEO 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.

THEO 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.

THEO 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.

THEO 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.

THEO 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 including Mariology, Canon Law, Ascetical and Mystical Theology, Catholic Bioethics, and the Theology of Tradition.

THEO 490 SENIOR SEMINAR (required 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

Fall Semester	Credits	Spring Semester	Credits
MATH 100, 120, 150, or 151	4	THEO 105 Sacred Scripture	4
LITR 103 Literary Tradition I	4	LITR 104 Literary Tradition II	4
HIST 101 Western Civ I	4	HIST 102 Western Civ II	4
LATN 101 or 103 Elem Latin	4	LATN 102 or 104 Inter Latin	4
MUSC 101 Gregorian Chant*	0		
Total	16	Total	16

*may be taken in the Fall or Spring semester.

Sophomore Year

Fall Semester	Credits	Spring Semester	Credits
PHIL 205 Nature and Person	4	PHIL 206 Ethics	4
THEO 205 Sacred Doctrine	4	HIST/POLT 203 Amer Civ	4
Science I with Lab	4	Science II with Lab	4
General Elective	4	THEO 206 Creation & Grace	4
Second Arts Practicum*	0		
Total	16	Total	16

*may be taken in the Fall or Spring semester.

Junior Year

Fall Semester	Credits	Spring Semester	Credits
THEO 305 Moral Theology	4	THEO 307 Sacraments	4
THEO 306 Catholic Spirituality	4	THEO 308 Christ & His Church	4
General Elective	4	General Elective	4
General Elective	4	General Elective	4
Total	16	Total	16

Senior Year

Fall Semester	Credits	Spring Semester	Credits
THEO 405 Triune God	4	THEO 490 Senior Seminar	4
Theology Elective	4	Theology Elective	4
General Elective	4	Elective	4
General Elective	4	PHIL 400 Phil Perspectives	4
Total	16	Total	16

Special Academic Programs

Business

Maria University, by virtue of its mission and identity, is a Catholic university committed to education in the liberal arts, to formation in moral virtue, and to pre-professional preparation in response to societal needs. The study of the liberal arts helps students to become leaders and managers able to face the uncertainty of life and to judge events with wisdom and perspective. Indeed, leadership and general management often require the broader mindset that is one of the fruits of a liberal education. By being formed in the moral virtues of the Catholic faith, students learn to choose what is right rather than what is convenient, with reverence for God and respect for all persons.

To complement students' liberal education and their formation in moral virtue, Ave Maria University offers a Certificate in Business program through the Institute for Business. The Certificate requires intensive coursework and offers students opportunities to gain practical experience, career guidance, and mentoring.

Through the Certificate, inside and outside the classroom, students learn principles and skills valuable in business and entrepreneurship. These activities are infused with Catholic teaching in order to inspire the students of the Institute to become Christian business leaders who will help to transform the countries in which they live.

The Certificate is aimed toward those students who want to major in the liberal arts and want some exposure to practical skills and opportunities. The welfare and success of its students in their own vocations is a key goal for the Institute. To serve Ave Maria University and its students, the Institute is committed to excellence and will work toward building a prestigious and international reputation.

All Ave Maria University students are encouraged to participate in any and all of the activities related to the Certificate even if they are not interested in obtaining a business certificate.

The Certificate in Business

Students are awarded the Certificate upon graduation from Ave Maria University provided they

4. are degree-seeking students;
5. take BUSN 301, 302, 303, 304, and 315 or their equivalent, as well as ECON 201 and ECON 202; and
6. indicate in writing, during their junior or senior years, their intention to obtain the Certificate in Business. The deadline for the Fall semester is February 15; for the Spring semester, the deadline is October 1.

BUSN 301 ACCOUNTING

Introduction to accounting from a user's perspective. Covers both financial and managerial accounting. Accounting theory principles, presentation and interpretation of financial reports, financial statement analysis. Measurement, classification, planning and control of costs. Prerequisite: ECON 201, 202.

BUSN 302 FINANCE

Sources, uses, cost, and control of funds in business enterprises; development of financial statements, financial ratio analysis; working capital management; capital budgeting analysis; capital structure and the cost of capital; bonds and stocks; financial institutions and markets. Prerequisite: BUSN 301, ECON 201, 202.

BUSN 303 MANAGEMENT AND ETHICS

Theories of management and their practical applications. Management techniques and tools; practical supervisory skills (empowerment, delegation, teamwork building, motivation, leadership, and training). Ethics: the ethics of virtue and ethical relativism. Catholic Social Thought: human personhood, natural moral law, communities and the common good, public authority and subsidiarity, global and participative Solidarity, distributive, commutative and social justice, private Property, dignity of work and the stewardship of nature. Prerequisite: ECON 201, 202., PHIL 206

BUSN 304 MARKETING

An introduction to marketing strategy, with emphasis on segmentation, positioning, and the marketing mix. Ethical principles in marketing, strategic marketing planning, and marketing research. Higher level of thinking skills, communication, teamwork, and analytical skills through case discussions and the development of a comprehensive final project. Prerequisite: ECON 201, 202.

BUSN 315 BUSINESS LAW

A study of the legal environment of business. Constitutional Law. Courts and alternative dispute resolution. Torts. Criminal law. Contracts: nature and classification, breach and remedies. Negotiable instruments: transferability, rights and liabilities of parties. Checks and banking. Debtor-creditor relationships. Business organizations: different forms and structures. Government regulation: consumer and environmental law, labor and employment law, discrimination. Property and its protection: personal property, real property, insurance, wills and trusts. International law in a global economy.

Education**EDUC 201 EDUCATIONAL FOUNDATIONS**

This elective course is designed to acquaint liberal arts majors with the basics of the teaching vocation. It will expose students to the elements involved in the art and science of teaching as well as the sociological, historical, and philosophical foundations of education. It will particularly focus on key elements informing American education, classical education and catholic education. This course will also introduce the principles and practices of elementary and secondary education, including curriculum planning, evaluation procedures, classroom management, core curriculum standards and school organization. Observations and participation in actual classroom procedures are required through structured field experiences.

EDUC 202 EDUCATIONAL PSYCHOLOGY

This course will examine theories of learning and models of teaching with particular attention to examining the philosophical and psychological roots of various approaches. It is designed to prepare students in their roles as future parents, teachers or homeschoolers. The course should enable students to better assess current trends in schooling, and to better understand current educational issues such as multiculturalism, skills vs. Knowledge, phonics vs. Whole language, self-esteem education, public school secularism, sex-education, values clarification, and character education.

Fine Arts

To support the cultural enrichment of the students, the University requires students to complete two fine arts practica. The first required fine arts practicum is MUSC 101 Gregorian Chant in History and Liturgy. The second fine arts practicum is offered in a variety of areas within the arts including dance, theatre, and studio art depending on the availability of instructors and space.

ARTS 220 DANCE PRACTICUM

This course will be offered with different emphases in dance instruction. Dance practicum will typically focus on specific areas within dance: ballroom dancing, Irish step dancing, ballet, etc. This course satisfies the second required fine arts practicum. (zero credit)

THEA 202 THEATRE PRACTICUM

This practicum introduces students to different aspects of the theatre: acting, directing, stage managing, lighting and sound, stage make-up and costumes. A course designed for the beginning student of the theatre with a special emphasis on acting. This course satisfies the second required fine arts practicum. (zero credit)

THEA 204 THEATRE PRODUCTION PRACTICUM

Students will participate the production of a play. This practicum 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 the talents and abilities of the students who enroll in the course. This course satisfies the second required fine arts practicum. (zero credit)

Humanities

HUMS 301 HUMANITIES SEMINAR I

The Humanities Seminar I introduces students to the enduring religious and philosophical questions that lie at the foundation of Western Civilization. Through the close study of classical and medieval letters, students are brought into critical dialogue with a number of major religious, philosophical, and political thinkers whose thought has animated and helped form the Western tradition. The Seminar also pays particular attention to the central role that the Church plays in establishing and maintaining the theoretical coherence of the Western intellectual tradition.

HUMS 302 HUMANITIES SEMINAR II

The Humanities Seminar II introduces students to the major philosophical, theological, and political questions that have animated the intellectual life of Western Civilization from the Reformation and the birth of the early modern period through the twentieth century. Through the close study of influential and important works from this period, students gain a critical appreciation of both the intellectual successes and failures that have occurred in modern thought. The Seminar focuses on such important themes as the fundamental quarrel between the ancients and the moderns, the moral and spiritual crisis of modernity, and the Church's crucial role in bridging the moral, philosophical, and religious chasm that separates the premodern and modern world. Prerequisite: HUMS 302.

Modern Languages and Literature

FREN 101 ELEMENTARY FRENCH

Introduces the basic elements of the language in an intensive manner and includes exposure to aspects of French-speaking cultures. Equal attention to aural comprehension, speaking, reading, and writing skills. Prerequisite: No previous college study of French, or no more than two years of high school French.

FREN 102 INTERMEDIATE FRENCH

Building upon the skills acquired in Elementary French, this course develops the elements of the language in an intensive manner and includes exposure to aspects of French-speaking cultures. Equal attention to aural comprehension, speaking, reading, and writing skills. Prerequisite: No more than one year of college study of French, or no more than three years of high school French. FREN 101, or permission of instructor.

SPAN 101 ELEMENTARY SPANISH

Introduces the basic elements of the language in an intensive manner and includes exposure to aspects of Spanish-speaking cultures. Equal attention to aural comprehension, speaking, reading, and writing skills. Prerequisite: No previous college study of Spanish, or no more than two years of high school Spanish.

SPAN 102 INTERMEDIATE SPANISH

Building upon the skills acquired in Elementary Spanish, this course develops the elements of the language in an intensive manner and includes exposure to aspects of Spanish-speaking cultures. Equal attention to aural comprehension, speaking, reading, and writing skills. Prerequisite: No more than one year of college study of Spanish, or no more than three years of high school Spanish. SPAN 101, or permission of instructor.

SPAN 203 LATIN AMERICAN LITERATURE

This is a survey course that will introduce and examine the ground breaking narrative of magical realism and the phenomenon of the boom of the 20th century in Latin America. Authors include Isabel Allende, Julio Cortázar, Carlos Fuentes, and Gabriel García Márquez, and Elean Poniatowska. In this survey course we will have varied writing assignments, oral presentations, exams; class participation is essential. The course is conducted in Spanish. Prerequisite: SPAN 101, 102, or permission of instructor.

Psychology**PSYC 201 INTRODUCTION TO PSYCHOLOGY**

An overview of the field including theories of personality, counseling theories, developmental psychology and social psychology. Particular emphasis will be placed on psychology's influence (good and bad) on education, child raising, religion, popular culture and public policy. This course will help students better assess the role of psychology in contemporary life.

PSYC 202 HISTORY AND SYSTEMS OF PSYCHOLOGY

This course traces the history of psychology beginning with Freudian and behavioristic models, and continuing with the development of humanistic or self-psychology, cognitive-behavior theory, and most recently, positive psychology. The philosophical assumptions underlying the theories will be examined in the light of catholic philosophy and theology. Historical influences on the development of psychology will be discussed as well as psychology's emergence as a shaping force in history.

PSYC 203 INTRODUCTION TO COUNSELING THEORIES (PERSONALITY THEORIES)

Introduces students to theories and approaches used in counseling, including object-relations theory, non-directive approaches, logotherapy, cognitive-behavioral approaches, and narrative psychology. The course will discuss the effectiveness of various approaches in areas such as adolescent counseling, marriage and family counseling and treating addictive behaviors. The usefulness of different approaches will be critiqued from a Christian view of the person.

PSYC 204 DEVELOPMENTAL PSYCHOLOGY

This course covers the major theoretical systems that seek to explain the development of the human person, and examines them from a variety of perspectives: physical, intellectual, emotional, spiritual and moral. It also considers central aspects of Christian life such as the development of the conscience, the life of virtue, commitment to human relationships and the discernment of one's vocation.

Pre-professional Programs**Pre-business**

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. Schools require applicants to take the Graduate Management Aptitude Test (GMAT). Interested students should see the Certificate in Business.

Pre-law

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

See full description in the Biology Major.

Pre-Theologate**Mission Statement**

The mission of the Pre-Theologate is to assist men in their discernment of a vocation to the priesthood, religious life or the laity in response to the Universal Call to Holiness as advanced by the Second Vatican Council. In conformity with the United States Conference of Catholic Bishops *Program of Priestly Formation*, the Ave Maria University Pre-Theologate provides the total environment for personal, spiritual, intellectual and pastoral formation appropriate to undergraduates preparing for entrance into a major seminary. As such, the Pre-Theologate is a propaedeutic program providing the foundation for immediate transition to a graduate program of theology .

Fr. David Testa, who began the Ave Maria Pre-Theologate, had the great wisdom to situate our formation program in the context of the Center for Discernment. At Ave Maria University, we welcome all good men who are sincerely seeking to discern their vocation while pursuing an undergraduate degree.

Every year young men graduating from high school are thinking about the priesthood but are not yet ready to make the commitment to enter a formal college seminary program. Similarly, some men have spent a tour of duty in the military or have entered the workforce for several years, but feel they are missing something in their lives. Could it be that God is calling them to serve as a priest or a religious?

The Center for Discernment provides these men the opportunity of discerning their vocation to the priesthood, the religious life or the laity. Following the Salesian model of discernment, we maintain that holiness is to be found in every way of life, not only the religious. This is the Universal Call to Holiness as advanced by the Council Fathers at Vatican II.

Students commit themselves on a semester basis to the Pre-Theologate. If at any time they are uncertain about continuing, they are free to take a leave of absence from the program; they remain on campus and continue their studies without any loss of time or credit. If they wish, they are free to re-enter the program the following semester.

Formation of the whole Person

The mission of the Ave Maria University Pre-Theologate is to assist men in the discernment of their vocation. In conformity with the United States Conference of Catholic Bishops *Program of Priestly Formation*, we provide the total environment for personal, spiritual, pastoral and intellectual formation appropriate to undergraduates preparing for entrance into a major seminary.

In Our Holy Father's apostolic letter, *Pastores Dabo Vobis*, we find his charge to have the Pre-Theologate as a component of priestly formation: "I ask that there be a period of preparation prior to seminary formation. Candidates should have certain qualities: a right intention, a sufficient degree of human maturity, a sufficiently broad knowledge of the doctrine of the faith, an introduction to the methods of prayer and behavior in conformity with Christian tradition."

Our men participate in all the activities of Ave Maria University, as they share their prayer, classes, meals, study, recreation and sports with their classmates, men and women like themselves, who love the Lord and seek discernment of God's will for themselves. Since ours is a co-ed campus, the men are encouraged to have healthy, non-exclusive relationships with women, providing them ample opportunity to test their commitment to embrace the charism of priestly celibacy should they discern the vocation to priesthood or religious life.

Our close collaboration with the University Dean of Student Affairs, Dan Dentino, and his office guarantees the full and healthy integration of the men of the Pre-Theologate into every aspect of University life, liturgical, spiritual, social, athletic and academic. Our staff psychologist promotes the psychological and social wellness of all the men.

The formation of the whole person is essential for men preparing for the priesthood, as Pope John Paul II observes: "In order that his ministry may be as humanly credible and acceptable as possible, it is important that the priest should mold his 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."

Spiritual Formation

With regular spiritual direction and access to the Sacrament of Reconciliation, men in the Pre-Theologate are provided the excellent formation mandated by the *Program of Priestly Formation*: Daily Mass, celebration of the Liturgy of the Hours and Eucharistic adoration.

The Dean gives a weekly conference on spiritual formation in the Salesian tradition of discernment and growth in holiness. There is a monthly off-campus day of recollection, led by speakers, often of international reputation and from a variety of disciplines.

As one would expect of students at a university named to honor Our Lady, Marian devotion comes naturally to all of us. All activity literally comes to a standstill three times a day as the University community recites the Angelus, that prayer which is the hallmark of our Catholic tradition which recalls the Annunciation to Our Lady and the Incarnation of Our Lord. The day ends for our students with our daily Rosary walk and Night Prayer.

The Pre-Theologate is well served by the ready availability of spiritual directors and confessors who live in the same residence with them.

Fr. Robert Garrity, S.T.D., J.C.L., University Chaplain, serves as spiritual director and gives weekly conferences on the Catholic tradition of spirituality. He involves our men in all the liturgical ministries that serve our University community.

Fr. Eamon McManus, S.T.D., a priest of the Archdiocese of Washington, not only serves as confessor and spiritual director, but also tutors students in Greek and Latin.

Fr. Dennis Cooney, S.T.L., a pastor in the Diocese of Venice, brings his vast pastoral experience to the benefit of the university community as confessor and spiritual director.

The Dean, because of his responsibilities in the external forum of formation, cannot serve as spiritual director or confessor to the students of the Pre-Theologate.

Pastoral Formation

St. Paul charges the young priest Timothy not to be cowardly in his exercise of his priestly ministry, but to be strong, loving and wise. The Pre-Theologate aims to inculcate these very same pastoral virtues in the men discerning their vocation at Ave Maria University.

In *Pastores Dabo Vobis*, Pope John Paul II sees a fundamental pastoral nature in our conversation of hearts, as he writes: "The spiritual life is, indeed, an interior life, a life of intimacy with God, a life of prayer and contemplation. But this very meeting with God and with His Fatherly love for everyone brings us face to face with the need to meet our neighbor, to give ourselves to others, to serve in a humble and disinterested way."

In this regard, it can be said that the Pre-Theologate serves as a leaven to the whole University community, as staff and students alike bring a decided moral and spiritual tenor to both our residence and the University campus. All residents are welcome to participate in the daily prayer of the Pre-Theologate and they frequently avail themselves of the presence of the Blessed Sacrament in our chapel, including times of exposition. The Pre-Theologate chapel is available daily for group prayer by the campus brotherhoods, who schedule their night prayer and devotions there.

We understand that by opening our hearts to God in vocational discernment, we enter into a unique brotherhood of men united by the common goal of listening to the still, quiet voice of God that may be calling some men to the priesthood or religious life. Fraternal support and, when needed, fraternal correction are the hallmarks of our brotherhood, so we agree to live in charity as a family, to love and support one another as brothers in Christ, committed to self-sacrifice for our brothers and collaboration with them.

As Pope Benedict XVI writes in *The Meaning of Christian Brotherhood*: “In Mark 3:31-35 (‘Whoever does the will of God is my brother’), Jesus seems to be speaking of a brotherhood based not on a phenomenon of nature, not on blood relationships, but rather a brotherhood dependent upon a decision of the spirit of man: a saying ‘yes’ to the will of God.”

Intellectual Formation

Pope John Paul II charges Catholic colleges and universities to recognize that we have our origin *from the Heart of the Church* and to be faithful to that source as the very font of our life. In this way the conversation of hearts extends even to the classroom, as professors open their hearts to God that they may then touch the hearts of their students and share with them the *Splendor of the Truth*.

In the classroom, our students have their faith nourished by teachers, many of them priests and religious, who embrace the Church’s magisterium in total fidelity to our Holy Father as Vicar of Christ. Pope John Paul II advises us that “diligent care be taken for the quality of the intellectual formation of candidates for the priesthood, who should seek an ever deeper knowledge of the divine mysteries for the salvation of their brothers and sisters.”

The Pre-Theologate is a propaedeutic formation program that provides the foundation for immediate transition from the university to a graduate program of theology. While studying at Ave Maria, students may choose from a variety of majors. As they pursue their selected field of study, they concurrently fulfill all the requirements of the United States Conference of Catholic Bishops *Program of Priestly Formation*. The bishops have mandated 30 credit hours in philosophy and 12 credit hours in theology for entrance into a theologate. “The philosophy of St. Thomas Aquinas should be given the recognition that Church teaching accords it.”

The bishops propose: “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 study in the history of philosophy treating ancient, medieval, modern and contemporary philosophy.”

“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.”

VII. The Graduate Programs and Course Descriptions

The Graduate Program of Ave Maria University

The academic program of Ave Maria University is divided into undergraduate and graduate education. The University's Graduate Programs offer two areas of graduate study at the master's level, one in theology in the area of theology, and the other in the area of pastoral theology. These programs are offered by two different graduate programs. 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 Program

Both of the programs are administered under the general and coordinating supervision of the Vice President of Academic Affairs. Leadership for the respective programs is provided by a program director. 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 Programs 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).

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 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 February 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:

Graduate Theology Admissions
Ave Maria University
5050 Ave Maria Blvd.
Ave Maria, Florida 34142

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

Conditions of Enrollment

All degree-seeking students are expected to maintain full-time status and to devote full time to graduate study. Any student who fails to maintain a good academic credit forfeits financial aid.

Continuation in the graduate programs in theology requires that M.A. students maintain at least a 2.7 grade point average in each of the courses credited toward their degree; Ph.D. students must maintain a 3.0 grade point average in each of the courses credited toward their degree.

If students receive final grades of C+ or C in any such course, at the discretion of the program director they will be required either to retake the course or significantly rework the course assignments. Students who receive a total of three or more C-level final grades in courses credited toward their degree in one academic calendar year may be required to withdraw from the program. Students who receive a final grade of F in two or more of such courses during an academic calendar year will be required to withdraw from the program.

In the Graduate School of Theology, grades have the following number of quality points per credit hour.

A	4
A-	3.7
B+	3.3
B	3
B-	2.7
C+	2.3
C	2.0
F	0
I	0 (Until Incomplete is removed)
P	0 (Pass satisfactorily)
W	0 (Discontinued with permission)

The grades of C- and D are not given in the Graduate School of Theology. Students receive the temporary grade of I when, for acceptable reasons, they have not completed the requirements for a 500- or higher-level graduate courses within the semester or summer session. They must complete the requirements before the midterm of the subsequent semester. An I grade is computed as an F until it is replaced with the new grade. If it is not replaced by the midterm of the subsequent semester, it becomes an F.

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.

Disciplinary Policies and Procedures

Unless otherwise specified in this catalogue or in the program student handbook, the student life 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 in the M.A. program upon admission.

Tuition

Full-time tuition is \$9,500 for the 2008-2009 academic year.

Fees

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

Housing and Food

University housing near campus is available on a limited basis. Also, single students who are interested in living on-campus should contact the Department of Residence Life at Ave Maria University at 239-280-2500. Students may also purchase meals from our dining facility on campus.

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).

The Master of Arts Program

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.

Student Learning Goals and Outcomes for the Master of Arts in Theology

Goal 1: *To provide the Catholic Church's pastoral and educational institutions with men and women well formed in the Catholic systematic and moral theological traditions.*

Outcome 1: *Students will demonstrate and indicate that they are well-formed in the Catholic Church's traditions and systematic and moral theology.*

Goal 2: *Students are provided with a course-by-course formation in the main Catholic systematic and moral teachings of the Church with each of the core courses having them study well-chosen biblical, patristic, medieval, modern and contemporary texts illuminative of the Catholic wisdom tradition.*

Outcome 2: *Students will evidence formation in systematic and moral teachings of the Church and familiarity with biblical, patristic, medieval, modern and contemporary texts.*

Outcome 3: *Students will identify the dialectical differences between the biblical, conciliar, patristic, and medieval perspectives and those of the modern and postmodern cultures. This aims at enabling them to understand the importance of pre-modern wisdom perspectives for addressing contemporary issues.*

Outcome 4: *Students will demonstrate a reading knowledge of Latin that ensures access to the un-translated works and the ability to access the accuracy of translations.*

Outcome 5: *Students will demonstrate a thorough knowledge of Thomistic virtue ethics and its sources in biblical and patristic tradition.*

Outcome 6: *Students will demonstrate a knowledge of the speculative - sapiential tradition of Catholic theology and how they relate to modern theological and philosophical traditions*

Outcome 7: *Students will demonstrate the linguistic and grammatical skills, the*

philosophical and theological habits of mind, and the appropriate research methodologies.

Goal 3: *To prepare students who are well equipped to secure desired employment or pursue further graduate education.*

Outcome 8: *Students will be prepared for admission to doctoral programs, or obtain related employment or service within the Catholic Church.*

Program Delivery

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

Program Curriculum

The curriculum for the M.A. in Theology consists of 64 credits. The distribution and preferred sequence of courses in the program are presented below.

Year I Fall

501 Old Testament	4
522 Theology of Revelation	4
523 The Triune God	4
Elective*	4

Credit hours / semester: 16

*THEO 509, 510 Theo. Latin I, II or 511, 512 NT Greek I, II are recommended.

Year I Spring

502 New Testament	4
524 Creation, Providence, Sin	4
551 Sources of Moral Theology	4
Elective*	4

Credit hours / semester: 16

Year II Fall

552 Fundamental Moral Theology	4
525 Christ and Salvation	4
527 Liturgy and Sacraments	4
Elective	4

Credit hours / semester: 16

Year II Spring

526 The Church	4
521 Cath. Sys. Theo & Eschat.	4
580 Thesis	4
Elective	4

Credit hours / semester: 16

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.

Five-Year B.A., M.A. Program

The department also offers a five-year B.A., M.A. program for high-achieving undergraduates majoring in theology. Interested students should begin planning their coursework with their advisor during their sophomore year and may apply to the program during their junior year. Please see the department chair for complete details.

Graduate Theology Colloquium

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 bi-weekly setting. This Colloquium is optional and non-credit for students in the M.A. program.

Readings for the Cycle I Colloquium (Fall and Spring Semesters)

Plato, *The Republic* and *The Timaeus*
Aristotle, *Nicomachean Ethics* and *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 Cycle II 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, *On Religion*
John Henry Newman, *Development of Christian Doctrine*
Henri de Lubac, *Medieval Exegesis*
Documents of Vatican II not covered in courses

The Doctor of Philosophy Program

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.

Student Learning Goals and Outcomes for the Doctor of Philosophy in Theology

Goal 1: To deepen the doctoral student's knowledge of the Biblical, Doctrinal, Patristic, Scholastic, and modern developments in theology as both a wisdom and a "scientia" or scholarly discipline in order that the student will contribute by research and writing to theology in service of the mission of the Church.

- Outcome 1: Students will demonstrate learning from a faculty well informed and learned in the sapiential and scholarly dimensions of Catholic theology.*
- Outcome 2: Students will demonstrate an understanding of both the unity of theology and the relationship between systematic and moral theology within this sapiential unity.*
- Outcome 3: Students will demonstrate the ability to produce first-rate research papers in their doctoral seminars.*
- Outcome 4: Students will demonstrate a reading knowledge of Latin, Greek, and either French or German.*
- Outcome 5: Students will demonstrate exceptional expertise in the comprehensive doctoral written and oral examinations related to the following fields: Systematic Theology and Moral Theology.*
- Outcome 6: Students will complete a dissertation that: (a) will be publishable, (b) manifests excellent research methodology, and (c) advancing the understanding of the topic done in either systematic or moral theology*

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. The director of the program must approve the fulfillment of these distribution requirements.

Areas of Specialization

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/contemplative 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 directed independent studies or other appropriate elective courses, 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, and 2 in biblical studies.

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 5 must be in moral theology, 4 in systematic theology, 2 in Scripture. In addition, the third year includes 4 directed independent studies or appropriate elective courses, 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 four (4) courses.

Major Stages in the Program

1. Residency

Two years of full-time course work in residency are required. 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.

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. See preceding pages for the Colloquium reading list. 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. The year should be devoted to exploring, under the direction of faculty members, 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 near the end of the third year 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 receive 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 required to serve as a research or teaching assistant. During the fifth year the doctoral student is required to serve as a teaching fellow subject to the approval of the department. Residency is required for the first three years; for the last two years students may petition to be out of residence and may petition to receive a partial stipend.

Course Descriptions

M. A. Program Courses

THEO 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.

THEO 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.

THEO 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.

THEO 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: THEO 512.

THEO 521 CATHOLIC SYSTEMATIC THEOLOGY

Contemporary Catholic dogmatic and 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 contemplative-speculative theology. It studies three major developments constituting Catholic speculative theology. The development of doctrinal theology from biblical occurred during the first millennium of Catholic intellectual life. A few writings from the Patristic and Monastic theologians introduces their reflections on the Biblical Word of God as true, with their calls to contemplation and worship as informing the great Trinitarian and Christological speculative theologies and creeds (e.g., selections from Athanasius, Cassian, Augustine, Pseudo-Dionysius, Bernard). The second millennium witnessed the development of speculative-theoretical from the doctrinal. Medieval theologians reflected on the intelligibility of the true Word of God requiring a deepening of contemplative wisdom into a profound intellectual conversion as the light of divine faith illumines human reason (e.g., selections from Boethius, Anselm, John Damascene, Abelard, Peter Lombard, Thomas Aquinas, Bonaventure). Finally, contemporary Catholic theologians are studied as they seek to integrate the first millennial quest for wisdom and holiness with the second millennial quest for science and scholarship (e.g., John Henry Newman, Hans Urs von Balthasar, Yves Congar, Henri de Lubac, Bernard Lonergan, Karol Wojtyla, Joseph Ratzinger).

THEO 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.

THEO 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 is 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.

THEO 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 (THEO 552).

THEO 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.

THEO 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.

THEO 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.

THEO 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.

THEO 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.

THEO 595 SPECIAL TOPICS

With the approval of the director of the M.A. program in theology, theological courses may be offered on special topics.

THEO 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.

THEO 599 THESIS

Prepares and guides the student in the research and writing of the required M.A. thesis.

Ph. D. Program Courses

THEO 605 SCRIPTURE & THE MYSTERY OF ISRAEL

Among the “divinely revealed realities” to which the Old Testament refers (DV, no. 11), the historical people of Israel itself constitutes a mystery. By divine adoption, Israel possesses a corporate personhood and a unique identity and vocation, and according to the *sensus spiritualis*, they “signify” Christ and his Church. This course undertakes an in-depth study of key elements in the “divine pedagogy” by which God began to reveal himself and his plan of salvation in stages to Israel in preparation for the Incarnation (CCC, no. 53), including a selection of the following: Israel’s sonship and God’s Fatherhood; the sacramentality of the Holy Land; Israel’s view(s) of the afterlife; sacrifice and prayer; Israel’s view of history; Israel and the nations; the faithful remnant; and the “knowledge of God.” The primary goal of the course is to equip the student to draw on the Old Testament as a vital theological source through an enhanced appreciation of its integral relation to the whole body of revealed truth. *Vall*

THEO 614 ISAIAH 40-66

These chapters of Isaiah, which constitute one of the theological summits of the Old Testament and are quoted some forty times in the New Testament, will be studied within a realist and ecclesial hermeneutic that takes seriously a series of interrelated contexts—including ancient Near Eastern history, Israel’s theological and spiritual development, the canonical book of Isaiah, the Christian canon, the Church’s tradition of theological exegesis, and the pluralistic milieu of contemporary biblical scholarship—and in such a way as to make a contribution to our program’s goal of contemplative theology. *Vall*

THEO 616 THE GOSPEL OF JOHN

The first-fruits of Scripture are the Gospels, and the first-fruit of the Gospels is John, according to Origen, one of the earliest commentators on John. This course familiarizes students with the Greek text of John and with a selection of the radically different readings it has received from Antiquity to the Modern Age, especially those of Heracleon the Gnostic, Origen, John Chrysostom, Augustine, Thomas Aquinas, Rudolf Bultmann, Rudolf Schnackenburg, and Jerome Neyrey. It gives special attention to the theological depths of the text and the development of these depths in the Church’s Trinitarian faith as unfolded in the theological traditions. *Waldstein*

THEO 619 PATRISTIC AND MEDIEVAL EXEGESIS

Biblical scholars and theologians, appreciative of historical-critical methods of interpretation, also acknowledge the fundamental role of Scripture as integral to Catholic theology. This has caused a renewed interest in the patristic and medieval eras, when “sacred doctrine” and “Sacred Scripture” were interchangeable phrases and theology was concerned with the truth and intelligibility of the divine mysteries revealed in Sacred Scripture. This course will turn to patristic and medieval authors to learn from them the principles that underlie a theological reading of Scripture. This course is not an historical survey; rather an in-depth understanding of a few great masters will be sought. Particular attention will be given to the principles of interpretation either explicit or implicit in their work, but we will flesh out those principles with examples from their actual exegesis. *Scheck*

THEO 621 *PREAMBULA FIDEI* & CATHOLIC THEOLOGY

Can the existence of God be proven philosophically, has such a proof been successfully achieved, and what might be the theological value of such a proof? These questions and others like them are taken up in this course, which surveys proofs for the existence of God in the Catholic theological tradition before and after Vatican I’s definition that “that God exists” can be known by natural reason. We explore David Hume’s and Immanuel Kant’s profoundly influential criticisms of the classical proofs. In this light we examine contemporary philosophical

and theological efforts to retrieve, develop along new lines, or bury the classical proofs. Our focus will be on the viability and theological value of St. Thomas Aquinas's proofs in particular. More recent authors who may be examined include Jacques Maritain, Anthony Kenny, Ralph McInerny, Denys Turner, and Richard Dawkins. *Long*

THEO 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. *Fr. Lamb*

THEO 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*

THEO 625 BODY, SOUL, AND CHRISTIAN THEOLOGY

John Paul II's Theology of the Body provides a fruitful point of departure for examining the theology of the body in the Early Church.

THEO 626 FOUNDATIONS OF SYSTEMATIC THEOLOGY

Theocentric theological inquiry forms the foundation of systematic theology. This course develops that inquiry in the context of the challenges of certain theological and philosophical currents in modernity. Writings from Immanuel Kant and Friedrich Nietzsche as well as from certain twentieth century Protestant and Catholic theologians will be examined from a critical perspective. Writings from St. Thomas Aquinas, John Henry Cardinal Newman, Yves Congar, and especially Alasdair MacIntyre as well as others will be examined to elucidate the tradition of Catholic theological inquiry. Students will be able to enter fruitfully into the contemporary discussion about the foundations of systematic theology operating within a tradition. Prerequisite: THEO 522 Theology of Revelation. *Dauphinais*

THEO 628 THEOLOGY AND POST-MODERNISM

Most putatively postmodern thought is not post-modern but hyper-modern. Radicalizing the premises of early modern philosophy, it seeks to deconstruct any residual belief in reason's ability to know anything substantially true about the nature of man, the whole, and God. Catholic theology thus finds itself in a unique situation: it currently must defend both faith and reason from modern rationalism's degeneration into irrationalism. Drawing on the works of theologians such as Karl Rahner, Bernard Lonergan, John Milbank, Ernest Fortin, and Joseph Ratzinger, this course examines theology's response to this challenge. Special attention is paid to the ways in which a serious, dialectical encounter with both premodern classical and Christian thought allows us to appreciate the strengths and limitations of modern rationalism. *Guerra*

THEO 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. *Fr. Lamb*

THEO 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. *Fr. Lamb*

THEO 633 THE TRIUNE GOD: CONTEMPORARY DISCUSSIONS

This course aims at introducing students to contemporary discussions and debates regarding Trinitarian doctrine. Beginning with such authors as Gregory Nazianzen, Augustine, and Aquinas, the course then surveys central Catholic, Orthodox, and Protestant contemporary accounts of Trinitarian doctrine, with a focus on Rahnerian, Balthasarian, and Thomistic perspectives. By reflecting critically on the strengths and weaknesses of each perspective, in light of the patristic and medieval heritage, the course will provide students with insight into the main fault lines of contemporary Trinitarian theology, which as would be expected extend to all areas of theology. Students will gain the resources to enter into the contemporary conversation in a fruitful manner. Prerequisite: THEO 532 or the equivalent. *Levering*

THEO 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. *Levering*

THEO 635 METAPHYSICS AND THEOLOGY OF PARTICIPATION IN AQUINAS:

This seminar will consist principally of a careful study of The Commentary on Aristotle's Metaphysics by St. Thomas Aquinas and several key sections of his *In Librum B. Dionysii De Divinis Nominibus Expositio*. Metaphysical wisdom is needed in order to understand the basic categories and principles of being. God creates finite being and nature and so being and nature are theonomic participations totally dependent upon the Infinite Divine Esse-Intelligere-Amare. Such an acquired wisdom enables theology to seek for a fruitful understanding of the revealed mysteries redeeming the created order and the graced participation in the Trinitarian Life. *Fr. Lamb*

THEO 636 AQUINAS ON SALVATION

This course will introduce students to Aquinas's theology of salvation as presented in the tertia pars of the Summa theologiae. We will begin by exploring ecumenically the theme of grace and merit, and by investigating the medieval writings that significantly influenced Aquinas's theology of salvation. As a final step before undertaking our reading of the Summa theologiae, we will focus attention upon the importance of his understanding of the relationship of Israel to Christ and the Church. After thus setting the stage, we will investigate the *Summa theologiae*, in the context of important secondary readings. We will examine Aquinas's Christology, his theology of Christ's words and deeds, and his sacramental theology. The goal of the course is to understand more deeply, by appropriating the best insights of St. Thomas Aquinas, the reality of salvation in Christ. *Levering*

THEO 637 NOMINALISM AND VOLUNTARISM: THE ECLIPSE OF THEOLOGICAL WISDOM AND BIRTH OF MODERN DUALISMS.

This seminar will begin by a clarification by contrast between key texts in Thomas Aquinas and Duns Scotus. It will then proceed to a study of important texts of William of Ockham who articulated the foundations of nominalism and voluntarism, along with their spread and dominant influence on the reformers and philosophers responsible for modernity. This study will indicate the importance of a metaphysics of being and cognitional sapiential theory to overcome nominalist and voluntarist dualisms. Texts will be in Latin, German, and French, as well as English. *Fr. Lamb*

THEO 639 THE THEOLOGY OF HANS URS VON BALTHASAR

Among twentieth-century 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. *Fr. Lamb*

THEO 640 PAPACY & EPISCOPACY IN THE CHURCH

Behind many recent popular and scholarly critiques of the exercise of ecclesial authority stands doubt about the theological and sociological-practical suitability of hierarchical ecclesial structures in the modern world. At the same time, the witness of Pope John Paul II, the ecumenical movement, and the scholarly work of *ressourcement* with respect to the patristic heritage have led to increasing ecumenical appreciation for the ministry of bishops and the bishop of Rome. This course treats the question of how the Church is structured and why. We will begin by reading recent Church documents such as *Lumen Gentium* and *Ut Unum Sint*, along with classic texts in ecclesiology such as Dionysius's *The Ecclesiastical Hierarchy*. We will then explore contemporary Orthodox, Protestant, and Catholic critiques of ecclesial hierarchy, especially as organized in the Catholic Church, along with theological explanations of ecclesial hierarchy by John Henry Newman, Joseph Ratzinger, Hans Urs von Balthasar and others. Prerequisite: THEO 526 or the equivalent. *Levering*

THEO 645 METAPHYSICS AND ETHICS: THE CLASSICAL TRADITION OF CATHOLIC MORAL THEOLOGY

This course explores certain metaphysical foundations necessary for understanding the classical tradition of Catholic moral theology. Drawing upon Aristotle's works, we will discuss such themes as the four causes, hylemorphism, and a unified teleology. Turning to Aquinas's theological development of these themes, we will explore human personhood in light of the doctrine of creation and its metaphysical implications. The last section of the course will treat eternal and natural law as well as man's creation in grace and man's twofold motion toward the final, supernatural, beatific end. *Long*

THEO 646 HUMAN DESTINY, THE VIRTUES, AND THE MORAL LIFE

Guided by the theology of St. Thomas Aquinas in dialogue with contemporary treatments such as the Catechism and *Veritatis Splendor*, this course will take up basic elements of moral theology as set forth especially in the *secunda pars* of the *Summa theologiae*. Among the themes discussed will be beatitude; the relationships between freedom, law, and grace; acquired and infused habitus, and the structure of human action. *Long*

THEO 647 OBJECT & SPECIES OF MORAL ACTS

This seminar considers the classical analysis of human moral action articulated by St. Thomas Aquinas in the *prima secundae* of the *Summa theologiae* in relation to the Church's moral magisterium, to the foundations of the natural law, and to certain contemporary accounts that tend to dissociate both the norms and the analysis of human action from natural teleology and eternal law. *Long*

THEO 651 THEOLOGICAL ETHICS

This seminar surveys the development of theological ethics through Plato, Aristotle, Augustine, Aquinas, nominalism, Alphonsus de Ligouri, Kant, the neo-Thomist manualist tradition, MacIntyre, and Pope John Paul II. Through extensive readings, the seminar will explore the role of philosophical wisdom in expressing theological truths about the moral life. *Dauphinais*

THEO 654 MEDIEVAL POLITICAL THEOLOGY

In many ways, the Latin Middle Ages witnessed the high watermark of Christian theologico-political reflection. Whereas medieval Jewish and Islamic thinkers such as Maimonides and Farabi wrestled with the demands of an all-encompassing socio-political Law, Christian thinkers appealed to faith and reason to articulate the proper relationship of temporal and spiritual authorities within an unmistakably Christian civil order. This course examines how this question was addressed by such important thinkers as Thomas Aquinas, Dante Alighieri, Giles of Rome, John of Paris, and Marsilius of Padua. *Guerra*

THEO 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*

THEO 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*

THEO 658 TOPICS IN CATHOLIC SOCIAL TEACHING

The goal of this seminar will be to appropriate the Catholic theological and magisterial tradition regarding such topics as just war, the death penalty, euthanasia, abortion, self-defense, and so forth. We will explore the doctrine of double effect, the Church's understanding of violence, the nature of punishment and retribution, and the "culture of life" that the Church seeks to promote in human societies. When dealing with the topic of just war the Augustinian and Thomist traditions will be studied relative to such contemporary issues such as global interdependence, international institutions, and the war on terrorism. *Long*

THEO 661 HUMAN DIGNITY AND THE CHALLENGE OF MODERN TECHNOLOGY

Modern technology is something of a mixed blessing. On the one hand, it has contributed to human beings' increased economic and material well-being and enabled us to live longer and healthier lives. On the other hand, it has brought forth technologies that threaten human life and human dignity in new and unprecedented ways. In our day, such threats increasingly take the form of powerful biotechnologies that hold out the possibility of altering the very face of our humanity. This course examines how Catholic theology can help us understand why such technologies must be subordinated to humanizing ends that reflect the true dignity of the human person. *Guerra*

THEO 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. (2 credits)

THEO 695 SPECIAL TOPICS

With the approval of the director of the doctoral program in theology, theological courses may be offered on special topics.

THEO 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.

THEO 698 NON-RESIDENT RESEARCH AND DISSERTATION

THEO 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* and the bi-annual Lectures on Christ and the Religions. The Aquinas Center also sponsors two prizes. The Charles Cardinal Journet Prize honors the scholarly monograph published in any language during the past calendar year that best exemplifies the task of drawing upon the thought of St. Thomas Aquinas to engage constructively in contemporary theology, philosophy, and/or biblical studies. According to the same criterion, the St. Thomas Aquinas Dissertation Prize honors the dissertation defended in any language during the past calendar year.

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. See www.aquinas.avemaria.edu.

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 Aquinas Conferences

Reading Romans with St. Thomas Aquinas: Ecumenical Explorations, February 5-7, 2009

We have invited an ecumenical, international group of scholars who make this an exciting conference. In accord with the current interest in theological exegesis and the history of exegesis, the conference investigates Aquinas's Lectures on Romans in hopes of understanding what Aquinas can teach contemporary Christians about the realities that Paul, and the Holy Spirit, sought to convey. Speakers include: Gary Anderson, Bernhard Blankenhorn, OP, Markus Bockmuehl, Hans Boersma, John Boyle, Edgardo Colon-Emeric, Holly Taylor Coolman, Scott Hahn, Mary Healy, Paul Keller, OP, Matthew L. Lamb, Matthew Levering, Bruce Marshall, Emmanuel Perrier, OP, Charles Raith, Patrick Henry Reardon, Michael Root, Michael Sherwin, OP, Gregory Vall, Geoffrey Wainwright, Michael Waldstein, Robert Louis Wilken (keynote address), and David S. Yeago.

Sacraments in Aquinas, February 1-3, 2007

With some exceptions, very little work has been done on Aquinas's sacramental and liturgical theology in the past few decades. In recent years, however, philosophical and theological interest in Aquinas's sacramental theology and theological of the liturgy seems to be significantly increasing in ecumenical circles. Now seems an auspicious time to plan for a conference that would illumine the contributions of Aquinas, and the medieval tradition to which he belongs, in this area. Speakers include: Avery Cardinal Dulles, SJ (keynote address), Reinhard Heutter (closing address), Sr. Thomas Augustine Becker, OP, Bernhard Blankenhorn, OP, Serge-Thomas Bonino, OP, John Boyle, Sarah Byers, Romanus Cessario, OP, Michael Dauphinais, Barry David, Benoit-Dominique de La Soujeole, OP, Gilles Emery, OP, Paul Gondreau, Thomas Hibbs, Joseph Koterski, SJ, Peter Kwasniewski, Matthew L. Lamb, Matthew Levering, Steven Long, Christopher Malloy, Bruce Marshall, Robert Miner, R. Trent Pomplun, Lauren Pristas, Richard Schenk, OP, Henk Schoot, Mary Catherine Sommers, Joseph Wawrykow, Thomas Weinandy, OFM Cap.

Aquinas the Augustinian, 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 was 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 included Michel Barnes, Johannes Brachtendorff, Stephen Brown, Sarah Byers, Barry David, Robert Dodaro, OSA, Jean Bethke Elshtain, Gilles Emery, OP, Harm Goris, Wayne Hankey, Reinhard Hütter, Mark Johnson, Matthew Lamb, Matthew Levering, Guy Mansini, OSB, Bruce Marshall, Aidan Nichols, OP, John O'Callaghan, John Rist, Tracey Rowland, and Michael Sherwin, OP.

Bi-Annual Interdisciplinary Conferences

Humanae Vitae: Forty Years Later February 1-2, 2008

The promulgation of the encyclical *Humanae Vitae* in 1968 led to an outpouring of misunderstanding and confusion. Forty years later, the teaching of the encyclical has still not been fully appreciated by Catholics. By emphasizing the inseparability of the procreative and unitive dimensions of the marital act, *Humanae Vitae* did not affirm a mere rule, but instead urged Christians to reflect upon what it means to be body-soul creatures made in the image of God. In our bodily actions we are called to manifest the self-giving love that should characterize spiritually the actions of Christians. Because of the unity of body and soul, the Creator imprinted the dynamism of love not only upon our souls but also upon our ensouled bodies. Far from being mere machines open to the soul's manipulation, our bodies have an ordering toward self-giving that enables them to participate in our spiritual self-giving through love. As John Paul II's *Theology of the Body* emphasized, *Humanae Vitae* witnesses to this body-soul unity in the Christian life. The goal of this conference is to reflect upon the encyclical both through the lenses of moral theology and philosophy, and through the connections that the encyclical has with other central elements of faith. In our understanding of almost every aspect of the Catholic faith, we depend upon a full acknowledgement of the body-soul unity of the human person. It is this fundamental truth that *Humanae Vitae* defends. Eminent speakers include: Janet Smith, Sacred Heart Major Seminary, Keynote Speaker; Michael Dauphinais, Ave Maria University; Paul Gondreau, Providence College; Matthews Grant, University of St. Thomas; Mark Johnson, Marquette University; Joseph Koterski, SJ, Fordham University; Matthew Levering, Ave Maria University; Steven Long, Ave Maria University; Antonio Lopez, John Paul II Institute; Graham McAleer, Loyola College in Maryland; Kevin E. O'Reilly, Milltown Institute; Tracey Rowland, John Paul II Institute (Melbourne); David L. Schindler, John Paul II Institute; Michele Schumacher, University of Fribourg; Michael Sherwin, OP, University of Fribourg; Mary Shivanandan, John Paul II Institute; and Michael Waldstein, International Theological Institute.

John Paul II and the Holy Land, February 8-9, 2006

"John Paul II and the Holy Land" brought together leading Christian and Jewish scholars to discuss Pope John Paul II's many theological and diplomatic initiatives with regard to the Holy Land. Dialogue with his Jewish "elder brothers" marked John Paul II's extraordinary pontificate. Christians and Jews have reason to celebrate together his achievements and legacy. The keynote speaker was the well-known biographer of John Paul II, George Weigel. Other speakers included: Gary Anderson, Hadley Arkes, Marshall Breger, David Dalin, Robert George, Matthew Levering, Bruce Marshall, Fr. Richard John Neuhaus, David Novak, Michael Novak, Seana Sugrue, and Gregory Vall.

Institute for Pastoral Theology: Master of Theological Studies

The Institute for Pastoral Theology (IPT) exists as a graduate program within the Department of Theology at Ave Maria University 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, 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 MTS degree program falls squarely within the mission of Ave Maria University: 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 this program 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 Ave Maria University 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 Ave Maria University 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 IPT 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 IPT 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 of the Master of Theological Studies Degree

The mission of the Master of Theological Studies degree program conducted by the Institute for Pastoral Theology 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 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.

Program Goals and Student Learning Outcomes for the Master of Theological Studies in Pastoral Theology

Goal 1: *To provide the Church with men and women who can bring to their ecclesial service a mature and balanced theological competence.*

Outcome 1: *Graduates will comprehend the principles of theological science: the unity of truth and the complementarity of faith and reason; the analogy of faith; the hierarchy of truth; the auto-critical function of theology with respect to divine revelation and Catholic Tradition.*

Goal 2: *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.*

Outcome 2: *Graduates will possess knowledge of the role of reason and faith within theology and of Scripture, Tradition and the Magisterium as the means by which divine revelation is transmitted in the Church.*

Outcome 3: *Graduates will possess knowledge of the distinction between nature and grace and the vital importance of God's mercy and forgiveness in regard to personal happiness and the pursuit of the common good within society.*

Outcome 4: *Graduates will possess knowledge of pastoral principles and orientation of the Church in general and this program in pastoral theology.*

Outcome 5: *Graduates will understand the implications of man being made in God's image and called to communion with God Who respects man's free will so that man is self-governing and self-determining.*

Outcome 6: *Graduates will possess general knowledge of the various disciplines within theology and know how they are related.*

Goal 3: *To equip students to create, implement, and direct pastoral programs in full conformity with the doctrine of the Church.*

Outcome 7: *Graduates will possess knowledge of the theological, spiritual and pastoral principles necessary to engage others in dialogue regarding the more fundamental questions of human existence and be able to apply their newly acquired theological knowledge and skills to the unique tasks of their chosen professions, and to their service within the Church.*

Goal 4: *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.*

Outcome 8: *Graduates will understand the pastoral relevance of the Church's doctrine and why this doctrine is requisite to becoming holy and necessary for the well-being of human society.*

Goal 5: *To deepen the awareness of the Church's members' participation in and responsibility for the Church's life and mission.*

Outcome 9: *Graduates will possess a knowledge of the theological, spiritual, and pastoral principles necessary to engage others in true dialogue regarding the more fundamental questions of human existence and, thereby, be able to apply their newly acquired theological knowledge and skills to the unique tasks of their chosen professions, and to their service within the Church.*

Goal 6: *To provide comprehensive "education in the faith" in order to promote a full, active, conscious, and effective participation in the Church's mission.*

Outcome 10: Graduates will understand that an education in pastoral theology, like that provided by the IPT and the MTS degree program, facilitates and promotes a full, conscious, active and effective participation in the life and mission of the Church. This means that they will have an in-depth understanding of the nature and mission of the Church and the centrality of the universal call to holiness.

Program Curriculum and Format

The IPT 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 IPT 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
- Post-conciliar Papal Teachings
- The classics of Catholic spirituality

The significance of these texts is further explained in the *IPT Handbook for Students*.

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 IPT 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 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 IPT 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 MTS degree, 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 MTS degree consists of 36 credits. The distribution and preferred sequence of courses in the program are as follows:

M.T.S. Degree Program (Intensive Weekend Format)

Year I Fall

5114 Old Testament I	2
5111 Vatican II: the Pastoral Council	1
5112 Postconciliar Papal Teachings	1
5113 Foundations of Catholic Spirituality	2
Credit hours / semester:	6

Spring

5124 New Testament I	2
5122 Fundamental Theology	2
5121 Catholic Theological Trad	2
Credit hours / semester:	6

Year II Fall

5224-5228 NT II	2
5211 Christian Anthropology	2
5212 Spiritual Theology	2
Credit hours / semester:	6

Spring

5214-5218 OT II	2
5222 Ecclesiology	2
5221 Canon Law	2
Credit hours / semester:	6

Year III Fall

5311 Liturgy, Sacraments, Sacramentals	2
5312 Moral Theology	2
Elective	2
Credit hours / semester:	6

Spring

5322 Pastoral Theology	2
5321 Social Ethics	2
Elective	2
Credit hours / semester:	6

Total of 36 credit hours

Program Sites

Diocese of Charleston: Cardinal Newman High School,
4701 Forest Drive, Columbia, SC 29206.

Diocese of Green Bay: Church of Ss. Peter and Paul,
1420 Harvey Street, Green Bay, WI 54302.

Diocese of Kansas City-St. Joseph: Franciscan Prayer Center,
2100 N. Noland Rd., Independence, MO 64050

Diocese of Madison: St. John Vianney Church, 1250 E. Racine St., Janesville, WI 53545

Diocese of Orlando: All Souls Catholic Church, 810 S. Oak Ave., Sanford, FL 32771

Archdiocese of St. Louis: Blessed John XXIII Center,

8300 Morganford Rd., St. Louis, MO 63123

Archdiocese of St. Paul/Minneapolis: St. Charles Borromeo Middle School,

2420 St. Anthony Blvd., N.E., Minneapolis, MN 55418.

Diocese of Phoenix: Diocese Center, 400 E. Monroe St., Phoenix, AZ 85004

Diocese of Venice: Ave Maria University, 5050 Ave Maria Blvd., Ave Maria, FL 34142

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 degree 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 Institute for Pastoral Theology office the following:

- Application form and 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 Ave Maria University and every student in the MTS 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 IPT's web site: www.ipt.avemaria.edu. Applications should be obtained from and forwarded to the IPT office at the following address:

Institute for Pastoral Theology
Ave Maria University
5050 Ave Maria Blvd.
Ave Maria, Florida 34142

Telephone: (239) 280-2528
Toll free: (866) 866-1100
Fax: (239) 280-2527
E-mail: ipt@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 IPT's 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 IPT 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.

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 IPT 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 Institute for Pastoral Theology 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 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 MTS degree 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 MTS degree 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 *IPT Handbook for Students*.

Academic Policies and Procedures: Unless otherwise specified in this catalogue or in the 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 *IPT Handbook for Student* 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 MTS 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. 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

IPT 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 demonstrate 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.

IPT 5112 POST-CONCILIAR PAPAL TEACHINGS

In this course students will examine the teachings of recent popes 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 liberty.

IPT 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*.

IPT 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.

IPT 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.

IPT 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.

IPT 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.

IPT 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.

IPT 5214 OLD TESTAMENT II: PENTATEUCH

An analytical approach to the study of the texts of the Pentateuch (Genesis-Deuteronomy).

IPT 5215 OLD TESTAMENT II: HISTORICAL BOOKS

An analytical approach to the study of the texts of the Historical Books (Joshua-Nehemiah).

IPT 5216 OLD TESTAMENT II: PROPHETS

An analytical approach to the study of the texts of the Prophets (Isaiah-Malachi, less Daniel).

IPT 5217 OLD TESTAMENT II: WISDOM LITERATURE

An analytical approach to the study of the texts of the Wisdom Literature (Job-Sirach).

IPT 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).

IPT 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. 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.

IPT 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.

IPT 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.

IPT 5224 NEW TESTAMENT II: MATTHEW-MARK

An analytical approach to the study of Matthew and Mark.

IPT 5225 NEW TESTAMENT II: LUKE-ACTS

An analytical approach to the study of Luke and Acts.

IPT 5226 NEW TESTAMENT II: EPISTLES OF ST. PAUL

An analytical approach to the study of the epistles of St. Paul.

IPT 5227 NEW TESTAMENT II: JOHANNINE LITERATURE

An analytical approach to the study of the writings of St. John.

IPT 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.

IPT 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.

IPT 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.

IPT 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.

IPT 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

IPT 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.

IPT 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 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.

IPT 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.

IPT 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.

IPT 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.

IPT 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.

IPT 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.

IPT 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.

IPT 5459 CANONICAL STRUCTURES

Study of canonical norms on major parish, diocesan, and national ecclesiastical structures, including parish councils, diocesan synods and councils, episcopal conferences, associations 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.

IPT 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.

IPT 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.

IPT 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” (1Peter 3:15), and the response to this call which, while preserving the truth of the Catholic faith, invites further awareness, renewal, dialogue and solidarity.

IPT 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.

IPT 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.

IPT 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.

IPT 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 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.

IPT 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.

IPT 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.

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