Ave Maria University Catalog 2024–2025

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AVE MARIA UNIVERSITY

GREETINGS FROM AVE MARIA UNIVERSITY!

Ave Maria University is an internationally renowned Catholic liberal arts university located in a unique community in Southwest Florida. The 2024-2025 academic year is one of new heights for the University. We have record enrollment this year, due both to a strong incoming class and high returning student retention.

We offer exceptional career paths for our students, including many graduate school partnerships and internship programs with elite industry leaders. These opportunities, along with the education our students receive, have consistently afforded our alumni a competitive advantage to obtain the best jobs as well as to enter competitive medical schools, law schools, and Ph.D. programs around the world.

It is not uncommon for people to ask what makes Ave Maria University such an outstanding institution of higher learning. One brief response goes to the heart of the question: inspired by St. John Paul II's vision for the renewal of Catholic higher education, students at Ave Maria University are not asked to choose between the pursuit of academic and professional excellence or deepening their faith. In his great apostolic constitution on Catholic Universities, *Ex Corde Ecclesiae*, St. John Paul II issues a challenge to students at authentic Catholic universities

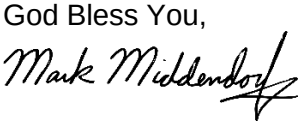
> "to pursue an education that combines excellence in humanistic and cultural development with specialized professional training.… This enables them to acquire or, if they have already done so, to deepen a Christian way of life that is authentic. They should realize the responsibility of their professional life, the enthusiasm of being the trained 'leaders' of tomorrow, of being witnesses to Christ in whatever place they may exercise their profession" (no. 23).

Every aspect of the University—all 35 majors, 34 minors, and graduate degrees, as well as the curriculum, faculty, student life, campus ministry, and athletics—is ordered towards the formation of students who will rise to meet the pope's challenge. To this end, we are excited to announce the addition of three new minors to our academic offerings: Agriculture and Catholic Environmental Stewardship (ACES) and Engineering. These programs expand our curriculum to provide students with even more diverse and specialized educational opportunities.

As AMU's founding mission statement asserts, "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." How many colleges and universities can say their students are challenged—not only academically, but in so many other ways—to become the trained leaders of tomorrow by pursuing both Christian and academic excellence? This is the very core of Ave Maria University's mission and identity: we form the leaders of tomorrow to be people of deep faith who reach exceptional heights in their careers and fields of study. In a world that so often lacks truth, the Church, our communities, our families, and our places of work desperately need this generation to meet this challenge.

Ave Maria University has become one of the finest Catholic institutions of higher learning in the world. We hope you will consider responding to the late Holy Father's challenge by joining our vibrant, faith-filled, academic community named after the Blessed Virgin Mary and inspired by St. John Paul II.

God Bless You,



Mark Middendorf, M.B.A.
President

Roger Nutt, S.T.L., S.T.D.
Provost

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Electronic Publication

The electronic version of this Catalog is the official publication.

Catalog Disclaimer

Information included in this Catalog describes as accurately as possible the course offerings, policies, procedures, regulations, and requirements of Ave Maria University. The University reserves the right to alter or change any statement contained herein without prior notice. The provisions of this Catalog are not to be regarded as an irrevocable contract between the University and the student. Students are expected to know regulations and policies found in the current Academic Catalog and Student Handbook. It is the student's responsibility to inform himself or herself of degree requirements, the school calendar, critical deadlines, and the contents of all University communications received electronically, via the U.S. Postal Service, or through one's own University mailbox.

Academic Calendar

Fall Term 2024

August 22	Thursday	New incoming students may begin check-in after 8:00 a.m.
August 22-25	Thursday-Sunday	New Undergraduate Student Orientation
August 24-25	Saturday-Sunday	Returning students may begin check-in after 9:00 a.m.
August 26	Monday	Academic Year Begins - First Day of Classes
August 30	Friday	Fall Formal Academic Convocation, 5:00 p.m.
September 2	Monday	Labor Day Observed; Offices Closed - Classes in Session
September 3	Tuesday	Last Day to Add Courses
September 5	Thursday	Last Day to Drop Courses
September 17	Tuesday	Constitution Day Observed - Classes in Session
September 30	Monday	Provisional Grade Reports Due
October 3-6	Thursday-Sunday	Fall Term Break - No Classes
October 28-November 8	Monday-Friday	Advising Period
November 1	Friday	All Saints Day - No Classes
November 11	Monday	Last Day to Withdraw from Courses with a “W”
November 12-15	Tuesday-Friday	Registration Period
November 27-December 1	Wednesday-Sunday	Thanksgiving Break - No Classes
December 8	Sunday	Immaculate Conception
December 9	Monday	Last Day of Classes
December 10-14	Tuesday-Saturday	Final Examinations
December 15	Sunday	All students must check-out before 12:00 p.m. (noon)
December 16	Monday	Grade Reports Due

Spring Term 2025

January 11	Saturday	Students may begin check-in after 9:00 a.m.
January 13	Monday	First Day of Classes
January 17	Friday	March for Life - Classes in Session
January 20	Monday	Last Day to Add Courses; Martin Luther King, Jr. Day Observed - Classes in Session
January 22	Wednesday	Last Day to Drop Courses
February 24	Monday	Provisional Grade Reports Due
March 1-9	Saturday-Sunday	Spring Break - No Classes
March 17-28	Monday-Friday	Advising Period
March 25	Tuesday	Feast of the Annunciation - No Classes
April 1-4	Tuesday-Friday	Registration Period
April 7	Monday	Last Day to Withdraw from Courses with a “W”
April 17-21	Thursday-Monday	Easter Break - No Classes
April 21	Monday	Classes resume at 5:30 p.m. on Easter Monday
May 1	Thursday	Last Day of Classes
May 2	Friday	Reading Day; Senior Final Examinations
May 3-8	Saturday-Thursday	Final Examinations
May 6	Tuesday	Final Grades for Seniors Due
May 9	Friday	Grade Reports Due; Baccalaureate Mass; All non-graduating students must check-out before 12:00 p.m. (noon)
May 10	Saturday	Commencement Ceremony
May 11	Sunday	Graduating students must check-out by 12:00 p.m. (noon)

Summer Session I, 2025 (online)

May 12-13	Monday-Tuesday	Introductory Days
May 14	Wednesday	First Day of Classes
May 16	Friday	Last Day to Add Courses
May 19	Monday	Last Day to Drop Courses
June 4	Wednesday	Provisional Grades Due
June 12	Thursday	Last Day to Withdraw from Courses with a “W”
June 26	Thursday	Last Day of Classes
June 27	Friday	Final Examinations
June 30	Monday	Grade Reports Due

Summer Session II, 2025 (online)

June 30-July 1	Monday-Tuesday	Introductory Days
July 2	Wednesday	First Day of Classes
July 4	Friday	Last Day to Add Courses; Independence Day Observed - Classes in Session
July 7	Monday	Last Day to Drop Courses
July 23	Wednesday	Provisional Grades Due
July 31	Thursday	Last Day to Withdraw from Courses with a “W”
August 14	Thursday	Last Day of Classes
August 15	Friday	Final Examinations
August 18	Monday	Grade Reports Due

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. The University recognizes the central and indispensable role of the Ordinary of the Diocese of Venice in promoting and assisting in the preservation and strengthening of the University's Catholic identity.

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, MI. 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. Ave Maria College graduated its first class in Spring 2002. The College received candidacy from the North Central Association in the Spring of 2003.

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 Naples, FL. 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, a dining facility, offices for faculty and administrative personnel, and faculty residences. This campus contained more than 75,000 square feet of space. While the University 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, FL. 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, FL and 5 miles south from Immokalee. The campus opened with 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 the Bob Thomas 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 quasi-Parish of Ave Maria Oratory by the Most Rev. Frank J. Dewane, Bishop of the Diocese of Venice, FL, on the Feast of the Annunciation 2008. On the Feast of Our Lady of the Rosary in 2011, Bishop Dewane established Ave Maria University as a Catholic University according to the guidelines of the Code of Canon Law. In 2017, the Diocese of Venice purchased the Oratory so that it is now a parish church. The following year the University completed construction of the Thomas and Selby Prince Building, which includes a 400-seat auditorium, a state of the art nursing laboratory, and the Jack Donahue Black Box Theater.

The University was built as an integrated entity containing the educational and student support facilities, a distinctive church, a commercial center, and residential and recreational areas. The total land owned by the University is almost 1,000 acres. The campus was initially designed to occupy approximately 113 acres.

Accreditation and State Approval

Southern Association of Colleges and Schools Commission on Colleges

Ave Maria University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, masters, and doctorate degrees. Ave Maria University also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Ave Maria University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

Licensure from the Florida Commission for Independent Education

Due to its accreditation from SACSCOC, Ave Maria University is officially exempt from licensure by the Commission for Independent Education, Florida Department of Education. Additional information regarding this institution may be obtained by contacting the Commission for Independent Education at 325 West Gaines Street, Suite 1414, Tallahassee, FL 32399-0400, or (888) 224-6684; www.fldoe.org/cie.

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.

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.

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. The undergraduate degree completion and graduation rates of Ave Maria University are similar to many institutions of higher education, which generally achieve graduation rates of first-time students in the 40-60 percent range as officially reported to IPEDS. The institution makes every effort to follow the definitions as outlined in the Common Data Set for the six-year graduation rate. For the cohort that entered in 2009, the six-year graduation rate was 51%. For the cohort that entered in 2010, the six-year graduation rate was 65%. For the cohort entering in 2011, the six-year graduation rate was 55%. For the cohort entering in 2012, the six-year graduation rate was 56%. For the cohort entering in 2013, the six-year graduation rate was 58%. For the cohort entering in 2014, the six-year graduation rate was 53%. For the cohort entering in 2015, the six-year graduation rate was 62%. For the cohort entering in 2016, the six-year graduation rate was 50%. For the cohort entering in 2017, the six-year graduation rate was 56%. For the cohort entering in 2018, the six-year graduation rate will be known in October 2024.

Constitution Day

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

Canizaro Library

The Canizaro Library provides print and electronic resources that support the quest for truth. In support of this mission, the Library holds a collection of over 200,000 print volumes as well as many electronic resources that are available remotely through the Library's catalog. The Library also contains several special collections, including one of the nation's largest Catholic Americana collections, which researchers may use by making an appointment with Rare Books and Special Collections staff. Materials that are not owned by the Library may be requested from other libraries through interlibrary loan. Librarians also offer classes and individual consultations to teach research skills and are able to assist with research papers in every discipline.

A variety of study spaces are available in the Library to support both group and individual work. A designated study room is equipped with a whiteboard and may be reserved through the website. The second floor is reserved for quiet study and is equipped with study carrels and comfortable seating. Please note that food is not permitted in the Library and drinks must be in spill-proof containers.

Computers are available on both floors of the Library. Two multipurpose copier/printer/scanners are on the first floor of the Library providing students with easy access to print or copy items in the Library's collection. A limited number of laptops are also available to be checked out for use in the Library.

Library staff curate monthly displays of materials from both the Library's general collection and special collections. Additionally, at least one art exhibit per semester is displayed in the Canizaro Exhibit Gallery located on the second floor of the Library.

Career Services

The Office of Career Services supports students through their vocational journey by guiding them through the four stages of vocational discernment which consist of the following: Access God's Grace, Discern and Inquire, FIAT – Say Yes, and Joyfully Collaborate with the Lord. This is done by encouraging students to follow the example of Mary as she listened to the Angel Gabriel propose her future vocation, inquired (How shall this be since I do not know man – LK 1:34), accepted (I am the handmaiden of the Lord, let it be done unto me according to thy word – LK 1:38), and ultimately lived her life in joyfully collaboration with God.

Career Services provides students with the tools needed to discern their vocational call by encouraging personal and professional growth. This is done by assisting students in the process of learning, with a focus on helping them discover and develop their virtues, passions, and talents. In the relationship between self-knowledge and work, students learn to make the contemplative pursuit of their education and serve the active demands of their vocation. Above all, students gain the initiative to continually strive for excellence, enabling them to become leaders in service to society and to Christ and His Church.

The following resources are provided:

- Resume and Cover Letter Workshops
- Career Assessments
- Career and Internship Fairs
- Graduate and Professional School Fairs
- Academic and Career Coaching
- Mock Interviews
- Personalized Feedback on Resumes and Cover Letters
- Building a Network

Career Services also offers Handshake, a recruiting platform to connect students and alumni with in-demand employers from every career path. Students can search and apply for jobs and internships, receive personal recommendations based on interests, skills, major, location preferences, and search history. Handshake can be used to apply for student worker positions, off-campus jobs, internships, fellowships, and volunteer opportunities. It is also used to schedule appointments with staff and to register for Career Services events, such as career and internship fairs, graduate and professional school fairs, workshops, employer presentations, and other resources offered by the Office of Career Services and other organizations.

The Office of Career Services is open Monday through Friday from 9:00 a.m. – 5:00 p.m. For further information, visit http://www.avemaria.edu/career-services/.

Information Technology Policy

Ave Maria University Information Technology (IT) policy prohibits its staff and students from using the Ave Maria computer network resources for illegal, unethical, or inappropriate activity. The complete policy is available from the Librarian, the Chief Information Officer, or the Vice President for Student Affairs.

II. Admission to Undergraduate Studies

All admissions policies found in this catalog are applicable for the 2024-2025 academic year to students applying for admission for the academic year of 2025-2026.

> 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 student body consists of an exceptional community of scholars. The academic enthusiasm and moral character of her students are second to none; these are key 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 University, 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, alignment with the University's mission, 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 throughout their college decision-making process.

An Overview of the Admissions Process

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

Step 2: Once the Admissions Office receives all essential documents and an applicant completes their admissions interview, the complete application is evaluated by the Admissions Office for acceptance in accord with the admissions criteria of the University. If the applicant does not meet the admissions criteria, the applicant may have an opportunity to submit additional documents to the Faculty Admissions Committee for further review.

Step 3: The applicant will be notified of their decision via email. Admitted domestic students will also receive an official acceptance letter in the mail.

Step 4: Accepted students, including degree-seeking students, guest students, and personal enrichment students, are required to submit an enrollment deposit fee. Definitions for each of these types of students can be found below. Students who have left the university and are accepted through the readmission process are required to submit an enrollment deposit fee, as well. Dual-enrolled students are not required to submit an enrollment fee.

Admissions Procedure

Students seeking full-time undergraduate studies can apply at no cost if applying through the AMU application or with a $10.00 fee if using The Common Application when the upcoming year's application opens during the preceding summer. Applying early is encouraged. Applications are submitted online. An admissions file is considered complete when the Admissions Office has received the following:

1. A completed Ave Maria University application or The Common Application;
2. High school transcript;
3. All official college transcripts, if the student has taken any college courses (please see the Transfer Student section);
4. A completed admissions interview; and
5. Official SAT, ACT, or CLT test scores submitted via the testing agencies or as part of the high school transcript. (Ave Maria University's school ACT code is 6212 and SAT code is 4249.)

Official transcripts must be signed, sealed, and submitted directly from each institution. Paper transcripts may be mailed to:

Office of Admissions
Ave Maria University
5050 Ave Maria Blvd.
Ave Maria, FL 34142-9505

Transcripts may also be submitted electronically through transcript services such as Parchment, National Student Clearinghouse, or Scoir. Transcripts sent via email should be sent to transcripts@avemaria.edu and will be considered official if they are sent directly from a school administrator such as guidance counselor or a parent in the case of a student who participated in an independent homeschool program.

The University has made provision for Conditional/Provisional Admission as an applicant makes their way toward official Admission. Conditional Admission is based upon documented (but not official) high school grades and test scores. Verbal or self-reporting of grades and test scores is not accepted for consideration of Conditional Admission. Conditional Admission should be upgraded to official Admission (by submission of official transcripts and test scores) by August 1.

Standards for Admission

First time college attendance (FTCA) applicants should have at least a 3.1 high school unweighted GPA out of a 4.0 scale and a 22 ACT, 1100 SAT (two-part), or 70 CLT.

Standardized test scores are recommended but not required for admission for the 2025-2026 academic year.

Transfer students should have a cumulative 2.9 GPA, unweighted out of a 4.0 scale, from all colleges attended. Transfer students who have not completed an associate degree must also submit official high school transcripts.

The University may accept students who do not meet the above criteria, should closer review by the Faculty Admissions Committee indicate a probability of success based upon a review of a broad range of factors. The University reserves the right to administer placement tests and procedures to admitted students to improve advising, assist in course placement, and enhance probabilities of student success.

Once an applicant has met the minimum admission requirements and has otherwise completed their admission file, they must then engage in an admission interview with an Ave Maria University representative. This interview seeks to determine an applicant's fit for the University. After completing this requirement, the Office of Admissions will make its decision and notify the applicant.

Completion of High School

Applicants who intend to enroll as freshmen typically apply after their junior year or during their senior year of high school. Therefore, an official, but not final, transcript will be used to determine the student's eligibility for acceptance. At the completion of the senior 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.

Transfer Students

Applicants are defined as transfer students if they have enrolled in another college or university following graduation from high school. All transfer applicants must:

- Have a cumulative 2.9 GPA, unweighted out of a 4.0 scale, from all colleges attended;
- Have completed or are currently enrolled in at least 24 transferable semester credit hours of college-level academic coursework post high school graduation; those students who have completed and are currently enrolled in fewer than 24 semester credit hours of college-level academic coursework at one or more regionally accredited institutions must meet all freshmen admissions requirements.

Homeschooled Students

Ave Maria University encourages homeschooled students to apply for admission. A homeschooled student must submit the following:

1. An application for admission;
2. Transcript from a homeschool program showing completion of high school . (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.)
    a. In order for a homeschool transcript to be considered official, it must include the academic year in which the courses were taken as well as the grade level. All final transcripts must include the date of graduation.
    b. If an applicant is graduating from a formal program (e.g., Seton Home Study School, Kolbe Academy, Mother of Divine Grace School, etc.) the submitted transcript should come directly from said institution.
    c. If an applicant was enrolled in a private or public institution for part of high school but will be graduating from an independent program of home schooling, the transcripts from that private or public institution must be provided.
3. All official college transcripts, if the student has taken any college courses (please see the Transfer Student section);
4. A completed admissions interview; and
5. Official SAT, ACT, or CLT test scores submitted via the testing agencies (Ave Maria University's school ACT code is 6212 and SAT code is 4249).

International Students

International applicants are expected to complete their admissions files by July 1 to be eligible for enrollment in the Fall semester, or by November 1 for the Spring semester.

Applicants must submit the following:

1. Completed application for admission;
2. A credential evaluation of international high school transcripts with either the WES ICAP Document-to-Document Evaluation or the WES ICAP Course-by-Course Evaluation through World Education Services at the following link: www.wes.org/evaluations-and-fees/education/freshman-admissions/;

3. If applicable, a course-by-course credential evaluation (WES ICAP) of international college transcripts with the WES ICAP Course-by-Course Evaluation through Word Education Services at the following link: www.wes.org/evaluations-and-fees/education/transfer-admissions/; and
4. Students from countries where the primary language is not English must provide proof of fluency in spoken and written English through submission of an official TOEFL or IELTS score.

   *International applicants could also take a standardized test (ACT, SAT, or CLT) in English to prove English fluency. A minimum score of 22 ACT, 1100 SAT, or 70 CLT are required in this case.

Exceptions:

- If you are from a Caribbean country, instead of a high school transcript, please take the CSEC or CXC and have the test score submitted through the Caribbean Examinations Council to Ave Maria University.
- If you are from an African country, instead of a high school transcript, please take the senior school certificate examination or general secondary education certificate applicable to your region and have it sent from that institution to Ave Maria University.
    - Example: If you are from West Africa, take the WAEC or WASSCE and have that institution submit your test scores to Ave Maria University.

In order for applicants to receive the Certificate of Eligibility, Form I-20, they must also:

1. Submit the non-refundable enrollment deposit fee;
2. Submit a copy of identification page of Passport, including photo;
3. Submit a copy of bank statements or an affidavit showing ability to pay a full year cost of attendance; and
4. Verification of home address.

Consideration for admission will be delayed until all required credentials are received by the Admissions Office. International applicants 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 applicants who wish to transfer college or university credits from another institution pay for professional credential evaluation services. Credential evaluation services must be provided by independent evaluation agencies. The Office of International Education Services at the American Association of Collegiate Registrars and Admissions Officers (AACRAO) 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 www.aacrao.org/international/. The evaluation service provided by WES can be requested at www.wes.org/students/index.asp.

All international student-athletes are required to complete an InCred evaluation to determine NAIA eligibility. InCred must be used in place of WES to evaluate transcripts for prospective athletes: https://www.incredevals.org/.

Standardized Tests for International Applicants

Ave Maria University reserves the right to request that international applicants submit scores from the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS). .

Ave Maria University requires the following scores to show proficiency in the English language: 80 on the TOEFL or 6.5 on the IELTS.

Official SAT, ACT, or CLT scores may be substituted if a TOEFL score is not available. For more information about the ACT, visit www.act.org. For more information about the SAT, visit www.collegeboard.com. For more information about the CLT, visit cltexam.com. (Ave Maria University's ACT code is 6212 and SAT code is 4249.)

TOEFL Testing Sites

TOEFL information and registration forms are available outside the United States, usually at U.S. consulates and embassies, offices of the U.S. Information Agency, and other U.S. educational commissions and foundations. Applicants who cannot obtain information locally on TOEFL should contact the Educational Testing Service, Box 955, Princeton, NJ 08540.

The Office of Admissions may request a written personal statement or interview if there is doubt regarding an international applicant's English language and/or writing abilities.

Notice of Admission for International Students

When an international 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 applicant'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 applicant is unable to enroll for the term indicated in the notice of acceptance, the Admissions Office should be informed immediately. If the applicant wishes to be considered for entrance in a different term, the Admissions Office must be notified in writing.

Financial Arrangements

International applicants must be able to finance their tuition, room/board, required fees, and health insurance for the year. Before obtaining a visa and leaving his or her country, an applicant must be able to furnish the U.S. Consulate and Ave Maria University evidence of financial resources to support the costs of tuition, room/board, required fees, and health insurance for the year.

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 number of hours per week that any Ave Maria University student can work is 20 hours. This number of hours was established by the University faculty as the maximum number 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, fall under the tax laws of the United States. It is Ave Maria University's 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

High school students may enroll for part-time study while finishing their high school graduation requirements. Students in their junior or senior year of high school may dual-enroll.

It is recommended that dual-enrolled students take one class per semester with a maximum of two classes per semester being permitted for dual-enrollees. More than two classes per semester may be approved by request of the Dean of Faculty. Students interested in dual-enrollment should contact the Office of Admissions to request an application. No enrollment 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; and
2. An official high school transcript.

Once a student seeking dual-enrollment status has completed the admissions process, they will be notified of the admissions decision.

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.

Guest Students

Students enrolled at another college or university may attend Ave Maria University 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 3.0 GPA. 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.

Applicants for guest student status must submit their transcript from their current academic institution in order to complete their admissions file.

Once a guest student has completed the admissions process the student will be notified of the admission decision. At that time, an accepted student must submit a non-refundable enrollment deposit fee.

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 that is charged for 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. Personal enrichment students seeking credit must earn or have earned C grades or better in any previous courses in order to remain eligible for enrollment.

To complete an admissions file, personal enrichment applicants should send transcripts from the institution which awarded their most recent college degree. If personal enrichment applicants have not taken college level courses, they may send their final high school transcript instead.
The University may accept students who do not meet the above criteria, should closer review by the Office of Admissions indicate a probability of success based upon a review of a broad range of factors. The University reserves the right to administer placement tests and procedures to admitted students to improve advising, assist in course placement, and enhance probabilities of student success.

Personal enrichment students may complete courses for credit or on an audit basis. Ave Maria University transcripts are generated for all personal enrichment students.

Once a personal enrichment student has completed the admissions process, the student will be notified of the admission decision. If accepted, the student must submit a non-refundable enrollment deposit fee and an official class registration form.

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 that is charged for regular students; personal enrichment students taking classes on an audit basis are charged one-half the regular per-credit hour charge.

Re-Admission

Students who have voluntarily taken up to two consecutive semesters off from Ave Maria University (including the summer semester), were in good academic standing upon their departure and not dismissed due to a violation of the student code of conduct, and have not attended any other college or university, may simply contact the Office of Academic Records and begin the registration process.

Students who left Ave Maria University and attended another college or university, or who have been away for more than two semesters (including the summer semester), must re-apply for admission.

The readmission process includes:

1. A completed Ave Maria University Application or The Common Application, and, if applicable,
2. An official college transcript from each institution attended since leaving Ave Maria University.
3. Submission of a non-refundable enrollment deposit fee.

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

Deferral Policy

Applicants who have been accepted for admission to Ave Maria University may defer their acceptance from one term to another term in that same academic year (e.g. deferring from Fall 2024 to Spring or Summer 2025) provided they do not attend another academic institution during that time. If another academic institution is attended during this time, accepted applicants will need to re-apply and be reevaluated for admission.

Accepted applicants should contact the Financial Aid Office if deferring acceptance within the same academic year to determine the impact this may have on their financial aid package.

If an accepted applicant has made an enrollment deposit, that deposit may also be deferred to another term within the same academic year, provided another academic institution is not attended.

An acceptance or deposit may not be deferred from a term in one academic year to a term in another academic year (e.g. deferring from Fall 2024 to Fall 2025) without consideration and permission granted by the Office of Admissions.

Advanced Placement and CLEP Credit

At the time of admission, Ave Maria University may accept the results from the Advanced Placement (AP) or the College Level Examination Placement (CLEP) examinations or from Advance International Certificate of Education (AICE) or Cambridge and International Baccalaureate (IB) courses for credit toward a student's graduation requirements. The AP,

CLEP, AICE, and IB policies are stated in the Transfer of College Credit Policies document, which is maintained by the Office of the Registrar.

Placement Tests and Diagnostic Exams

The University tests all of its students in the area of mathematics. Students must take the mathematics placement exam prior to enrolling in classes. The results of the mathematics placement exam guides placement into mathematics courses. The University offers optional Language Placement Exams. 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. The University does not offer credit by exam.

Non-Discrimination Policy

Ave Maria University recognizes the inherent dignity of all members of the human family. Ave Maria University prohibits discrimination consistent with state and federal law. Ave Maria University maintains its Catholic character while remaining open to persons of all religious faiths who respect its mission of “the formation of men and women in the intellectual and moral virtues of the Catholic faith.”

Pictures

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

III. Financial Information

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.

Tuition	$14,407.50	$14,407.50	$28,815.00
Technology Fee	$395.50	$395.50	$791.00
Student Life Fee	$241.50	$241.50	$483.00
Athletic Fee	$54.50	$54.50	$109.00
Medical Fee	$25.00	$25.00	$50.00
Tuition and Fees	$15,124.00*	$15,124.00*	$30,248.00*
Room	$3,781.00	$3,781.00	$7,562.00
Board	$3,153.50	$3,153.50	$6,307.00
Laundry Fee	$66.50	$66.50	$133.00
Room, Board, and Fees	$7,001	$7,001	$14,002
Total	$22,125.00	$22,125.00	$44,250.00

*A student who registers for 12–18 credit hours in a semester will be charged the flat rate for tuition. Any student who registers for 19 credit hours or more in any one semester will be charged $549.72 for each additional credit hour above the 18 credit hour level.

Part-time Student or Personal Enrichment

Tuition	$1,200.64 per credit hour
Technology Fee	$33.27 per credit hour
Student Life Fee	$20.79 per credit hour

Part-time students may take up to 11 credit hours per semester. Students taking 12 or more credit hours 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.

Online Education

Graduate Tuition	$590.00 per credit hour
Identity Authentication Fee	$51.17 per course

In addition to the general charges listed above, some specified classes assess fees as follows:

- Science classes with a laboratory, $66.51 per laboratory, per semester

- BIOL 105 and BIOL 106 with a laboratory, $242.49 per laboratory, per semester, to cover cost of field trips
- BIOL 321 and BIOL 400, $242.49 per lecture, per semester, to cover cost of field trips
- COMM 350, $66.51 per semester
- Applied music classes - Music majors, primary concentration, $242.49 per semester
- Applied music classes - Music majors, secondary concentration, $312.39 per semester
- Applied music classes - Music minors, $322.82 per semester
- Applied music classes - Non-Music majors, minors, $805.06 per semester
- Directed Independent Study (DIS), $805.12 per DIS or $201.28per credit (Fall and Spring semester only; typically, a student may have only one directed independent study in his or her program)
- Nursing Program, $501.51 per year

Graduation Fee

Undergraduate	$249.43*
Graduate	$249.43*

*A late fee of $34.65 applies for late graduation applications

Summer Session, Undergraduate Student (tentative schedule of tuition and fees)

Tuition	$464.83 per credit hour
Technology Fee	$74.64 per session
Activities Fee	$74.64 per session

Financial Aid

Ave Maria University offers a strong financial aid program that assists qualified students with their educational expenses. Assistance may be granted based on merit qualifications or financial need. Different forms of Financial Aid include:

- Grants – Gift aid from federal, state, private, or institutional sources
- Scholarships – Gift aid from state, private, or institutional sources
- Loans – Federal loans or private loans (must be repaid with interest)
- Work – Work Study program

Students must be accepted before the Financial Aid Office offers a financial aid package.

If you have questions about financial aid policies, please contact the Financial Aid Office, Ave Maria University, 5050 Ave Maria Blvd., Ave Maria, FL 34142; telephone (239) 280-1669; fax (239) 280-2559; email amufinancialaid@avemaria.edu**.**

Financial Aid Portal and Communication

All Accepted Students will be provided access to the Financial Aid Portal once a financial aid package is created. Communication will be sent to new student's personal email regarding their username, password, and instructions on logging in as a first-time user. It is important that students set up access to their portal upon receiving these instructions. In the portal students will complete the Terms and Conditions annually, accept/decline their aid and submit required forms and documents. Other valuable information is also available in the portal including criteria for maintaining awarded scholarships.

Initial financial aid award notices and updates are sent via email and are available on the Financial Aid Portal. Prospective students should regularly check their personal email account and current AMU students are expected to check their Ave Maria University email account for important communications from the Financial Aid Office.

Determining Financial Need

Cost of Attendance minus Student Aid Index (SAI) = Financial need.

Financial need is defined as the difference between the estimated Cost of Attendance (COA) and the Student Aid Index (SAI), which is an eligibility index number that the financial aid office uses to determine how much federal student aid you would receive. Need analysis resulting in the SAI is a federally mandated formula that measures the need and therefore how much need-based aid you can receive. Income, assets (excluding their primary residence), family size, , and other items are evaluated to give a complete assessment of a family's financial ability. Need is determined by completing the Free Application for Federal Student Aid (https://studentaid.gov/).

Submitting the Free Application for Federal Student Aid (FAFSA) for Federal Aid

FAFSA must be completed annually to be evaluated for federal financial aid and is typically available October 1 for the next academic year.

- Apply as early as possible after the application becomes available. The website is https://studentaid.gov.
- Federal Student Aid ID's (FSA ID) are required for students, as well as parents of dependent students, and may be obtained during the FAFSA application process on the same website.
- Ave Maria University's school name or code 039413 is required when completing the FAFSA.
- The FAFSA is required to determine eligibility for the following programs:
    - Pell Grant
    - Federal Supplemental Educational Opportunity Grant (SEOG)
    - Federal Direct Subsidized and Unsubsidized loans
    - Plus loans for parents and graduate students
    - Federal Work Study

For more information on federal student aid visit https://studentaid.gov/.

Eligibility Criteria

To qualify for most need-based financial assistance, students must meet the following basic eligibility requirements*:

- Demonstrate financial need (FAFSA application);
- Earned a High School diploma or a General Education Development (GED);
- Be enrolled or accepted for enrollment as a regular student working toward a degree;
- Be a U.S. citizen or eligible non-citizen;
- Be enrolled at least half-time in an eligible program of study (a minimum of six undergraduate credits);
- Maintain Satisfactory Academic Progress; and
- Not be in default on a student loan or owe a repayment on Title IV aid received at any institution.

*Additional requirements may apply depending on the aid programs awarded.

Alternative Private Loans

Alternative or private student loans are available through private lenders. These are credit-based loans. Students or their parents must complete the lender's application process. Interest and payment terms vary. Students or parents may apply for as much as the AMU's cost of attendance less other aid received. AMU is notified of the results of the application within a few days through an internal process.

One place to start your search is at https://choice.fastproducts.org/FastChoice/home/3941300/1.

Financial Aid for Florida Residents

The State of Florida offers scholarships and grants to students who can demonstrate they and/or their parent(s) have lived in the state for 12 consecutive months before the first day of classes. For scholarships with minimum credits required, the credits enrolled at AMU are rounded down. The following are State of Florida's scholarships and grants most commonly used at AMU:

- Florida Bright Futures Scholarship Program
    - Florida Academic Scholars
    - Florida Medallion Scholars
- Florida Effective Access to Student Education (EASE) Grant
- Florida Student Assistance Grant (FSAG)

For more information visit http://www.floridastudentfinancialaid.org/.

Financial Aid for Transient Students via the Consortium Agreement

If Ave Maria University is your home institution at which you are working toward earning your degree, and you have been granted approval to enroll at a participating host institution for a semester, then you may qualify for eligible financial aid from Ave Maria University, your home institution. The following types of aid are considered for transient enrollment:

- Pell Grant
- SEOG
- Federal Direct Loans

In addition, for a host institution in the State of Florida, consideration will be given for:

- Bright Futures Scholarship
- EASE Grant (Effective Access to Student Education)
- FSAG (Florida Student Assistance Grant)

Institutional aid is **not** available for transient enrollment. Students must first obtain approval via the transient student form with the Registrar's office and then complete the Consortium Agreement with the Financial Aid Office.

Institutional Scholarships

Institutional scholarships are awarded based on financial need, academic talent, performing talent, participation in certain activities, special events, or other designated criteria. All students will be evaluated for eligibility after being accepted to Ave Maria University. No scholarship application is required.

- Typically, all students must attend a minimum of 12 credits per term to be eligible for scholarships. If a student does not enroll in at least 12 credits in their last 2 terms prior to graduation, institutional (non-donor) aid will be prorated based on the number or of credits enrolled. Graduating seniors should contact the financial aid office if they will not be enrolled full-time during their last two terms of enrollment to determine eligibility. Any variation to this policy must be approved by committee review.
- Students are required to meet academic standards to remain eligible.

Institutional Scholarships include, but are not limited to the following:

Academic Merit Scholarships for first time students and transfers

- Awarded automatically to students at the time of admission.
- Eligibility is based on a whole person evaluation including GPA and test scores (ACT, SAT, CLT).

Athletic Scholarships

Athletic scholarships are offered to students in coordination with the athletic department. For information on AMU's athletic program contact the coaches at https://avemariagyrenes.com/staff-directory.

Band Scholarship

Music scholarships are awarded based on results of auditions. Information can be found at www.avemariagyrenes.com/sports/band.

Music Scholarships

Music scholarships are awarded based on results of auditions.

Honors Program Scholarship

Awarded to students who are admitted to the Honors Program. Eligibility and admission are determined by the Honors Program director.

Visit Grant Scholarship

Visit Grants are awarded to students who visit on-campus within 12 months of enrolling.

Sibling Grant

Awarded to students with a sibling who will also be enrolled or has graduated from Ave Maria University.

Legacy Grant

Awarded to students who have a parent enrolled in or has graduated from Ave Maria University.

Student Work Program

Students needing a job to help meet their educational expenses may be eligible for employment under the Ave Maria University Work program. The University does not place students in jobs; students will be responsible for applying for jobs. Academic advisors and Career Services are two potential options for seeking employment. These include Federal Work Study (for undergraduate students) and institutional student employment.

Disbursement of Financial Aid

- Financial aid funds are awarded for the entire academic year; half of the funds are credited to each semester. Funds are applied directly to student charges at the beginning of each term, following the published "last day of drop/ add" date of that term.
- Disbursements may be delayed due to missing financial aid documents available in the Financial Aid Portal.
- Aid from work programs are not applied to student accounts. Instead, students earn a paycheck from the University based on hours worked.
- Federal and state aid is only available for courses applicable to their chosen program of study. Direct Loan federal student aid requires half-time enrollment (6 credits). Federal Pell Grants are prorated based on the enrollment intensity. Enrollment intensity is the percentage of full-time enrollment at which a student is enrolled, rounded to the nearest whole percent. For example, full time is 12 credit hours, and the student is enrolled in 7 hours, the enrollment intensity

would be 7 ÷ 12 × 100% = 58%. Florida Grants require a minimum of 12 credits, while the Florida Bright Futures Scholarships pay per credit hour

- Institutional aid may be used only during the fall and spring semesters and is typically not available during summer terms or intersessions.

It is recommended students seek financial aid advice before withdrawing from classes or enrolling in classes not applicable to their program.

Official/Unofficial Withdrawals

Students who wish to withdraw must follow AMU's official withdrawal process. If a student officially withdraws or unofficially withdraws by no longer attending all courses, the student may be required to repay all or part of the financial aid disbursed in that term. Calculations are determined by the financial aid policies.

If the student does not receive a passing grade (includes grades of I, W, WF, and F grades) at the end of the term, the amount of aid the student has earned will be determined after grades are posted for the term and it will be assumed the student unofficially withdrew on the last day the student attended class as reported by the instructor.

Federal Financial Aid Return to Title IV

Federal regulations mandate that the Financial Aid Office comply with the Return to Title IV Funds (R2T4) regulations. Any student who ceases attendance in a scheduled period of enrollment before completing 60% of the period of enrollment may be liable to repay all or a portion of the Title IV aid disbursed. A student who does not earn at least one credit with a D- or higher may be liable to repay all or a portion of the Title IV aid that was disbursed. Grades that affect Return to Title IV Funds are F, I, W, WF. If a student can successfully complete an incomplete course within 30 days, they may request a re-evaluation of eligibility. Title IV funds include the following financial aid programs: Pell Grant, SEOG, Subsidized and Unsubsidized Stafford Loans, and PLUS Loans. The amount of the return is based on formulas established by the U.S. Department of Education.

State Financial Aid

State funds may be required to be repaid based on state regulations found at www.floridastudentfinancialaidsg.org.

Institutional Financial Aid

AMU institutional aid will be reduced by the same percentage reduction in the Tuition and Fees charged for the term.

Changes in Enrollment Policy

Changes in enrollment during an academic period may impact the aid awarded for that term. The Financial Aid Office may be required to reduce or cancel financial aid for some or all the federal, state, and institutional funds. Students should consult the Financial Aid Office before making enrollment changes to determine potential impacts to aid from enrollment changes being considered.

In cases where a return of aid is required, students will be notified via email. The student should contact the Bursar's Office to arrange to pay the balance, if needed.

Repeated Courses

Students may continue to receive federal aid for retaking a course they failed (F, WF). If a student passes a course, they may still receive federal aid one last time for the same course.

Satisfactory Academic Progress (SAP) Requirements for Federal Aid

Federal regulations (34 CFR 668.16 and 668.34) require that Ave Maria University establish policies to monitor the academic progress of students. The established standards encourage students to complete courses for which aid is received and to progress at a reasonable rate toward the completion of their degree.

Satisfactory Academic Progress Policy

To monitor this statutory requirement, Ave Maria University has developed a policy, which includes three required measures of progress:

- Qualitative Measure of Progress
- Pace of Completion
- Maximum Time Frame

The AMU SAP policy will be applied consistently to all financial aid applicants regardless of whether they have previously received financial aid. Compliance with policy requirements will be verified at the end of each term of enrollment. Credits evaluated will include credits attempted at AMU, transfer credits accepted by AMU, and courses funded through consortium agreements. It is important to understand the measures of the policy and how it relates to your academic records available at AMU.

Qualitative Measure of Progress

All students must maintain a minimum Cumulative Grade Point Average (CGPA), determined by the number of credits attempted. Transfer credits are not included in the CGPA calculation. If a student can successfully complete an incomplete (I) course within 30 days, they may request a re-evaluation of eligibility for the next term enrolled. Student athletes must meet the minimum CGPA appropriate to their classification to compete in intercollegiate athletics at Ave Maria University.

Undergraduate students

- 1-16 Credits, 1.7 CGPA
- 17+ Credits, 2.0 CGPA

Graduate students

- 3.0 GPA for all coursework attempted

Pace of Completion

At the end of each semester, students must have earned a minimum of 67% of cumulative attempted credits. This completion percentage is applicable to both undergraduate and graduate students. Successful completion of courses is defined as having received a grade of A, B, C, D or P. Unsatisfactory grades are F, WF, W, or I. All courses are included in the calculation. If a student can successfully complete an incomplete (I) course within 30 days, they may request a re-evaluation of eligibility for the current term. Transfer credits are calculated at a cumulative pace of completion. Audited Courses may not be used to qualify for financial aid and are not counted toward the attempted and earned hours.

Maximum Time Frame

The pace at which the student is progressing through the academic program must be consistent with graduation within 150% of the maximum timeframe. For example, if a student is enrolled in a bachelor's degree program, the normal timeframe is four years. 150% of the normal timeframe is six years.

- Students in undergraduate programs requiring 128 credit hours for graduation will be eligible for financial aid while they are on pace to complete the program during the first 192 (12 semesters) attempted credit hours as an undergraduate, including any transferred credit hours accepted for credit toward the degree.

- Students in the Master of Business Administration (MBA) and the Master of Arts in Theology will be eligible while on pace to complete their program during the first 72 attempted credit hours.
- Students in the Master of Education in Catholic Educational Leadership Program will be eligible while on pace to complete their program during the first 54 attempted credit hours.
- Doctoral students are on pace during their first 72 attempted credit hours. If a student is enrolling in multiple degrees, the maximum is 150% of the combined credits required to complete the degree(s). This limit will not be extended if the student changes majors.
- Eligibility for financial aid ends once student's records indicate they will not be able to complete the program within this maximum time frame. Only courses required for the student's chosen program are eligible for Title IV Financial Aid.

Satisfactory Academic Progress (SAP) Statuses
Making Progress: Student is meeting the requirements of all three standards.

Warning: AMU checks satisfactory academic progress at the end each term the student was enrolled. Students who are failing to make satisfactory academic progress but were making SAP in the prior semester for which they were enrolled or who were in the first semester of their program, are placed on a financial aid warning status during the subsequent term. A Financial Aid Warning notice is sent to each student affected. During this warning period, students are eligible to receive federal aid provided they meet all other eligibility requirements.

Suspension: Students who fail to make satisfactory progress after the Warning period lose their financial aid eligibility unless they successfully appeal and are placed on Probation. A notice is sent to affected students via email and mail.

Probation: If a student submits a Petition for Reinstatement based on mitigating circumstances (as explained below), and the petition is approved, the student may be granted one semester on a probationary status in which is eligible to receive federal aid. The students' progress will be reviewed at the end of the term. Students who fail to make satisfactory progress after the probation period lose their aid eligibility unless they successfully appeal again and are placed on probation.

Financial Aid Probation with Academic Plan: If a student submits an Appeal for Reinstatement based on mitigating circumstances (as explained below), and it is approved, but the committee determines the student will require more than one term to meet the progress standards, the student will be placed on probation with an academic plan. The students' progress will be reviewed at the end of each term to determine if the student is meeting the requirements of the academic plan. If the student is meeting the academic plan requirement(s), they are eligible for federal aid until the next review.

Financial Aid Appeals

If the failure to meet the minimum SAP requirements is attributable to extenuating circumstances such as the following, the student may appeal the loss of financial aid eligibility:

- Death/illness of an immediate family member
- Personal injury/illness
- Physical disability
- Other extraordinary/extenuating circumstances

A written appeal must be provided to the Financial Aid Office. The appeal must include a description and documentation of the circumstances. Appeals must also provide changes to be incorporated to assist students in meeting SAP requirements. Please refer to the notice sent to the student regarding loss of aid for more specific information.

Donor Funded Scholarships

AMU offers certain scholarships donated by generous donors. Donor funded scholarships are awarded based on designated criteria. All students will be evaluated for eligibility upon acceptance and providing a Deposit Fee to Ave Maria University. No scholarship application is required.

Typically, students must be enrolled in a minimum of 12 credits per term and plan to attend eight consecutive semesters at AMU to receive donor funded scholarships. The specific requirements for maintaining individual donor funded scholarships are available in the Financial Aid Portal by fund. CGPA can be rounded up when evaluating.

Some donor funded scholarships may allow students to maintain eligibility even when taking time off as long as the following is true:

- Take no more than two consecutive semesters off
- Do not enroll in another institution of higher education during their time away from AMU
- Donor funds are still available
- Meet the criteria to renew the scholarship at the time of their withdrawal

If circumstances arise where a student must decide whether to take a semester or two off from their education but still intends to complete their education program with Ave Maria University, then it is important to check with the Financial Aid Office to see how their aid may be impacted.

Academic Probation Policy

The Office of Financial Aid and the Advancement Office will meet after the fall and spring semester to identify students receiving donor funded scholarships who are not making satisfactory academic progress as defined by the respective donor agreements.

- A student shall be placed on academic probation for the following term if the student fails to meet the criteria as defined in the financial aid portal.
- A student on academic probation shall be restored to good academic standing the following term if, during the term the student is on Academic Probation, they meet or exceed the criteria as defined by the respective donor agreement.
- If a student fails to meet the criteria as defined by the respective donor agreement after a semester of probation, the student will not be eligible to receive the donor-funded scholarship.
    a. The student has the option of submitting a Petition for Reinstatement based on mitigating circumstances (as explained below*). If approved, the student may be granted one semester on a probationary status in which the scholarship will be disbursed to the student. The students' progress will be reviewed at the end of the term. If the student meets the criteria as defined in the donor agreement, the student will be eligible to continue receiving the scholarship.
    b. If the student fails to meet the minimum criteria defined by the respective donor agreement, they will be ineligible to receive the scholarship until they meet its requirements. In these cases, the scholarship may be awarded to a qualifying student of the same class year, if appropriate.

**Petition for Reinstatement of donor funded scholarships*

If the failure to meet the minimum criteria defined by the respective donor agreement is attributable to extenuating circumstances such as the following, the student may appeal the loss of the scholarship eligibility.

- Death/illness of an immediate family member
- Personal injury/illness
- Physical disability

- Other extraordinary/extenuating circumstances

A written appeal must be provided to the Financial Aid Office. The appeal must include a description and documentation of the circumstances. Please refer to the notice sent to you regarding the loss of the scholarship for more specific information. Appeals must also address what has changed that will allow the student to meet the respective requirements for reinstatement of the scholarship at the end of the next semester, and what steps will be taken in the upcoming semester to reestablish eligibility.

Renewal of Federal, State, and Institutional Aid

Unless otherwise stated, all forms of financial aid are renewed each year, provided there is satisfactory academic progress and good standing, demonstrated financial need and availability of funds. Some aid programs have specific eligibility requirements for renewal and may be checked at different points in time. For information regarding renewal requirements of state aid programs visit www.floridastudentfinancialaid.org.

Tuition Exchange Programs

Ave Maria University participates in two Tuition Exchange programs with Tuition Exchange and the Council of Independent Colleges. These are reciprocal programs that allow dependent children of faculty and staff to apply for scholarships with the many participating colleges and universities. Prospective candidates from AMU are encouraged to contact the Tuition Exchange Liaison Officer at the partner institution/s of interest to become familiar with their policy and application process.

AMU Tuition Exchange Policy for incoming Students

Prospective candidates from other institutions compete for 100% tuition remission at AMU. For those chosen, the benefit is applied as a waiver for the difference between the full cost of tuition and institutional and donor funded aid. Federal and state grants, and outside scholarships can be applied to other fees and room, and board. Families are responsible for fall indirect costs not due to AMU. Students must apply every year and the waiver is renewed if the parent/legal guardian remains employed full time at their university and the student remains in good academic standing at AMU. Application to the program does not guarantee an automatic tuition scholarship. The program is competitive, and space is limited. Students are evaluated based on their grade point average, the rigor of curriculum, and standardized test scores. In addition, various non-numerical, holistic factors, such as exceptional and unique talents, commitment to community service and leadership, jobs, or community responsibility are taken into consideration. Please note that while college entrance exams are not required for admission, if provided, these may be evaluated.

Application Process

- Apply for admission to AMU. Candidates must be accepted before being considered.
- Complete the tuition exchange application form online on the respective websites.
    - Tuition Exchange
    - Council of Independent Colleges

- Participants will be chosen and notifications will be sent by the end of March each year.
- Only new incoming students will be considered.

Tuition Exchange for Students going to Partner School

Faculty and staff members of AMU who qualify to receive the Employee Tuition Waiver meet the eligibility to apply for the Tuition Exchange programs; Ave Maria Employee Tuition Waiver Policy. Eligibility does not guarantee an award. Each individual institution determines its admission criteria, the number of scholarships offered, and the timeline for Its process.

Application Process

- Apply for admission to the partner institution.

- Complete the tuition exchange application form online on the respective websites.
    - Tuition Exchange
    - Council of Independent Colleges
- Please contact the Tuition Exchange liaison Officer at your prospective college for additional information.

Once the employee submits the online Tuition Exchange Application, the application will be forwarded to the Tuition Exchange Liaison Officer at AMU for certification that the employee meets eligibility for the program.

Excessive Awards

Eligibility for institutional aid may change based on funds received from other sources. The sum of all funding not including loans, Florida Prepaid, and distributions from qualified 529 plans are considered when determining eligibility. The sum of all remaining funds allocated to a student's account must not exceed the cost of tuition, associated fees, and room and board (when living in campus housing). The only allowable excess is the estimated book allowance, provided in the cost of attendance, for books purchased *only* through the Follett online bookstore. The financial aid office will adjust the institutional aid awarded to affected students and email notifications will be sent.

Refunds, if eligible, can only include loans, Florida Prepaid and distributions from 529 plans.

Student Responsibilities

- To read and accept Terms and Conditions in the Financial Aid portal annually.
- To read and consider all information about the University before enrolling.
- To complete accurately and honestly the Free Application for Federal Student Aid (FAFSA or Renewal FAFSA), and all academic and financial aid eligibility information being submitted to the University. Providing false or misleading information is a criminal offense, subjecting individuals to a $10,000.00 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 requested by the Financial Aid Office and submitting FAFSA corrections or new information, as appropriate.
- To read, understand, and accept responsibility for all forms or agreements you sign. It is recommended that copies be kept.
- To report to the Financial Aid Office if one is in default on a student loan or if one owes a refund or repayment on any educational grant received from any school.
- To notify student loan lender(s) of changes in 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 address and phone number current with the Office of Academic Records. Your personal email will be utilized until the first day of class. As of the first day, 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.
- To notify the Financial Aid Office of any outside scholarships directly given to the student.

Educational Benefits for Veterans

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

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

Chapter33: Post 9/11 Veterans Educational Assistance Act – served at least 90 days of aggregate service after September 11, 2001, *or* received a discharge for a service-related disability after 30 days of service following September 11, 2001

Chapter 35: Dependents and Survivors of Veterans Educational Assistance Program

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

Office of Financial Aid is the School Certifying Official (SCO) for Veteran Education Benefits.

Responsibilities of the student receiving Veteran Educational Benefits

- Notify your SCO of your intended enrollment each semester and summer.
- Notify your SCO 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 your SCO of your current campus address, phone number, and any change of address.
- Notify your SCO 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 your SCO of your last date of attendance. You must also provide a copy of your federal activation orders. The above office will notify your professors. 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 receive 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 Veteran Affairs Benefits

Class attendance: The Office of Academic Records will monitor class attendance via your professors. Students who do not attend regularly, 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 benefits. You should have a drop/withdrawal form signed by the Office of Academic Records to minimize GI Bill overpayment.

Academic Probation/Suspension and GI Bill eligibility

A student placed on academic probation (or probation combined with academic suspension) for two consecutive semesters at Ave Maria University will have their 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 must submit a request for resumption of VA (Veterans Affairs) benefits.
- 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.

New U.S. Department of Veteran Affairs Requirement

Students with terms starting on or after December 17, 2021, and using their Post-9/11 GI Bill® benefits at an Institution of Higher Learning (IHL) facility are now required to verify enrollment on their VA (Veterans Affairs) portal at the end of each month to continue receiving their Monthly Housing Allowance (MHA) and/or kicker payments. You may opt to be notified via text mode directly from the VA (Veterans Affairs). To learn more about how to opt into text verification visit Verify Your School Enrollment | Veterans Affairs (va.gov).

Veteran Education Benefits Overpayments

An overpayment may result if you receive a grade of I, W, 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 include no longer 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 their SCO any change in credit hours, add/drop, withdrawal, or termination of attendance.

- All overpayments must be repaid to Ave Maria University.
- Failure to repay an overpayment will result in adverse credit, and debt collection may be turned over to a collection agency or the IRS (Internal Revenue Service).
- Contact your SCO 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 Office of Academic Records on any drop card or withdrawal form.

Return of Unearned Tuition Assistance (TA) Funds

Return of Tuition Assistance: Military Tuition Assistance (TA) is awarded to a student under the assumption that the student will attend school for the entire period for which the assistance is awarded. When a student withdraws, the student may no longer be eligible for the full amount of TA funds originally awarded.

To comply with the new Department of Defense policy, Ave Maria University will return any unearned TA funds on a prorate basis through at least the 60% portion of the period for which the funds were provided. TA funds are earned proportionally during an enrollment period, with unearned funds returned based upon when a student stops attending. These funds are returned to the military Service branch.

Instances when a Service member stops attending due to a military service obligation, the educational institution will work with the affected Service member to identify solutions that will not result in student debt for the returned portion.

Applying For Veterans Educational Benefits

The preferred application method for all education benefits is the Online Application, available at www.va.gov/education/about-gi-bill-benefits/. Applications and appropriate documentation should be completed at least 8-12 weeks prior to your semester starting date to ensure timely processing. Application materials completed by paper should be forwarded to the Regional Processing Office in Atlanta, Georgia. GI Bill checks (except Chapter 33 tuition payments) are sent directly to the student, not the University.

Application Procedures

New Applicants under Chapter 30 or Chapter 1606: If you qualify for the Chapter 30 or Chapter 1606 educational benefit program and have never used it before, you must submit an original Application for VA Education Benefits to the VA. 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 Notice of Basic Eligibility (NOBE) form, issued by Reserve/Guard unit (Chapter 1606 applicants)
- If eligible for a “kicker,” copy of Kicker Contract

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. The student Bursar’s Office will be notified for billing purposes, and the bookstore will be notified that the student may purchase books.

New Applicants under Chapter 33

The same documents required of Chapter 30 applicants (see above) are required; Chapter 33 applicants must also select the appropriate Benefits Chapter on the application form and acknowledge that they understand this is an irrevocable election.

New Applicants under Chapter 35

You must submit an original application and 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 a copy of your Certificate of Eligibility.

Transfer Students

Students who have previously used the above benefits must complete a Change of School/Program form through the VA.

Payment Methods

- Regular Pay: a 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 to (877) 823-2378, and verify via the website, www.gibill.va.gov, under subsection WAVE.

Chapter 35, Educational Benefits for Spouses and Dependents of Veterans

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 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.

In accordance with Title 38 U.S. Code 3679 subsection (e), Ave Maria University (AMU) adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while payment to the institution is pending from the VA. AMU *will not*:

- Prevent the student's enrollment;
- Assess a late penalty fee to the student;
- Require the student to secure alternative or additional funding;
- Deny the student access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Produce the VA Certificate of Eligibility (COE) by the first day of class;
- Provide a written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies

For more information, contact Veterans Affairs at (888) 442-4551 or www.gibill.va.gov.

IV. Student Affairs/Campus Ministry/Residential Life and Security

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.

Division of Student Affairs Mission Statement

The Division of Student Affairs serves to establish and promote a dynamic and purposeful student culture centered on the formation of joyful, intentional followers of Jesus Christ through Word and Sacrament, scholarship, and service. This culture is hallmarked by key points found within the University Mission Statement, including:

- Greater lay witness in contemporary society
- Teaching, research, and learning
- Advancing human culture
- Promotion of dialogue between faith and reason
- Formation of men and women
- Moral virtues of the Catholic faith
- Creating and maintaining an environment where faith informs life
- Faith taking expression in all programs

Each activity, service, program, and department within the Division of Student Affairs is directly related to and finds its purpose from these facets of the University's mission. The Mission Statement is the guide and measure of interactions with students, staff, and faculty. The Division of Student Affairs will take an incarnational approach to its areas of responsibility in service to the students in order to support the work of the faculty in the classroom. The Division of Student Affairs seeks to collaborate with the faculty and senior administration in integrating a student's academic and co-curricular activities.

The ultimate goal is the education of the whole person, augmenting the work that takes place in the classroom with real life and practical experiences. The encounters and events that are planned and executed are vitally important in the complete learning process of which each Ave Maria University student is a part.

As a Catholic community of scholars, we understand that the ultimate aim of our lives is union with God. This particular mission as a division within the University is embedded in this higher and deeper vocation. The sacramental life of the Church is at the very heart of the communal life with a commitment to doing everything possible to deepen, strengthen, refine, and increase the life of faith and the formation of the whole human person in the various initiatives that are taken.

The Division of Student Affairs, along with the Office of Campus Ministry, and Department of Operations seek to develop a rich and varied campus life program that incorporates various aspects of life on campus.

Office of Campus Ministry and Mission Outreach

The offices of Campus Ministry and Mission Outreach facilitate the spiritual life on campus by bringing together students, faculty, and staff for prayer, worship, service, and learning.

1. The top priority is to enable students and staff to encounter Jesus Christ.
2. Campus Ministry executes a comprehensive campus-wide schedule of Mass, Confessions, Spiritual Direction, Eucharistic Adoration, and other sacramental needs.
3. Mission Outreach coordinates faith formation events, retreats, Peer-Ministry, RCIA, Households, and student ministries.

Through these many services, Campus Ministry, Mission Outreach, and Student Life collaborate to help students integrate spiritual, academic, and personal growth. The Campus Ministers are Catholic priests whose full-time responsibilities are the pastoral care of the entire University community. They provide regular sacramental ministry and spiritual counseling, as well as help and support to students in times of crisis or guidance in making decisions. The Office of Campus Ministry promotes the building of a genuine Catholic community on campus through a ministry of Word and Sacrament.

Ave Maria University Policy on the Pastoral Care of Students

As a Catholic institution and community, Ave Maria University is under the canonical authority and guidance of the Bishop of the Diocese of Venice in Florida. The persons presented to the Bishop for approval to serve in ministry and designated by the President of Ave Maria University to serve as leaders for the spiritual and pastoral needs of the students are the Director of Campus Ministry and his associates, and those who assist the Campus Ministry Office, in consultation with the Pastor of the Parish of Ave Maria.

Households

A Household is a group of three or more male or female students who mutually support each other 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. It is through the congruent living of the four pillars that the households will be able to reach their goal of social, spiritual, academic, and moral excellence. If you are interested in joining a household, please contact the Office of Campus Ministry.

Office of Student Life

The Office of Student Life works closely with representation from the student body, including the Student Government Association, Student Activities Board, Residence Hall staff, JPII Leadership Team, and student organizations, to minister to the students' needs, and offer programming that is balanced and faithful to the mission of the University. Student Life is committed to accompanying the students throughout their academic journey, and to providing the students with opportunities for growth outside the classroom.

Student Government Association

The Student Government Association (SGA) is a student council comprised of an executive board and class representatives elected by their peers to represent the student body. The role of the SGA is to take upon itself a special responsibility to uphold the proper balance of intellectual, spiritual, social, and physical development of the student body, always guided and directed by the Magisterium of the Roman Catholic Church.

The SGA is designed to listen to and address the needs of the student body. Students are encouraged to contact their elected representatives or the Office of Student Life to propose suggestions or to ask questions.

Student Activities Board

The Student Activities Board (SAB) is a student-run programming council, reporting to the Director of Student Life, that exists in order to cultivate the University's vibrant campus culture through the planning and hosting of campus-wide events throughout the year.

JPII Leadership Team

The JPII Leadership Team is comprised of graduate and undergraduate student leaders who serve as mentors that promote student engagement and leadership development on campus through assisting with the New Student Orientation experience and leading other student wellness initiatives throughout the year.

Student Organizations

Student Organizations are vital to the social life on campus. They serve the student body by bringing people of common interest together to pursue a common goal.

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 or elected officers, advised by a faculty or staff member, and officially recognized by Ave Maria University through the Office of Student Life. Organizations are comprised of clubs, club sports, ministries, and households. Student Organizations may request funding from the Office of Student Life for activities.

Students are encouraged to take an active role in student organizations, since such activity contributes to their total education as a whole person, as well as the educational goals of Ave Maria University. To that end, a student organization that is in conflict with the mission of Ave Maria University will not be recognized by the University.

The Student Engagement, Wellness and Club Coordinator oversees all student clubs.

Rome Study Abroad Program

Ave Maria University offers a study abroad program in Rome, Italy. The program is offered in both the fall and spring, with a summer program being offered for the first time in summer 2025. For just under three months, students live in a gated, private villa within walking distance of some of the most beautiful cultural entities in the world.

Minimum Requirements for Admission

- Students are permitted to study abroad as early as their 3rd semester at AMU.
- Students must have reached 18 years of age prior to the departure date for the program to be eligible to participate.
- Applicants must have a minimum cumulative GPA of 2.5.
- All undergraduate, degree-seeking, AMU students who meet the minimum requirements for admission are welcome to apply.
- Student academic, health, and discipline records are evaluated by the Study Abroad Manager, in cooperation with the Office of Student Affairs and Dean of Faculty, for the health and maturity necessary to meet the challenges of the Rome program. Students who are actively on academic or disciplinary probation may not study abroad.

Coursework

Students who participate in the program must maintain a full-time course load (at least 12 credits) while abroad. A student may take up to one distance learning course during their semester abroad.

For an up-to-date list of course offerings, please contact the Study Abroad Manager at AMUabroad@avemaria.edu.

Program Costs

Students going abroad pay regular AMU tuition, room, board, and fees. In addition, a non-refundable deposit of $300 is due upon admission, to secure the student's place in the program. An additional program fee of $3,200 is added to the student's bill for their study abroad term. Students studying abroad are not charged the Student Life, Athletic, or Medical fees during their semester abroad. All other fees apply. **If a student deposits, but does not study abroad, they will forfeit their deposit.** Requests to apply submitted deposits to a future term will be considered by the Study Abroad Manager on a case-by-case basis.

Room, board, limited laundry service, bed linens, towels, and some activities are included in the cost of the program.

Students are also responsible for their airfare to and from the program, personal spending money, and passport fees. Commuter students will have to factor in the additional cost of room and board when calculating their program costs.

Lodging & Meals

All program participants must stay with their fellow students at the program location; rooms are shared and segregated by gender. The program fee includes three meals/day, when taken at the Villa. The program offers a limited laundry service that is included in the program costs; students who do not want to utilize this free service may do their own laundry at the local laundromat at their own expense.

How to Apply

Students who are interested in a semester in Rome should first attend an informational session with our Study Abroad Manager, Alexandrea Bartsch. At the informational session, students are given a thorough overview of the program, as well as access to the application for the upcoming year. Sessions are offered at the beginning of each semester; dates for upcoming sessions may be found on our website at: https://www.avemaria.edu/academics/study-abroad .

Intramural and Club Sports

Intramural and Club Sports are vital to building community on campus as well as helping the student maintain balance and fitness in their lives. Intramurals conduct approximately six different sport seasons throughout the course of the academic year. Current club sport offerings include women’s rugby, women’s equestrian, men’s lacrosse, women’s ultimate frisbee, cheerleading, and various shotgun shooting disciplines (trap, skeet, sporting clays). Please contact the Athletics Department for more information regarding club and intramural sport offerings.

Intercollegiate Athletics

Ave Maria University sponsors the following intercollegiate athletic teams: Baseball, Men’s Basketball, Men’s Cross Country, Football, Men’s Golf, Men’s Indoor Track and Field Men’s Pickleball, Men’s Rugby, Men’s Soccer, Men’s Swimming, Men’s Tennis, Men’s Track and Field, Men’s Ultimate Frisbee, Women’s Basketball, Competitive Dance, Women’s Cross Country, Women’s Golf, Women’s Indoor Track and Field, Women’s Lacrosse, Women’s Pickleball, Women’s Soccer, Women’s Softball, Women’s Swimming, Women’s Tennis, Women’s Track and Field, Women’s Volleyball, and Women’s Beach Volleyball. Intercollegiate competition takes place largely through the Sun Conference of the National Association of Intercollegiate Athletics (NAIA). The Gyrene Marching Band also falls under the purview of the Athletic Department.

Mother Teresa Project

The Mother Teresa Project (MTP) brings to life the legacy of Mother Teresa and inspires students to follow in her footsteps by finding their own Calcutta and serving those most in need. The execution of this mission is seen through serving others and studying the spirituality of Mother Teresa and the Missionaries of Charity.

Ave Maria University students are exposed to opportunities for service by volunteering with our local non-profit partners and/or embarking on domestic and international mission trips. The MTP sponsored nine mission trips, including seven

domestic and two international, during the 2023-2024 academic year. The MTP's aspect of study is realized through the Mother Teresa Museum and the formation opportunities offered by the Mother Teresa Scholar Program.

Although all students are encouraged to participate in all aspects of the MTP, the Mother Teresa Scholar Program (MTSP) is designed for those students who wish to take full advantage of what the MTP has to offer. The MTSP offers a formation program centered on Mother Teresa's distinctive spirituality of quenching the thirst of Jesus by serving Him in the distressing disguise of the poorest of the poor. To graduate with the distinction of being a Mother Teresa Scholar, a student must successfully complete the formation program of lectures and retreats, volunteer a required number of hours toward locally approved non-profits, and complete a mission trip.

For more information about the Mother Teresa Project or the Mother Teresa Scholar Program, please visit motherteresaproject.org.

Residential Life

Residence Life is a key part of the overall education at Ave Maria University. The University believes that students can best practice living out their faith by living in community together. It provides a rare and wonderful opportunity to develop life-long friendships and enjoy company and surroundings that support and encourage 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, those with whom they live. The residence halls should be places where students can live in a supportive peer community, flourish in their vocation, and learn to grow socially. The residence halls are places characterized by an atmosphere that encourages authentic friendship with religious devotion and intellectual seriousness.

Residence Directors (RDs)

Resident Directors (RDs) are professional staff members responsible for the residence hall to which they are assigned. They live in apartments on the first floor of their residence halls and hold office hours in their hall office during the weekday. RDs ensure respect and responsibility among residents, oversee the physical condition of the buildings, support community programs, and supervise the Resident Assistants. The Residence Life Staff is concerned about every person's physical, mental and spiritual well-being. They are called to be mentors and leaders as well as a resource to all students: if you have any questions, problems or concerns, or if you just want to talk, you should seek out a Residence Director . RD Staff are also trained to handle emergency situations. If an emergency arises, an RD is on-call 24 hours a day at (239) 280-7344.

Resident Assistants

Resident Assistants (RAs) are undergraduate resident students who have attended Ave Maria University for at least one year and have an understanding of leadership, community building, campus resources, and the University's mission. They play a vital role in serving their fellow students as all students walk in Christian discipleship.

Visitors

Students must register overnight guests with their RD or the RD on-call 48 hours prior to the guest's arrival, and must obtain permission from their roommate(s) before a guest is permitted to stay in their room. Rooms and apartments should not exceed a safe and manageable occupancy that may be determined by the University. No guests are permitted during finals week. Guests must be escorted while in the building. Ave Maria students are expected to take responsibility for their guests' behavior at all times. All guests are expected to be knowledgeable about and abide by University regulations. At the discretion of any University official, a guest may be denied admission or removed from University housing, facilities, and grounds at any time. Failure to register a guest may result in denial of admission to the guest and a monetary fine to the student host.

Housing and Dining

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, grandparents or legal guardians full-time in Collier County, Lee County, or within 45 miles of campus. In extreme circumstances, the Student Affairs Committee may approve an exception to the residential policy. Students in such circumstances should contact the Office of Housing.

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 can choose from one of the two following meal plans:

1. Unlimited meal swipes per week +meal exchanges per day + flex dollars/points per semester.
2. Fourteen (14) meal swipes per week + flex dollars/points per semester.

AMU Points can be used with a student ID card in the University cafeteria, the *Gyrene café*, *The Pub and Grill of Ave Maria,* and *Tropical Smoothie Cafe.* One AMU point = $1.00. AMU points cannot be used for the purchase of alcoholic products. All AMU point balances are lost at the end of each semester, under a “Use Them or Lose Them” policy. Additional AMU points may be purchased through Self Service or by visiting the Business Office located on the 3rd floor of the library. Please see the Food Service Director for details.

Student Complaint Policy and Procedure

The Ave Maria University Student Complaint Policy is designed to assist students in resolving complaints regarding a violation, interpretation, or application of a University policy or procedure. Ave Maria University is committed to maintaining a learning environment that promotes student academic excellence and personal development. To facilitate this learning environment, the University provides informal and formal processes to resolve complaints. Please note that the University maintains a separate set of procedures to address complaints related to alleged violations or issues involving discrimination, harassment, Title IX, the Honor Code, and the Code of Student Conduct, as detailed below under “Exclusions.”

Informal Process

The student should first attempt to resolve complaints informally by requesting the opportunity to meet with the staff or faculty member who is alleged to have caused the complaint. If the complaint cannot be resolved at this level, then the student is encouraged to continue to pursue informal resolution by presenting the complaint orally or through email correspondence through appropriate administrative channels up to the office of the Vice President in whose area the complaint originated. If an informal resolution cannot be reached, then the student may initiate the formal complaint process.

Formal Process

A complaint must be filed in a timely fashion. Formal written complaints must involve a specific event or incident occurring within thirty (30) days of filing. The student should attempt resolution of the matter in the Informal Process before filing a formal written complaint. University officials shall make reasonable efforts to respond to complaints within fifteen (15) business days of when initially submitted. Formal complaints must:

1. Be in writing and must be dated and signed by the student making the complaint.
2. Clearly identify the department(s) and issue(s) involved.
3. Indicate (and describe as appropriate) how the student has attempted to resolve the issue with the involved staff/faculty member prior to the submission of the formal complaint.

Formal Complaint Procedure
The formal written complaint should be submitted to the appropriate administrator:

- the Dean of Faculty (for complaints regarding grading, classroom issues, advising, registrar, and similar academic matters; please also refer to grade appeal policy on pg. 73);
- the Vice President for Enrollment Management (for complaints regarding admissions, and financial aid);
- the Vice President for Finance (for complaints regarding bursar and facilities); or
- the Vice President for Student Affairs (for complaints regarding residential life, athletics, food services, security, and similar student life issues).

Complaints in areas not clearly under the administration of a particular Vice President should be directed to the Vice President for Student Affairs.

After receiving the complaint, the administrator shall attempt to respond to and resolve the complaint. The administrator may, at their discretion, also choose to initiate the following process:

1. The administrator may route the complaint to the director/chair of the appropriate department where the issue originated or to an ad hoc committee of faculty or staff established for this purpose. The director/chair or committee shall review the complaint and investigate the issues identified.
2. Upon completion of its review, the director/chair or committee shall provide the student with a written response to the complaint.
3. If the student feels the response provided by the director/chair or committee does not address the complaint properly, the student may appeal the decision to the administrator. Such appeal must be made within five (5) business days of the receipt of the decision of the director/chair or committee.
4. Upon receipt of the appeal request, the administrator shall review the institutional decision and the student's appeal request. The administrator then shall either render a decision or elect to convene an ad hoc appeals committee consisting of the administrator and other University faculty and/or administrators. If constituted, the committee shall investigate the issue and render a decision on the complaint appeal. In either case, the decision is final and shall be reported to the student in writing.

However the complaint is resolved (i.e., whether by director/chair, by committee, or the administrator), documentation of the resolution of the formal complaint shall be maintained by the Vice President for Student Affairs.

Complaints to Outside Agencies
If the formal complaint has not been satisfactorily resolved by the University, students may file a complaint with the following agencies:

- For complaints pertaining to AMU's compliance with academic program quality and accrediting standards, students may contact the Southern Association of Colleges and Schools Commission on Colleges, 1866 Southern Lane, Decatur, GA 30033-4097.
- Distance Education students who have completed the internal institutional grievance process and the state grievance process may appeal non-instructional complaints to the FL-SARA PRDEC Council. For additional information on the complaint process, please visit the FL-SARA Complaint Process page, https://www.fldoe.org/sara/complaint-process.stml.

- For all other complaints, students may contact the Florida Department of Education. More information for this process may be found at www.fldoe.org/policy/cie/file-a-complaint.stml.
    1. To file a complaint, send a letter to the Commission for Independent Education, 325 W. Gaines Street, Suite 1414, Tallahassee, FL 32399-0400.

2. The letter should include:
    a. Name of Student (or Complainant)
    b. Complainant Address
    c. Phone Number
    d. Name of Institution
    e. Location of the Institution (City)
    f. Dates of Attendance
    g. A full description of the problem and any other documentation that will support your claim such as enrollment agreements, correspondence, etc.
    h. The complaint process of the Commission involves contacting the institution to obtain their response to your complaint. If you do not want the Commission to contact the institution you are attending, you must state so in your complaint; however, doing so will greatly hinder the Commission's ability to assist you with your complaint.

Exclusions

Ave Maria University maintains a separate set of procedures to address complaints related to alleged violations or issues involving discrimination, harassment, Title IX, the Honor Code, and the Code of Student Conduct. Complaints, appeals or grievances pertaining to the following matters shall not be processed under this policy, but shall be processed as described in their respective policies:

1. Disciplinary actions taken under the Ave Maria University Academic Honor Code.
2. Disciplinary actions taken under the Ave Maria University Code of Student Conduct.
3. Complaints involving allegations of discrimination, harassment, or violations of Title IX (see the complaint/grievance sections of the Sexual Harassment, Sexual Misconduct and/or Sexual Assault policies for more information). Students should contact the Office of Student Affairs or the Title IX Coordinator for assistance in resolving any discrimination or harassment issue.

Parental Communication with the Division of Student Affairs

The Division of Student Affairs encourages open communication between students, parents, and the University. Students are encouraged to stay in touch with their parents or guardians regularly, keeping them informed about their lives and experiences.

The Division of Student Affairs assumes that students, as maturing adults, are able to attend to their affairs without parental intervention. Normally, the Division of Student Affairs will not initiate contact with parents unless the student's status with the University is seriously threatened for health or disciplinary reasons, in which case the University will initiate contact with parents or guardians in person, over the phone, or in writing. The University will follow the Family Educational Rights and Privacy Act (FERPA) regulations. For more details on Family Educational Rights and Privacy Act, please visit www2.ed.gov/policy/ gen/guid/fpco/ferpa/index.html.

Counseling Services

Clinical counseling services are available without cost as a student resource to support academic achievement and enhance the overall university experience. Our goal in the Counseling Services Office is to encourage the full intellectual, emotional, social, and spiritual development of students as they seek to effectively engage the opportunities, demands, and challenges of higher education. The office's clinical staff consists of licensed mental health professionals. Referrals to off-campus providers may be offered, if necessary, to meet students' needs. All services are provided under strict confidentiality guidelines consistent with state law. The Counseling Services Office is located in the Student Union and is open from 9:00 a.m. to 5:00 p.m., Monday through Friday. For further information visit www.avemaria.edu/student-services/counseling-services.

Office of Campus Safety and Security

The Department of Campus Safety and Security at Ave Maria University exists to assure a safe educational environment for the students, staff, faculty, and visitors who make up our campus community. AMU Campus Safety and Security provides professional direction and support in matters of physical security, safety, fire prevention, emergency response, and investigation into violations of both university policy and the law. AMU Campus Safety and Security may investigate behavior, activity, or obstructions to the investigative process that pose a threat to the safety and welfare of the University and document its findings in a report to AMU administration.

The stakeholders of this community are expected to utilize their personal cell phones or other devices to dial 911 if they face an imminent threat to their personal safety. Students are expected to cooperate with all staff and faculty members acting in the performance of their duties. Students must always have their student identification cards on their person while on campus and present them at the request of any University staff member, including Campus Security Officers.

Access to Residence Halls and Other Campus Facilities

The University residence halls are not open to the general public; guests of students may be admitted to the hall in accordance with the University's Residence Life Guest Policy. Residential halls are locked 24/7, while other buildings may remain open during operating hours.

Use of the university canal, Library, dining, athletic, and other facilities by the public is limited in accordance with university policy. Visitors may not dine in the cafeteria or use university athletics and/or other facilities unless a guest of, and accompanied by, an authorized member of the University community. Visitors may dine in the Cafe.

Mailroom access is granted to authorized mailroom staff only, and mailroom assistance is restricted to mailroom business hours only. Both staff and students expecting to pick up packages are advised to plan ahead. The Mailroom is not intended for use by the public unless otherwise noted by the Mailroom Coordinator. Additional fees or restrictions may apply to those not affiliated with the University.

The campus grounds and University facilities are private property and the presence of any person on campus is at the pleasure of the University. It is the University's expectation that all visitors abide by university rules. University facilities, both indoor and outdoor, are not available for public use without written authorization. However, the public is welcome to enjoy the common walkways and pavers of the Ave Maria Campus, and to attend and participate in certain events, lectures, and activities made available to the public. Minors must be always accompanied by an adult while on university property.

Emergencies

Emergencies on campus should be reported directly to 911 emergency services. After reaching 911, Campus Safety and Security should be notified to help coordinate the arrival of emergency services and to document the event. Examples of emergencies include serious physical or emotional health matters, acts or threats of violence, or criminal activity in progress. In a true emergency, you should always dial 911 first, and then call Campus Security Patrol at (239) 280-6289. The Office of Student Affairs, including the Director of Campus Safety and Security, the Director of Residence Life and Student Housing, and the Residence Hall Directors, is responsible for organizing and fully informing residents about emergency procedures, including fire drills, hurricane response, tornado response, flooding, etc.

Medical Emergencies

In case of a medical emergency on campus, call 911 for Emergency Medical Services (EMS), and then notify the Campus Security Officer (CSO), a Residence Director (RD), or Residence Assistant (RA). EMS personnel will make the decision to transport to a medical facility, if necessary. It is the student's responsibility for all insurance documentation.

Non-Emergencies

Non-emergencies on campus can be resolved by calling the on-duty Campus Security Officer (CSO) at (239) 280-6289. The CSO can answer most questions or concerns related to security, safety, wildlife, or building access. All emergencies should be reported to 911.

Reporting Criminal Activity

Campus Safety and Security can be reached daily 24/7 by dialing (239) 280-6289 to report suspicious activity. Campus Security will also contact the appropriate agencies as needed.

As always, in the event of an emergency, Law Enforcement, Fire, and Emergency Medical Services (EMS) may be contacted by dialing 911. All emergency services are provided by Collier County.

All members of Ave Maria University community are encouraged to report all incidents of criminal activity and suspicious persons to Campus Security Patrol or to the Collier County Sheriff's Office (CCSO). Reports can be made by phone, in person, through the emergency notification app, or via the Security website at www.avemaria.edu/student-services/campus-safety/anonymous-report/.

Enforcement

AMU Security personnel are authorized and directed to enforce all University security, safety, motor vehicle, traffic, and parking policies. Some examples of prohibited conduct include (but are not limited to):

- Possession of any type of weapon
- Sale or possession of illegal substances or drug paraphernalia
- Propping exterior doors
- Tampering with safety or security equipment, including smoke detectors, sprinkler heads, etc.
- Feeding of or interacting dangerously with wild animals
- Recreational use of the bridge and canals (no swimming or fishing off bridges)
- Behavior disrespectful to quiet and/or sacred spaces on campus

Failure to comply with the direction of Campus Safety and Security personnel acting in the performance of their duties is a 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 violation of university regulations and may result in disciplinary action and/or referral to the Collier County Sheriff's Office.

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 rooms. However, alcoholic beverages may not be displayed or consumed in any common or public area of the University property or at university events without the explicit permission from the Division of Student Affairs. Ave Maria University recognizes its duty to uphold state and federal law. Students are reminded that violations of local, state, or federal law may be filed as misdemeanors or felonies. Any violations of the law or this policy may also 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. Students may be required to submit to a drug test if evidence of probable drug use exists.

Prescription Drugs
A student on prescription drugs or who has a chronic illness should inform the RD of what may need to be done in case of an emergency, and what effects the medication may have on the student's life.

Fire Safety Equipment

Tampering with fire safety equipment is against the law and a violation of Ave Maria University policy. Tampering with fire and safety equipment is strictly prohibited, as use of these items is only authorized in case of an emergency. Safety equipment includes but is not limited to smoke alarms and fire detection equipment, fire alarm pull stations, fire extinguishers, automatic external defibrillators (AED's), and mechanisms to secure doors.

Sexual Assault

If you have been sexually assaulted, contact the Collier County Sheriff's Department immediately by dialing 911. Victims can go to the NCH North Collier Hospital Emergency Room for treatment, 11190 Health Park Blvd., Naples, FL 34110; (239) 552-7000; www.nchmd.org.

Persons who have been sexually assaulted or were the subject of any sex offense should immediately contact the Collier County Sheriff's Department by dialing 911 and Campus Security at (239) 280-6289 to initiate a crime report. Students may also contact the Vice President for Student Affairs, Title IX coordinator at (239) 280-2484, for information and assistance regarding the filing of a criminal complaint or to initiate a complaint under the procedures set forth in this Handbook.

The preservation of criminal evidence is essential to the successful prosecution of a sex offense. The Collier County Sheriff's Department will provide personnel 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 Safety and 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. Victim information will be kept at the highest level of privacy.

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 an 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 available.

Student IDs and Key Cards

All campus buildings have a card-access system for entry, and most remain locked during certain hours of the day. The residence halls remain locked at all hours and may only be accessed by residential students and authorized staff. To protect the safety and security of our community, propping open any outside exterior door to a residence hall or to any secured university building is strictly prohibited, and may result in disciplinary action up to and including dismissal.

Students are required to always carry their student ID card with them and present it upon request by any staff member. Student ID cards are also used for access to the library, use of the library printer systems, and entry to the cafeteria, student rooms, and other campus buildings and facilities. Students are responsible for securing and retaining their ID cards. The fee for a replacement ID is $20.79. For the security of all campus residents, students may not lend their ID card to anyone. In addition, the unauthorized possession, use, reproduction, or sale of keys to university facilities are a violation of university policy and is prohibited. Violations may result in disciplinary action up to and including dismissal.

Weapons Policy

Ave Maria University prohibits the possession or use of firearms, deadly weapons, airsoft guns, explosive devices, fireworks, nunchakus, metal/brass knuckles, billy clubs, electronic tasers, and certain knives prohibited by state and federal law, except as required in the lawful course of business or authorized in writing by the Director of Campus Safety and Security. Weapons found on school property may be confiscated and/or turned into law enforcement. Additionally, the State of Florida prohibits the possession of concealed weapons in any dormitory or classroom building 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 up to and including dismissal. A copy of Ave Maria University's Campus Weapons-Free Policy may be found on the website at www.avemaria.edu/student-handbook/.

"Weapon" means any object or substance designed to inflict a wound, cause injury, incapacitate, intimidate, or create a reasonable fear of harm. This includes, but is not limited to, all firearms, including air rifles and pellet guns; bow and arrows; ammunition; switchblade knives; knives with blades four or more inches in length; martial arts weapons; brass knuckles; explosives; electronic tasers; and dangerous chemicals or poisons that are possessed with the intent to injure another or to cause damage to property.

Persons with knowledge or information regarding conduct which may constitute a violation of this policy are urged to contact either the Department of Campus Safety and Security or the Department of Residence Life. Questions regarding this policy should be directed to the Director of Campus Safety and Security at (239) 280-2401.

Weather and Wildlife Safety

Safety is the responsibility of each member of our community. In case of an emergency, Ave Maria University has developed an Emergency Management Plan. Students will be contacted by Office of Student Affairs staff about procedures and policies to follow in an emergency. Notifications will be "pushed" to students through the contact information they have listed on file.

Lightning is a significant threat to safety in Florida. A combination of factors that include heat, humidity, and geographic location helps make Florida a national leader in lightning strikes. In case of lightning, students should use prudence and common sense to ensure safety. Students should immediately go indoors when thunder is heard or lightning is seen and remain indoors until the storm passes.

The Ave Maria University Campus is close to multiple areas of critical wetlands and other natural habitats. Due to the proximity of these large environmental reserves, there is a possibility of encountering wildlife on campus, including a small number of venomous species. It is prudent to be familiar with their appearance and to know what to do in the case of an encounter. The best way for students to stay safe is to stay away from wild animals. Feeding or interacting with the wildlife is strictly prohibited by both University Policy and Florida statute and may result in disciplinary action up to and including dismissal.

The following is intended to provide general safety information and not as an authoritative source: www.avemaria.edu/student-services/campus-safety/wildlife.

Parking Policy

The Department of Campus Security is authorized and directed to enforce all security, safety, motor vehicle, traffic, and parking regulations on AMU property to ensure safety and security. All passenger motor vehicles must register for and display a current and valid university-issued parking permit. Golf carts are not permitted for residential students. Vehicle registration is conducted online at the link listed below. Vehicles must park in approved parking spaces and may not block or otherwise prohibit vehicle or foot traffic. The pavers are reserved for emergency and service vehicles only, unless prior approval is granted by the Department of Campus Security. Failure to comply with the parking policy may result in sanctions, which may include a fine, revocation of parking privileges, and/or towing of a vehicle at the owner's expense. Trailer, boat, or RV storage is not permitted. The full parking policy can be found at www.avemaria.edu/parking.

Parking Citation Appeals

An appeals process to an AMU Parking Citation exists and is outlined below:

- A parking citation appeal must be submitted in writing through the Parking Administrator program within 14 days of the infraction date.
- The written appeal must state the specific reason for the appeal that would indicate the reason the citation was written in error.
- Parking citation appeals will be forwarded to the AMU Parking Appeals Committee for review if they meet the criteria.
- The decision of the Parking Appeals Committee will be conveyed to the student in writing.
- All decisions of the Parking Appeals Committee will be considered final.

Bicycle Policy

Bicycles in Ave Maria are an ideal form of transportation. Because we live in a safe community, bicycles tend to be abandoned or left unsecure in front of building doors or in areas not designed for bicycle storage and leads to theft and safety concerns. In response, Ave Maria University is committed to supporting a comprehensive bicycle policy for the campus community.

Bicycle registration is now available at no cost for all students, faculty, and staff who utilize bicycles on campus. Upon registration, the bike owner will receive a numbered sticker to be affixed to the bicycle, allowing identification back to its owner should it be stolen or removed. No personal information will be displayed.

All bicycles should be stored and secured in the bicycle storage racks provided near most campus buildings. Prohibited bike storage areas include building access points, railings, stairwells, handicapped access ramps, posts, benches, or any location that would impede accessibility or pose a safety hazard.

Any bicycle determined to be improperly parked or abandoned is subject to immediate removal and impoundment. Bicycles with signs of significant neglect, such as a rusted chain, bent or flat tires, missing parts, or otherwise unattended for an extended time may be tagged with a "Notice of Violation" prior to removal. Bicycles removed due to abandonment or improper parking can be reclaimed through Campus Security, (239) 280-6289.

- There is a $20.79 reclaim fee, payable to the University Bursar, and due at the time of pick up. Proof of ownership required.
- If the bicycle is not already registered with the AMU Security Department, the bicycle lock combination or key must be proven at the time of pick up.
- Bicycles will be stored in the University storage area for 30 days, after which the bicycles will be donated to a local charity or disposed.

Bicycle racks on campus are intended for short-term bicycle parking. Long-term bike storage during summer breaks or study abroad can be arranged by contacting the AMU Security Department at (239) 280-6289.

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.

—Pope Saint 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. St. 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 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. The 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 Saint 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 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; 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 *Ex Corde Ecclesiae*.

Intellectual Virtues

The curriculum also aims at developing in 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 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 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 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 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.

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 their past masters. This they do in a particular way in the activities of writing and speaking. The 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 Blessed 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 students. 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

Education is integral to the mission of the Church to proclaim the Good News. First and foremost every Catholic educational institution is a place to encounter the living God who in Jesus Christ reveals his transforming love and truth (cf. Spe Salvi, 4). This relationship elicits a desire to grow in the knowledge and understanding of Christ and his teaching. In this way those who meet him are drawn by the very power of the Gospel to lead a new life characterized by all that is beautiful, good, and true; a life of Christian witness nurtured and strengthened within the community of our Lord's disciples, the Church.

—Pope Benedict XVI, Meeting with Catholic Educators, Washington, DC, April 2008

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, research lab, library, chapel, or on 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

Ave Maria University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, master's, and doctoral degrees. Ave Maria University also may offer credentials such as certificates and diplomas at approved degree levels. Contact SACSCOC at 1866 Southern Lane, Decatur, GA 30033-4097; telephone (404) 679-4500; https://sacscoc.org/, for questions about the accreditation of Ave Maria University.

The undergraduate program in elementary education is approved by the Department of Education of the State of Florida.

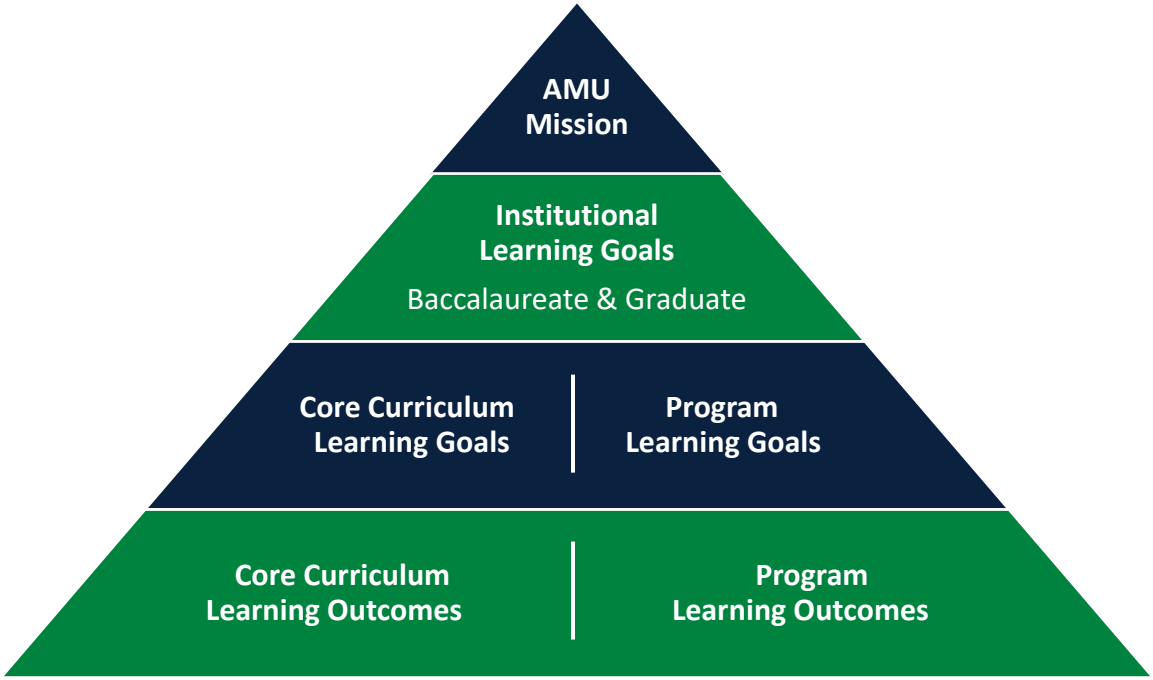
Ave Maria University is approved by the Florida Board of Nursing to offer the B.S.N. degree. As of March 2021, the nursing program is accredited by the Accreditation Commission for Education in Nursing (ACEN), 3390 Peachtree Road NE, Suite 1400, Atlanta, GA 30326 404-975-5000.

Substantive Change Policy Statement

Ave Maria University maintains compliance with the Southern Association of Colleges and Schools commission on Colleges (SACSCOC), Substantive Change Policy and Procedures, through the appropriate and timely reporting of qualifying changes. The SACSCOC liaison is responsible for educating the campus community about substantive change reporting requirements and leading efforts to monitor high risk activities to proactively detect potential substantive changes. All questions about whether a change is substantive should be directed to the AMU SACSCOC liaison or designee. It is expected that all substantive changes, including those requiring SACSCOC notification and/or approval prior to implementation, will also secure all other required approvals as necessitated by AMU, Board of Trustees, or other regulatory body policy, regulation, or law.

Institutional Learning Goals

Ave Maria University has adopted Institutional Learning Goals at both the undergraduate and graduate level that amplify the University Mission. These Institutional Learning Goals reflect the unique educational outcomes the AMU community believes all graduates will and should possess at the time of graduation.



Baccalaureate Learning Goals

These Baccalaureate Learning Goals represent the skills and competencies, knowledge, and abilities that Ave Maria University commits to developing in its students through the Core Curriculum, major programs, and co-curricular programs.

1. AMU exists to form future saints who will be a fountainhead of renewal for society and the Church.
2. Aligned with a truly faithful and authentic Catholic liberal arts education, students will demonstrate expertise in a scholarly discipline and understand the discipline in relation to the unity of all knowledge as ultimately rooted in the order of God and creation.
3. Students will develop the intellectual skills and habits which foster the growth of the whole person and are necessary to participate in society, the Church, and the world.
4. Students will develop broad sapiential knowledge of biological and physical sciences, mathematics, humanities and creative arts, and social sciences.
5. Students will develop the ability to integrate knowledge, make informed ethical decisions, inform their own lives and the society in which they live and work with Catholic truth, and begin discerning their full vocations, whether religious, priestly, or lay.
6. Students will demonstrate the skills and habits that make them leaders in their chosen fields, to think logically, solve problems, and communicate effectively – skills demanded for effective leadership and evangelization in the modern world.

Graduate Learning Goals

To ensure the quality of the advanced programs and student learning experiences, the University established six student learning goals for graduate/postbaccalaureate students in master's and doctoral degree programs.

1. Aligned with the Catholic tradition, students will demonstrate advanced knowledge, skills, and values appropriate to the discipline.
2. Students will demonstrate the ability to be creative, analytical, and critical thinkers within the scope of the discipline.
3. Students will demonstrate the ability to contribute to the scholarship of their disciplines.
4. Students will draw upon contemporary scholarly literature with facility, engage it judiciously, and cite it properly as appropriate to the discipline.
5. Students will demonstrate knowledge of new and various methods and applications as appropriate to the discipline.
6. Students will demonstrate advanced communication skills, complemented, as appropriate to the discipline, by the ability to access and analyze information from primary, secondary, print, and technological sources.

Core Curriculum Goals

The Core Curriculum offers guidance to students by requiring them to take specific courses in the great tradition of the liberal arts. In these carefully selected courses, students share together in the discovery of truth and acquire the indispensable foundation for a lifetime of learning. Moreover, since the Core Curriculum comprises almost half of the overall baccalaureate 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.

1. Students will demonstrate knowledge of the broad Western and Catholic intellectual traditions.
2. Students will demonstrate skills in communication and scientific reasoning.
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*).

Student Learning Goals and Outcomes for the Core Curriculum and each academic program may be found in the *Academic Catalog*. Student Learning Goals and Outcomes for the Core Curriculum and each academic program are assessed annually in AMU's Budgetary, Planning, and Assessment Cycle.

Approved by President Mark Middendorf on April 18, 2024
Approved by Academic Affairs Committee on April 23, 2024

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 students by requiring them to take specific courses in the great tradition of the liberal arts. In these carefully selected courses, students share together in the discovery of truth and acquire the indispensable foundation for a lifetime of learning. Moreover, since the Core Curriculum comprises almost 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.

Student Learning Goals and Outcomes for the Core Curriculum of the Bachelor of Arts, Bachelor of Science, and Bachelor of Science in Nursing

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

- Outcome 1: Students will demonstrate theological 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 events, ideas, and cultures in 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 sentences from a foreign language and analyze their syntactical structure.
- Outcome 6: Students will demonstrate 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 experimentation, including (1) Hypothesis formation, (2) Recognition of dependent and independent variables, (3) Development of control experiments, (4) Data recording, (5) Proper experimental design including data analysis, and (6) Ability to build on possible experimental results.

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 demonstrate pursuit of professional excellence and responsible leadership and citizenship.

The Core Curriculum at Ave Maria University

The Core Curriculum includes 15 courses or 60 credits out of the total 128 credits required for the B.A., B.S., and B.S.N. degrees. 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 some majors follow an alternate sequence as described in their Typical Plans.

First Semester
MATH 110 College Algebra, or MATH 120 Finite Mathematics, or MATH 150 Functions, or MATH 151 Calculus I
RETP 101 Rhetoric & Poetics I
HIST 101 Western Civilization I
Foreign Language I (at the Elementary level)

Second Semester
RETP 102 Rhetoric & Poetics II
THEO 105 Sacred Scripture
HIST 102 Western Civilization II
Natural Science with laboratory *or* Foreign Language II (at the Intermediate level)*

Third Semester
THEO 205 Sacred Doctrine
PHIL 205 Nature and Person
Natural Science with laboratory

Fourth Semester
POLT 203 American Civilization
PHIL 206 Ethics

Junior or Senior Year
PHIL 300 Metaphysics (except Nursing majors)
THEO 400 Living in Christ: Moral Theology, or THEO 305 Moral Theology (for theology majors), or THEO 390 Catholic Bioethics (for nursing and some science majors). Please consult the four-year plan for each major.

*Students may choose between one semester of a language (at the Elementary level) and two sciences with laboratory, *or* two semesters of a language (Elementary and Intermediate level) and one science with laboratory.

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 Dean of Faculty.

Course Descriptions for Core Courses

HIST 101 WESTERN CIVILIZATION I
This course guides students through the development of Western Civilization from the ancient world to the beginning of the early modern world. It encourages students to think historically through exploring the historical roots of contemporary society

in the West, including the contributions of the Christian faith, as well as discerning complex and contingent factors that shaped past societies, ideas, and cultures. (4 credits)

HIST 102 WESTERN CIVILIZATION II

This course guides students through the development of Western Civilization from the early modern period to the contemporary world. It encourages students to think historically through exploring the historical roots of contemporary society in the West, including the contributions of the Christian faith, as well as discerning complex and contingent factors that shaped past societies, ideas, and cultures. (4 credits)

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, the human person, and God. Focusing especially on the human person as microcosm of being, and person as 'that which is most perfect in all of nature', this course incorporates study of the principles of nature as well as core metaphysical principles. Topics considered include the principal powers within and immortality of the human soul, the difference between body and soul and their unity in the human person; substance and accident, the principles of change, the four causes; philosophical accounts of the nature of God; and the meaning and destiny of the human person, including his relation to God. Among the authors studied are Plato, Aristotle, Augustine, Anselm, Aquinas, and Descartes. (4 credits)

PHIL 206 ETHICS

This course introduces the student to philosophical issues pertaining to the moral life. Topics covered include the nature of moral values, the moral law and obligation, autonomy, the structure of the moral act, moral evil, and virtue, as well as topics of applied ethics. Students will study representative accounts of theistic ethics, natural law ethics, virtue ethics, utilitarianism, Kantian duty ethics, and moral subjectivism. Relevant metaphysical principles pertaining to ethical analysis will be covered, as well as those pertaining to applied ethical issues. Authors studied include thinkers such as Plato, Aristotle, Aquinas, Hume, Kant, and Mill. Prerequisite: PHIL 205. (4 credits)

PHIL 300 METAPHYSICS

In metaphysics human reason reaches the most fundamental of the first principles of reality, including *the* first principle, God. Consequently, metaphysics has from antiquity been considered the supreme form of knowledge, as wisdom *par excellence*, and as the *scientia rectrix* or "ruling discipline." It is also foundational for the Catholic synthesis of faith and reason since it demonstrates the reasonableness of faith. Principally following the Aristotelian and Thomistic approach to metaphysics, in this course students acquire a deeper understanding of being, act and potency, form and matter, substance and accident, essence and existence, causality, participation, and analogy. They also examine arguments for God's existence, consider the attributes of his essence, come to understand the world's dependence on God as creator and the nature of divine providence, and grapple with the problem of evil. Metaphysics' relationship to other disciplines is taken into account, in particular its relationship to theology and the natural sciences. Modern developments in metaphysics and challenges to it are also addressed. With respect to the latter, special attention is paid to anti-theistic arguments. Prerequisites: PHIL 205, PHIL 206. (4 credits)

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. (4 credits)

RETP 101 RHETORIC AND POETICS I

In the tradition of the great authors that we will be reading, this course introduces students to the life of language as an artistic expression that both represents and influences human experience individually and within society. Students will learn about the nature and motivations of the human person through the dramas that play out on the page, on the stage, and in real life. Through an engagement with canonical authors from Ancient Greece to the Middle Ages (like Aristophanes and Plato, Virgil and Cicero, and St. Augustine and Dante), and an intensive imitation of their style, students will learn to interpret, critique, and produce works across literary and rhetorical genres in both writing and speech. Such an engagement will naturally develop the student's skills in grammar and logic, refining their artistic sensibilities while helping them discern the proper relationship between substance and style. Ultimately, students will learn to appreciate the interplay of truth and beauty while they attempt to balance wisdom and eloquence within their own work. (4 credits)

RETP 102 RHETORIC AND POETICS II

This class continues the investigation of artistic expression in language and its impact on society that was begun in Rhetoric and Poetics I. Through an engagement with canonical authors from the Renaissance into the contemporary period (e.g., Shakespeare, Dostoevsky, Keats, Poe, Orwell), and an intensive imitation of their style, students will further develop their ability to interpret, critique, and produce works across literary and rhetorical genres in both writing and speech. Units in this course will cover the evolution of particular genres for 1-3 weeks (e.g., drama, poetry, oratory, essay). As works perpetually come closer to our own era throughout the course, students continually consider what the relationship between wisdom and eloquence means for our current historical moment. (4 credits)

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. (4 credits)

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, the essential doctrines of the faith, the moral life and the sacraments. Required texts include St. Augustine's *Confessions*. (4 credits)

THEO 400 LIVING IN CHRIST: MORAL THEOLOGY

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 selections from St. Thomas Aquinas's *Summa theologiae.* Prerequisites: THEO 105, THEO 205, PHIL 206. (4 credits)

As part of the core curriculum and as outlined by the major, a student is required to complete one two-semester foreign or classical language sequence and a science course with lab or one semester of a foreign or classical language and two science courses with labs. Students may choose the foreign or classical language from the following list:

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. (4 credits)

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. (4 credits)

GERM 101 ELEMENTARY GERMAN
Introduces the basic elements of the language in an intensive manner and includes exposure to aspects of German-speaking cultures. Equal attention to aural comprehension, speaking, reading, and writing skills. Prerequisite: No previous college study of German, or no more than two years of high school German. (4 credits)

GERM 102 INTERMEDIATE GERMAN
Building upon the skills acquired in Elementary German, this course develops the elements of the language in an intensive manner and includes exposure to aspects of German-speaking cultures. Equal attention to aural comprehension, speaking, reading, and writing skills. Prerequisite: No more than one year of college study of German, or no more than three years of high school German, GERM 101, or permission of instructor. (4 credits)

HEBR 103 ELEMENTARY HEBREW
Beginning with the alphabet and the writing of Hebrew characters, this course introduces students to the rudiments of Biblical Hebrew with the aim of preparing students to read unadapted passages from the Hebrew Bible at the end of their second semester. While learning basic Hebrew vocabulary and grammar, students will be introduced to the Biblical text early on through adapted and unadapted passages from the Book of Ruth. (4 credits)

HEBR 104 INTERMEDIATE HEBREW
This course continues the introduction to the elements of Biblical Hebrew with the aim of preparing students to read unadapted passages from the Hebrew Bible at the end of the semester. While learning basic Hebrew vocabulary and grammar, students will be introduced to the Biblical text early on through adapted and unadapted passages from the Book of Ruth. Prerequisite: HEBR 103. (4 credits)

ITAL 101 ELEMENTARY ITALIAN
Introduces the basic elements of the language in an intensive manner and includes exposure to aspects of Italian-speaking cultures. Equal attention to aural comprehension, speaking, reading, and writing skills. Prerequisite: No previous college study of Italian, or no more than two years of high school Italian. (4 credits)

ITAL 102 INTERMEDIATE ITALIAN
Building upon the skills acquired in Elementary Italian, this course develops the elements of the language in an intensive manner and includes exposure to aspects of Italian-speaking cultures. Equal attention to aural comprehension, speaking, reading, and writing skills. Prerequisite: No more than one year of college study of Italian, or no more than three years of high school Italian, ITAL 101, or permission of instructor. (4 credits)

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. (4 credits)

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. (4 credits)

SPAN 201 ADVANCED SPANISH
This course will complete the introduction of the basic structures of the language and provide students with the necessary resources to develop communicative competence from an intermediate level towards an advanced one, both in formal and informal situations. Students will be able to write different types of basic texts in Spanish (narrative, descriptive, argumentative...) by means of exercises involving exposition, reflection, and practice. Students will also learn techniques to organize written speech, as well as style resources that will let them progress within the area of writing in Spanish. All functional and grammar contents will be approached from a communicative perspective and students will be encouraged to participate in community service-learning and/or cultural activities within the Spanish speaking community. Prerequisite: SPAN 102 Intermediate Spanish, or instructor's approval. (4 credits)

The First Year Experience Program

This program will provide students with a clearer sense of the mission of Ave Maria University and the means to flourish intellectually, morally, and spiritually. The course is structured to foster a sense of community among students and will offer a systematic introduction to university offices, the core curriculum and major, career services, students clubs and households, and academic advising.

The Sophomore Success Program

Students at Ave Maria University have the option to complete a one-year practicum that helps them develop the personal and professional formation crucial to life after graduation.

Institute for Innovation and Industry

Students may participate in the Institute for Innovation and Industry, a comprehensive four-year personal and professional development program that complements Ave Maria University's core curriculum. Driven by external experts, select faculty, alumni mentors, and sponsoring companies, the Institute's goal is to provide the network, experience, and on ramps necessary for participating students to achieve optimal success in their chosen graduate school, profession, and/or vocation. A core initiative of Ave Maria University, the Institute seeks to guide students toward the fundamental answers to a universal question: "who am I, and what should I do?"

Credit Hours

Ave Maria University defines a credit hour according to the standard Carnegie unit of one lecture hour (fifty minutes of actual contact) per week along with two hours of outside-of-class work per week for the fifteen-week semester and at least an equivalent amount of work for other academic activities including laboratory work, internships, studio work, including courses offered in a distance education format.

All courses listed in this Catalog are 4-credit courses unless otherwise noted.

As part of the Core Curriculum at Ave Maria University, students must demonstrate proficiency in a language other than English. Such proficiency may be demonstrated in the following ways:

1. Students may complete coursework in any foreign language, either ancient or modern. At Ave Maria University, students may complete four (4) credits of language study (e.g., LATN 101 or SPAN 101). Some majors require an intermediate proficiency that may be demonstrated by eight (8) credits of language study (e.g., LATN 101 and LATN

102 or SPAN 101 and SPAN 102). Students may transfer in courses at the equivalent level from other colleges and universities.

2. Students may demonstrate proficiency through the appropriate score on Advanced Placement Tests, the College Level Examination Program, or International Baccalaureate Examinations. An AP Exam score of three (3) or higher satisfies the requirement. Students with significant background study or experience in a foreign language may demonstrate proficiency through available internal placement tests or present appropriate evidence of studies.
3. Students from countries where the primary language is not English may be deemed to fulfill the foreign language requirement upon providing proof of fluency in spoken and written English through submission of an official TOEFL, IELTS score to the Office of Academic Records.

Undergraduate Major Programs

Ave Maria University offers undergraduate degrees in the following disciplines:

1. Accounting (B.A.)
2. American Studies (B.A.)
3. Biochemistry (B.A.)
4. Biochemistry (B.S.)
5. Biology (B.A.)
6. Biology (B.S.)
7. Business Administration (B.A.)
8. Catholic Studies (B.A.)
9. Classics & Early Christian Literature (B.A.)
10. Communications (B.A.)
11. Computer Science (B.S.)
12. Economics (B.A.)
13. Elementary Education (B.A.)
14. Environmental Science (B.A.)
15. Exercise Physiology (B.A.)
16. Exercise Physiology (B.S.)
17. Finance (B.A.)
18. Global Affairs (B.A.)
19. Health Science (B.A.)
20. History (B.A.)
21. Humanities & Liberal Studies (B.A.)
22. Literature (B.A.)
23. Managerial Economics & Strategic Analysis (B.A.)
24. Marine Biology (B.S.)
25. Marketing (B.A.)
26. Mathematics (B.A.)
27. Music (B.A.)
28. Nursing (B.S.N.)
29. Philosophy (B.A.)
30. Physics (B.A.)
31. Political Economy & Government (B.A.)
32. Politics (B.A.)
33. Psychology (B.A.)
34. Quantitative Economics (B.S.)
35. Theology (B.A.)

Each major typically consists of 32-48 credit hours of concentrated study in the discipline, 60 credit hours of Core subjects, and 24-36 credit hours of general electives. Students normally declare a major during the end of their fourth (4^{th}) term or within 64 credits or fewer, whichever comes first.

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, the completion of two majors may require exceeding 128 credits. Students may not earn an additional major in cases in which two majors overlap in 50% or more of course requirements.

A student who graduates with a double major will earn one Bachelor degree with two majors.

Minors

The minor provides a traditional, well-accepted way to recognize that a student has completed a significant body of work outside of the major. A minor shall consist of no fewer than 16 credit hours of coursework. A minor may not inherently overlap with the student's major (a Biology major may not declare a Biology minor). In addition, students must complete a minimum of 8 credits of coursework exclusive to the minor that cannot count towards the student's major, the core curriculum, or another minor.

Electives

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

Minors

Minors are offered in the following areas:

1. Accounting
2. Actuarial Science
3. Agriculture & Catholic Environmental Stewardship
4. Biology
5. Business Administration
6. Catechetics
7. Chemistry
8. Classical Languages
9. Communications
10. Computer Science
11. Data Analytics
12. Economics
13. Education
14. Engineering
15. Environmental Science
16. Exercise Physiology
17. Finance
18. Health Science
19. History
20. Latin
21. Literature
22. Marine Biology
23. Marketing
24. Marriage & Family Studies
25. Mathematics
26. Medieval Studies
27. Music
28. Philosophy
29. Physics
30. Politics
31. Psychology
32. Shakespeare in Performance
33. Theology
34. Writing

Online Learning

Ave Maria University offers a limited number of courses and degree programs at a distance in a fully online modality. Such courses and programs are formally part of Ave Maria University and share in the institution's accreditation with the Southern Association of Colleges and Schools Commission on Colleges. They do not differ in schedule, name, designation, or number from the traditional on-campus courses, save for the fully online modality.

The online degree programs currently available include:

Graduate Degree Programs

Business Administration (M.B.A.)
Catholic Educational Leadership (M.Ed.)
Theology (M.A.)

Bachelor of Arts, Bachelor of Science, or Bachelor of Science in Nursing Degree Requirements

To graduate with the degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Science in Nursing, 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 the University.
5. File an application for a degree with the Office of Academic Records at least one semester before graduation and be approved by the institution. There is a $249.43 graduation fee included that must be paid before a degree will be conferred. Any graduation application received after the published date on the application will incur a fee of $34.65. The university reserves the right to reject graduation applications that were received too late for processing.
6. Attain a cumulative grade point average of at least 2.0 in the major and overall. Some majors may have higher requirements. Minors also must have a 2.0 GPA in the minor.
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. 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. Academic advising is a collaborative relationship between a student and an academic advisor who is assigned to the student. The intent of this collaboration is to assist the student in developing meaningful educational goals that are consistent with personal interests, values and abilities. Although many individuals on campus may assist the student in making decisions and accomplishing goals, the academic advisor is granted formal authority by the University to approve the student's academic program of study and assist the student in progressing toward the appropriate degree. Effective academic advising also helps the student clarify program requirements, policies, and procedures, as well as facilitate relationships between the student and other individuals on campus who may provide assistance. A key tenant of academic advising is that it exists in a support capacity for students; it is primarily the student’s responsibility to understand and complete the requirements of graduation. Achievement of this end requires the ongoing involvement of the student, the academic advisor, and the institution.

Student Support Services

Student Support Services provides academic support and counseling for Ave Maria University students and aims to significantly increase the retention and academic success of its students. The objective is to help students adjust to the greater academic rigor and autonomy of college and to prevent the stress caused by unsatisfactory performance. Student Support Services focuses on supporting students in their academic success beyond the traditional classroom setting in the following areas:

- Academic Counseling
- Counseling and Support for Students on Academic Probation
- Individual and Group Tutoring
- Development of Study Skills and Time Management Resources
- Support for Transfer Students Transitioning to AMU
- Early Warning Program
- Academic Advising/Assistance with Class Selection and Registration
- Academic Planning and Determining Progress Towards Graduation

Student Support Services advises students on academic issues, such as understanding their learning styles, study techniques, and which courses to take, and it also offers support on related issues, such as scheduling, time management, and project management. Student Support Services seeks to address techniques to avoid habits which are hazardous to students' academic progress, minimize distractions, and develop a positive attitude. It holds classes and workshops on study skills. In addition, the staff meets with students on academic probation or on scholarship which require them to maintain a high grade point average, plan for academic success by creating realistic written goals and means of achieving them, and provides a supportive yet relaxed atmosphere.

Adaptive 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 the University to extend reasonable accommodations to known limitations of qualified individuals with documented disability. The documentation specified in the Ave Maria University Policy on Disability Access and Reasonable Accommodation must be submitted along with the Request for Accommodations forms to the Adaptive Services Office two weeks prior to the start of classes. Reasonable accommodations are made on an individual and flexible basis, and will be provided in a timely and cost-effective manner. To schedule an appointment, please call (239) 280-1654. Further information can be found on the AMU Student Support Services webpage.

Tutoring Services

Peer tutoring at Ave Maria is offered by students who excel in particular subjects and receive faculty approval to tutor. Tutors are usually juniors, seniors, or graduate students, and are trained by the staff, after having been recommended by faculty members, and hired by the Director of Tutoring. No appointment is needed; tutoring is free. Tutoring is available sixty (60) hours a week. Tutoring occurs on the first floor of the Canizaro Library, and schedules for various subjects are available in the library and on the Student Support Services webpage. Tutors are paid by the university and approach their work in a serious but friendly manner. Designated areas are reserved for students who are working with a tutor. Students seeking study space may make use of other areas on campus.

Students are also able to receive writing support at the tutoring center from knowledgeable undergraduate and graduate students. These tutors are able to assist students with all steps of the writing process, although they are best used as a resource for reviewing completed written work. In addition to offering help with grammar and writing structure, writing tutors are also able to answer any questions about properly formatting and citing sources in academic work. Each writing tutor may be able to assist with specific content areas in addition to general writing help; this information can be found on the semester tutoring schedule.

Class Attendance and Administrative Withdrawal Policy

The University expects all students to be regular and punctual in class attendance. Students may receive a grade reduction or failing grade, at the discretion of the faculty member, in accordance with the faculty member's attendance policy included on the course syllabus. Frequent unexplained absences or disruptive behavior may also result in a student being administratively withdrawn from the course. If a student is administratively withdrawn from the semester, they must receive approval from the Dean of Faculty to return to AMU in the following semester. The student must demonstrate that the circumstances that led to the administrative withdrawal will not prevent the student's academic success in the following semester. All administrative withdrawals are noted on the student's transcript.

Final Exams

Courses must hold an oral or written examination during the week of final examinations. Any exceptions must be approved by the Dean of Faculty. 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 or the exam is proctored by the Adaptive Services office. During the spring term, seniors may be asked to take their exam earlier due to graduation processing before Commencement. The final exam schedule is kept in the Office of Academic Records.

Full-Time Degree Status and Normal Course Load

Although the minimum course load for a full-time undergraduate student is 12 credit hours per semester and for a full-time graduate student is either 8 credit hours per semester, the normal full-time load is 16 credit hours (typically four courses) for undergraduates and 12 credit hours (typically three courses) for graduate students. Because of the accelerated nature of summer courses, either 8 credits or two courses is considered a full load in either of the two summer terms. Any deviation from a typical credit load should be approved by the student's advisor. A cumulative GPA of 3.0 or better on a 4.0 scale is a prerequisite for an overload of more than 18 credits, along with approval by the Dean of Faculty. An undergraduate student who registers for 12 – 18 credit hours in a semester will be charged a flat rate for tuition. Any undergraduate student who registers for 19 credit hours or more in any one (1) semester will be charged an additional fee for each credit above the 18 credit hour level. More information can be found in the Undergraduate Tuition and Fees section of the Academic Catalog.

Auditing Classes

Students wishing to audit a course must register for the course during the days prescribed in the academic calendar. A student must be approved via the audit form by the last day to add in order to audit the course. 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 or withdraws, the class will be removed from the student's transcript all together. Please refer to page 22 for fee information on auditing a course. Auditing does not count as an overload and will not incur an overload cost.

Add/Drop Policy

After the semester begins, class changes may be made via Self-Service until it is closed after the last day to add. After that, all drops, until the last day to drop, are made via a digital form submitted to the Academic Records department. Students must have their advisor's approval and be without a financial hold on their account in order to adjust their schedule on Self-Service. 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. Please refer to the Official Transfer Credit Policy on the Registration and Records area of the website.

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" in each course proposed for transfer. A 'P' or 'Pass' grade from another institution will generally count for general elective credit, but not as a fulfilment of a core or major requirement. 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 catalog and/or course syllabi to the Office of Academic Records for evaluation. Transfer coursework is evaluated for correlation with Ave Maria University courses and applied towards the student's program of studies. 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 their final 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 Catalog

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 Catalog in force during their 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 Catalog under which the student wishes to graduate is not more than five years old. If a course in a previous catalog is no longer taught at the University, the Office of Academic Affairs, in consultation with the chair of the department overseeing the course, may identify a suitable course replacement.

Registration Procedures

A student must normally register during the days prescribed in the academic calendar. The student must meet with their academic advisor for approval of course selection. While the student's advisor assists the student in determining the appropriate classes to take, it is ultimately the responsibility of the student to enroll themselves in their courses. All changes to a student's registration form after initial academic approval of course selection must be approved once again by the academic advisor. Requests for adjustments to the student's schedule and withdrawal forms must be submitted by the student to the Office of Academic Records within the time frame indicated by the academic calendar.

Placement Exams

Credit earned by means of College Level Examination Program (CLEP) or Advanced Placement may in certain rare circumstances fulfill some of Ave Maria University's curriculum requirements. Matriculated students seeking to take CLEP exams for general elective credit must obtain approval from the Dean of Faculty using the Transient Student Form. Permission is not normally granted so it is incumbent on students to supply sufficient evidence that credit cannot be obtained through another means. Current students must take all core and major classes at AMU. Only eight (8) credits of general elective credits will be accepted for current students. An Official College Board Student Score Report is required for granting credit. Acceptance of any exam score under special circumstances is at the sole discretion of the Dean of Faculty. The detailed policy CLEP and AP scores in individual subjects is maintained in the Office of Academic Records.

Transient Courses

To ensure the integrity of the core curriculum program, matriculated students must complete all core and major requirements with courses offered by Ave Maria University, with the exception of courses taken prior to matriculation at AMU. Only courses transferring back as a general elective are approved as transient coursework. Exceptions may be made by the Dean of Faculty on a case-by-case basis for students whose timely graduation is in jeopardy. For each transient course, the student must submit a current course syllabus or course description and Transient Student Form, which is located on the AMU Registrar's webpage. Each transient course must be approved by the Dean of Faculty. In cases in which the student is requesting approval for the transient course to fulfill a major or core requirement, approval must also be obtained from the Chair of the department in which the corresponding AMU course is offered. Transient credits will not be applied to a student's transcript unless there is an approved electronic Transient Student Form on file.

Classification of Students

A regular student (one working toward a degree) is classified according to the number of semester hours earned, including approved transfer credit, as follows:

Freshman, 0-31 semester hours;
Sophomore, 32 to 63 semester hours;
Junior, 64 to 95 semester hours; and
Senior, 96 or more semester hours.

Incomplete Coursework

An “I” should only be issued for valid reasons involving circumstances beyond the student’s control that prohibit or interfere with the timely completion of coursework. Students may receive a grade of “I” in courses for which required work is incomplete with the approval of the instructor and the Dean of Faculty. An “I” will be changed to an “F” if the work is not completed 30 days from the end of the current semester or within the time period approved by the Dean of Faculty. Students should consult with the Office of Financial Aid before they request an Incomplete since there may be financial aid penalties associated with the lack of timely completion of coursework.

Repeating a Course

Students may repeat courses in which a “W” or a grade below C was earned. Students are only allowed to repeat a course twice. 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. Credit is only allowed once. Students have the option of requesting for prior classes to be converted to a different course distinction, including general elective. Students will not be allowed to remove previously awarded credits from their transcript. Request must be made by contacting the Registrar.

Pass Grades

A “P”, or “Pass” grade may be issued due to extraordinary circumstances, such as a hurricane or a public health crisis, that have made the organization, presentation, or continuation of the academic semester difficult. A student may also receive a Pass grade in all or some of his or her courses due to extraordinary circumstances, such as a severe injury, illness, or personal tragedy. In all circumstances, the decision to allow a Pass grade is made by the Dean of Faculty. A Pass grade fulfils the course’s curricular and credit requirements but does not affect a student’s GPA. A Pass grade counts as a fulfilment of a prerequisite. Students who receive a Pass grade are not allowed to retake the course for a grade/GPA change.

Concurrent Registration

Matriculated students at Ave Maria University who are seeking concurrent enrollment at other institutions (including during the summer terms) must have approval via the Transient Form in order for Ave Maria University to accept that institution’s credits for any semester.

Provisional Grade Reports

After six weeks into each semester, students will receive an estimated grade in each course. This notice is to alert the student of his or her status. The student is required to meet with the instructor and/or Student Support Services for advisement, if the student is earning a C- or lower.

Academic Distinction

At the end of each semester, the Dean of Faculty will notify students who receive a grade point average of 3.65 or better with a full-time course load for that semester’s work that they have been placed on the Dean’s List. For the purpose of the Dean’s List, a full-time course load is 14 credits or more, effective July 1, 2016. The Dean’s List award will be noted on the student’s transcript.

Second Baccalaureate Degree Requirements

Students wishing to earn a second bachelor’s degree from an accredited institution, including Ave Maria University, must complete a minimum of 32 credits beyond the initial degree and all required courses associated with the second degree.

Academic Probation and Dismissal

The University's policies on academic standing are equivalent to the Qualitative Measure of Progress required by the Department of Financial Aid. These policies 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 16 credits or fewer, a cumulative GPA of at least 1.7; with 17 credits or greater, at least 2.0.

A student whose cumulative GPA falls below the above standards is generally 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 will lead to academic dismissal. A student whose cumulative GPA is in good standing after the spring semester but falls below the threshold during summer courses will be placed on academic probation during the fall semester; a student on probation at the conclusion of the Spring semester whose cumulative GPA does not meet the above standards when enrolled during the summer session will be academically dismissed. A student on probation after the spring semester who returns to good standing during the summer term will not be on academic probation during the fall semester.

During the semester(s) on academic probation, the student may not hold any office in any class, club, organization, or household. A student on probation will also be prohibited from living in a suite in the dorms. In addition, the student will report weekly to Student Support Services. A student on academic probation is not eligible to participate in a study abroad program.

This policy generally operates automatically and is implemented by the Office of Academic Records. The Office of Academic Records, in consultation with the Dean of Faculty, may consider the student's term grade point average in deciding whether probation or academic dismissal is warranted. If a student subject to this policy wishes to appeal the imposition of academic dismissal, the student must submit a written appeal directed to the Dean of Faculty within fourteen days of notification. A member of the faculty or student support staff may provide information on behalf of a student. Appeals will be considered by the Academic Dismissal Review Board. If the Review Board decides to grant the appeal, the student must follow the terms outlined by the Board. Failure to do so may result in dismissal at the end of the following semester. Students are unable to appeal academic probation.

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. The student's application will be reviewed by the Admissions Committee. 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.

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:

Letter Grade	Percentage	Grade Points	Description
A	93-100	4.0	Excellent
A-	90-92	3.7	
B+	87-89	3.3	
B	83-86	3.0	Good
B-	80-82	2.7	
C+	77-79	2.3	
C	73-76	2.0	Pass

C-	70-72	1.7	
D+	67-69	1.3	
D	63-66	1.0	Low Pass
D-	60-62	0.7	
F	59 and below	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 until a specified point of the semester. A withdrawal after that point in the semester results in a failing grade (WF). See the academic calendar for specific dates.
(I) Incomplete—An incomplete grade will become an "F" if the coursework is not completed 30 days from the end of the current semester.
(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 Points
RETP 101	4	A= 4	4x4= 16
HIST 100	4	B =3	4x3 = 12
LATN 101	4	B+=3.3	4x3.3= 13.2
MATH 151	4	C=2	4x2= 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 between 3.6 and 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 one of these honors recognitions, a minimum of 64 credits must be taken while the student is enrolled at Ave Maria University.

Valedictorian and Salutatorian Qualifications

The University normally confers the academic title of Valedictorian upon the graduating undergraduate student with a minimum of 100 credits from AMU and the highest cumulative GPA. The University normally confers the title of Salutatorian upon the graduating undergraduate student with a minimum of 100 credits from AMU and the second highest cumulative GPA. If two or more students are tied for either award, the student with the highest number of credits from AMU will be

selected. In cases in which two students qualify for Valedictorian, the student with the second most credits from AMU will be selected as the Salutatorian.

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 Academic Records and to follow proper procedures when withdrawing from the University. Failure to pay fees or failure to attend class does **not** constitute an official withdrawal from Ave Maria University, unless an administrative withdrawal is enacted by the Dean's Office. An official withdrawal form must be fully completed by the student, dated, and signed by all designated offices and the Office of Academic Records 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:
On Campus Fall and Spring Semesters:

Withdrawal/Drop Date	Fee % Reassessed	Fee % Due to University
During the 1st week of classes	100%	0%
During the 2nd week of classes	75%	25%
During the 3rd week of classes	50%	50%
During the 4th week of classes	25%	75%
During the 5th week of classes	0%	100%

Summer and Distance Education Seven (7) Week Semester:

Withdrawal/Drop Date	Fee % Reassessed	Fee % Due to University
By the third day of classes	100%	0%
During the 1st week of classes	75%	25%
By the tenth day of classes	50%	50%
During the 2nd week of classes	25%	75%
By the seventeenth day 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 (on campus) or the second half of the second week of the term (summer and distance education).

Withdrawal from the Institution or Course for Health or Other Serious Reasons

An enrolled student who experiences physical, psychological, or other serious difficulties may request a full or partial medical withdrawal or drop. Such a request should be made within thirty (30) days of the end of the semester in question and should be submitted to the Office of Academic Records. The Medical Withdrawal/Drop Petition form can be acquired by contacting the Student Support Services or the Office of Academic Records. The Medical Withdrawal/Drop committee will require third party medical documentation before granting approval for a medical drop or withdrawal. For a full withdrawal, an official withdrawal form must be completed by the student, dated, and signed by all designated offices and submitted to the Office

of Academic Records. A student withdrawn after the withdrawal deadline under this petition will receive a grade of "W" on their transcript for each course attempted in the semester. A student dismissed or suspended from the University for a violation of the Student Code of Conduct may not request a medical withdrawal. A student withdrawn after the drop deadline but prior to the last day to withdraw will receive a drop, but the student will not receive a tuition refund from the University. The normal tuition refund schedule stated in the Withdrawal Policy will apply. Recipients of Florida Bright Futures scholarship or Veterans Administration benefits should consult the respective policies regarding return of funds in the event of a withdrawal. A student who is fully withdrawn from the semester must receive permission from the Vice President of Student Affairs in order to be readmitted to the University in the following semester.

Involuntary Withdrawal from the Institution

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.)

Administrative Withdrawal from a Course or the Institution

Due to lack of attendance and communication, disruptive behavior in the classroom, or unprofessional interactions with the professor or other students in the course, the University may decide to administratively withdraw a student from any or all classes. Final decision is made by the Dean of Faculty's Office and the date of the Dean of Faculty's decision will be used as the withdrawal date. Students who have been administratively withdrawn from all of their classes must receive permission from the Dean of Faculty to return to AMU in the subsequent term. The student must demonstrate that the circumstances that led to the administrative withdrawal will not interfere with the student's academic success. All administrative withdrawals are noted on the student's transcript. Any appeals must be made directly to the Dean of Faculty.

Course Prerequisites

All course prerequisites are stipulated in the Catalog or will be addressed through the academic advising 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. Course prerequisites may be waived by the instructor for students who have exhibited the necessary academic foundation.

Course or Program Cancellation

The University reserves the right to cancel a course for insufficient enrollment or other reasons; 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, the University will make appropriate and reasonable efforts to assist individual students with the transfer or "teach out" processes.

Directed Independent Studies

In certain circumstances, a student may be allowed to take a course for credit in the form of a tutorial, at a fee of $805.12, or $201.28 per credit. It is understood that such a course is part of the regular curriculum of the University. Permission from the

Instructor, Department Chair, and Dean of Faculty is required and will only be granted after a complete syllabus has been created. Directed Independent 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 generally limited to upperclassmen. 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 Dean of Faculty, 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.

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 Office of Academic Records written requests that identify the record(s) they wish to inspect. The Office of Academic Records 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 his or her 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 his or her 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.

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which your education records and personally identifiable information (PII) contained in such records — including your Social Security Number, grades, or other private information — may be accessed without your consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to your records and PII without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

1. 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, email 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, and academic honors and distinction. 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 Academic Records. The request must be submitted annually within the first week of classes.

Change of Address

Change of a student's home address must be made promptly to the Office of Academic Records.

Requests of Transcripts

Transcripts of the academic record must be requested in writing to the Office of Academic Records by the student except as otherwise required by law. Transcript requests are accepted only via online transcript request on the AMU website. 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.

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:

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 notify the university are responsible for all the charges with the University.

Student Academic Complaint/Grievance Policy

Students may appeal a grade when they are able to demonstrate that an inappropriate grade was assigned as a result of caprice, prejudice, mechanical error, or other improper conditions. The burden of proof is on the student in all grade appeals. In order to appeal a grade, students must follow this process:

1. Contract the Instructor of the course to request a grade change.
2. Contact the Department Chair in order to request a grade change.
3. Contact the Dean of Faculty in order to submit a formal written appeal.

Formal grade appeals must be submitted to the Dean of Faculty within thirty (30) days of the posting of the grade. The appeal will be forwarded by the Dean of Faculty to the Instructor and Department Chair who will separately submit a response to the Dean. If the Chair assigned the grade under appeal, the Dean will designate another faculty member to review the grade. The Dean will then weigh the evidence and determine if a grade change is warranted. The Department Chair and the Dean of Faculty are not responsible for regrading the students work but only with determining if the student received a fair grade.

Students are also encouraged to refer to the academic section of the general student complaint and grievance policy found in the Student Affairs section of the Catalog. Students concerned about academic advising or other academic issues should contact the Dean of Faculty.

The Honors Program

The Honors Program offers students in concentrated form the very best of collegiate life:

- Stimulating and challenging classes taught by accomplished, devoted faculty members;
- Genuine interdisciplinary opportunities rooted in the classical liberal arts tradition but conversant with the latest developments in modern science and thought;
- An environment in which conversations flow naturally from the classroom, laboratory, or seminar room into the dining hall, the dormitories, and other social settings; and
- A profound experience of the harmony between faith and reason, those “two wings on which the human spirit rises to the contemplation of truth” (*Fides et Ratio*, prologue).

The Honors Program brings together all of the distinctive strengths of the education offered at Ave Maria University.

Honors Program Benefits for Students

- More enriching and accelerated academic experience of the Core Curriculum.

- Options for designated living spaces for Honors students within Residence Halls.
- Focused component of Freshman Orientation.
- Recognition on transcript: graduation with honors in the Core Curriculum upon satisfaction of the general requirements of the Honors Program; and graduation with honors in a major if the student satisfies the Honors senior thesis/project in a particular major.

Honors Program Requirements

Ave Maria University recognizes that honors students will often excel in particular areas of the Core Curriculum. For this reason, the program allows students to choose the courses in which they will earn honors. Honors Program students must:

1. Complete at least six (6) courses from the Core Curriculum listed below at the Honors level. Students are not permitted to take more than two designated Honors (H) courses per semester. Students are required to take the introductory Honors course, HONS 101 and the Honors Capstone, HONS 401. No more than two (2) science classes may count towards the fulfillment of the six (6) required Honors classes.

   HONS 101 (Required) – Honors Students take HONS 101 in place of RETP 101
   HONS 401 (Required)
   BIOL 211H Biology I; BIOL 212H Biology II
   CHEM 125/CHEM 126; PHYS 221/PHYS 222/PHYS 223 (regular sections)
   HIST 101H Western Civilization I
   HIST 102H Western Civilization II
   LATN 101 Elementary Latin
   LATN 102 Intermediate Latin
   PHIL 205H Nature and Person
   PHIL 206H Ethics
   POLT 203H American Civilization
   RETP 102H Rhetoric and Poetics II
   THEO 105H Sacred Scripture
   THEO 205H Sacred Doctrine
   THEO 400H Living in Christ

2. Attend eight (8) Honors Integrated Colloquia before graduation.
3. Maintain an overall 3.4 GPA or higher. Students will be audited at the end of every academic year. Failure to maintain a 3.4 GPA will result in removal from the Honors Program. Students may also be removed from the Program for honor code violations, disciplinary infractions or disruptive classroom behavior at the discretion of the Director and in consultation with the Dean of Faculty.

Honors Integrated Colloquia and Small Group Discussions

The Honors Integrated Colloquia are interdisciplinary discussions for students in the Honors Program, which meet at least twice a semester. They are dedicated to fostering an interdisciplinary and integrated conversation, focusing on texts and ideas within the Core Curriculum, as well as broader ideals and themes within the overall philosophy of the curriculum. These stimulating Colloquia are led by three professors representing diverse disciplines.

In addition to the Honors Integrated Colloquia, students can satisfy the colloquia requirement by attending reading discussion groups organized by the Honors Program. Each semester professors who teach in the Honors Program will conduct small group discussions centered around a text of their choosing. Individual professor’s small discussion groups will meet three times per semester. Participation in a discussion group will count as satisfying one of the eight (8) required colloquia. Students will be informed at the beginning of each semester as to the times these groups will meet.

Admission into the Honors Program

Incoming freshmen who are identified by their achievement on the SAT/ACT exams and high school coursework (courses, programs, GPA, class rank, etc.) will be invited to apply into the Honors Program. Students wishing to apply are required to submit a letter of interest and a short writing sample. Priority consideration will be given to students with a high school GPA of 3.6 or higher and an SAT score of 1280 and above, or an ACT score of 27 and above. Current students and transfer students may apply for admission to the Honors Program as long as they still have half of the Core Curriculum to complete.

Ave Maria University
Academic Honor Code

I. Introduction

As introduced in the 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. Every act of academic dishonesty seriously undermines the mission of the AMU and will be dealt with seriously.

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

II. The Honor Code

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 event. 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 Conduct

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 Dean of Faculty. 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 Dean of Faculty. 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 Dean of Faculty.

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, receiving information from a fellow student, another unauthorized source, or utilizing any other aid not explicitly permitted by the instructor. It also entails but is not limited to interfering with effective proctoring of an online

exam by leaving the proctoring area without submitting the exam, blocking the web camera, moving off camera, not performing a full environmental check, and unauthorized access of an exam.

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. They 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 websites, whether as direct copying or as paraphrasing. 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. Academic plagiarism may also include the use of generative AI or language translation software in any aspect of the writing process without the explicit permission of the instructor. Generative AI refers to the use of artificial intelligence to create original content based on patterns it has learned. Absent a clear statement from the course instructor, use of or consultation with generative AI shall be treated as assistance from another person. Failure to adequately cite its use will therefore constitute academic plagiarism. When generative AI is allowed by the instructor, its use must be cited appropriately according to the course guidelines. Students should acknowledge the use of generative AI and default to disclosing such assistance when in doubt. Adequately citing the use of generative AI does not constitute a violation of the Honor Code. As autocomplete, spell-check, and grammar-check are not generative AI, they are exempted from this policy.

3. *Unauthorized Use of Examinations and Assignments*
   Violations of the Honor Code shall include obtaining, distributing, or referring to a copy of an examination or another student's paper or assignment, whether at Ave Maria University or another institution, which the instructor/department has not authorized to be made available for such purpose. Any use of another student's paper without that student's expressed permission also constitutes theft and will be forwarded to Student Affairs for review of a possible Student Code of Conduct infraction.

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. *Falsification of Medical Documents*
   Violations of the Honor Code shall include alterations or falsification of medical documents. This shall include submitting a fabricated doctor's note to an instructor in order to receive an excused absence or an extension on an assignment or exam.

8. *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.

9. *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.

10. *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.

11. *False Reporting of Attendance*
    When attendance is taken, a student may not sign for another student who is not present.

12. *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. This may include, but is not limited to, the sharing of an exam, assignment, or lab data with another student without the expressed permission of the instructor.

13. *Failure to Report Violations*
    Failure to report serious violations of the Honor Code may constitute a violation of the Honor Code.

14. *Failure to Comply with an Investigation*
    Failure to comply with all reasonable and customary requests that arise within an investigation. This may include, but is not limited to, presenting false information, failure to attend meetings or respond to emails regarding a potential violation, expression of verbal or written hostility, etc.

IV. Faculty Responsibilities

A. When an instructor has reason to believe that a student has committed a violation of the Academic Honor Code, the instructor should attempt to discuss the matter with the student via email or in person to determine whether the violation has taken place and, if so, the degree of intent. In this communication or during this meeting, the instructor will inform the student of the suspected violation and the student will be given the opportunity to present his or her version of the facts. The instructor may consult with the department chair or the dean's office prior to meeting with the student. Failure of the student to respond to the instructor within 72 hours to contest the violation will be deemed an acknowledgement of the violation.

   If, after communication with the student and with the student's accusers (if any), or at least attempting to do so, 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 Dean of Faculty. After consulting with the Dean, and if the student admits guilt and this is the student's first violation, the instructor may assign an appropriate penalty for the violation, which depending on the severity of the violation may vary between a grade deduction and failure in the course. The Dean of Faculty will notify the student of the violation and any associated penalties. Alternatively, the instructor may choose that the Honor Council consider the matter and determine an appropriate penalty. Following a determination of guilty by the instructor or Honor Council, the Dean will send the student a Formal Warning that will be placed in the student's academic file, along with a description of the violation and the associated penalty. In egregious violations, the Honor Council will consider more severe penalties, including immediate suspension or dismissal of the student. If the student denies guilt, the matter is forwarded to the Honor Council for a ruling.

B. In the event of a student potentially committing a second violation of the Honor Code, the instructor communicates with the student via email or in person to determine if a violation occurred and, if so, the degree of intent. If the instructor, in consultation with the Dean of Faculty, deems the violation to be purposeful and significant, the professor submits the evidence of the violation to the Honor Council for review. The Council determines if a violation occurred and, if so, the appropriate penalty up to and including dismissal from the University.

C. If a student contests the violation, the student may appeal to the Honor Council within seven days of receiving notice of the violation. At this time, the student should meet with the Dean of Faculty about the violation and discuss the merits of an appeal. The instructor will then be notified of the student's appeal and be given the opportunity to present additional evidence. After the initial meeting with the Dean of Faculty, the student may appeal to the Honor Council in person. At this time, the student will be given the opportunity to submit additional evidence not considered in the initial determination. The Council may also elect to question the student or any witness or other parties connected to the violation. The Council will then deliberate privately to determine if the student is guilty or innocent of the violation. If the accused student is found innocent, the matter is closed. If the accused student is found guilty, the Council will deliberate about the appropriate penalty. After deliberation, the Chair will bring the matter to a vote. The accused student is permitted to have an advisor present, but the advisor is not permitted to speak directly to the Honor Council. Following an unsuccessful appeal, the student is permitted to appeal for clemency to the Provost within seven days.

D. In all instances in which the student has committed a violation of the Honor Code, the student will receive a Formal Warning from the Dean of Faculty, informing the student of the violation along with any associated penalties and likely consequences of a future violation. The student is required to sign a dynamic form acknowledging the receipt of the formal warning within seven days. The student is also required to meet with Student Support within 14 days. Failure to do either within the required timeframe will result in the student's account being placed on STOP. The violation and the student's acknowledgement of the violation will be held by the Office of Academic Affairs. A record of the violation may also be forwarded to the Offices of Student Affairs, Human Resources, and Athletics for consideration of further penalties.

V. The Honor Council

A. *The Council Members*

This Council consists of the Dean of Faculty and faculty and staff members appointed by the Dean's Office. The Dean of Faculty may appoint student members if necessary.

B. *The Term*

The term of the Council begins on the first day of the Fall semester. The outgoing council shall have continuing jurisdiction over any matter that occurred before the start of the following fall semester.

C. *The Chair of the Panel*
The Dean of Faculty, or designate, will chair every meeting of the Honor Council.

D. *Meetings of the Honor Council*
The Council will meet promptly, as needed, when called upon by the Chair. This may be done in-person, virtually, or via email.

E. *The Judgment of the Honor Council*

1. The 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 for clemency can be made to the Provost. All such appeals must be made in writing and within seven days of receiving notification 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.

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 incomplete until a final decision is made.

4. The Dean of Faculty shall be responsible for reporting the decision to the student and the instructor.

5. No student found guilty of a violation that results in automatic failure in the course shall be allowed to continue to serve in student government or in similar positions of authority, such as the leader of a household or club. They will also incur the immediate loss of student-work privileges, intercollegiate eligibility, and student club membership for 365 days from the formal notification of the violation.

VI. Academic Penalties for Violations

A. *Warning*
The formal Warning is given in all cases in which the student committed an Honor Code violation. However, it may be given independent of a grade penalty if the Council or instructor determines that a violation has occurred, but concludes that the violation was not major enough to warrant a more serious penalty. In addition to a formal warning, a student may receive a grade deduction on the assignment or final course grade, suspension, or dismissal. A record of the warning is kept by Academic Affairs but is not noted on the transcript unless the student is suspended or dismissed due to an honor code violation.

B. *Grade Reduction*
A grade reduction on the assignment or in the course is appropriate in all cases where the violation was purposeful and significant. If the violation is severe or if it is a repeat offense, the Council may impose a failing grade for the course. A student who fails a course due to an honor code violation is unable to withdraw from the course. Automatic course failure also carries immediate removal from student clubs and intercollegiate athletics, as well the revocation of student worker privileges for the current and subsequent semester.

C. *Suspension*
In cases where a student commits a second purposeful and significant violation, or when a first violation is deemed by the Honor Council to be particularly egregious, the student may be suspended. Suspension carries with it automatic failure in all courses in which the student is currently enrolled. Suspension is automatic following a second

significant offense and involves immediate 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, campus housing, and all other University privileges or activities. At the conclusion of the period of suspension, the student may apply for readmission to the University. Suspension carries automatic failure in all courses in which the student is currently enrolled.

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. Dismissal carries automatic failure in all courses in which the student is currently enrolled.

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. The Council may consider whether a student self-reported in the assignment of a penalty.

Records shall be maintained under the Office of the Dean of Faculty.

Approved July 1, 2003; revised June 28, 2023

Accounting

The Accounting Major is offered within the Department of Business.

Chair: Professor John May, Executive-in-Residence and Professor of Practice in Business

The Accounting Major prepares students for a career in one of the highest demand industries through a rigorous course of study. Students will learn skills in financial and managerial accounting, cost accounting, accounting information systems, auditing, and taxation. They will broaden and deepen their minds through the Core Curriculum and strengthen their commitment to honesty and integrity.

There is a significant need for accounting skills and the demand continues to increase which makes accounting professionals more competitive in the job market. Graduating students will be well prepared for employment in accounting firms, start-up organizations, existing for profit as well as nonprofit organizations. Each of these organizations require support processing transactions, preparing financial statements as well as internal reports such as budgets, forecasts and tax reports.

The Accounting major prepares students to become Certified Public Accountants if they choose. The major aims to sharpen their analytical skills, expand their vision with a sound view of the human person, and ground their actions in a strong ethical base, helping students grow as persons and professionals and making them attractive to potential employers.

Student Learning Goals and Outcomes for the Major in Accounting

Goal 1: Students will become potential accountants who have been trained to see the world with a sound view of the human person and who have been given a strong ethical grounding for their actions.

Outcome 1: Students will learn from the Core Curriculum basic realities about God and the world, about man and his relationship with God and nature.

Goal 2: Students will acquire the ability and the habit of analytical thinking through a rigorous and demanding course of study in business and in accounting that will sharpen their intellectual skills.

Outcome 2: Students will demonstrate an understanding of the principles of accounting, federal taxation, auditing, cost accounting, and accounting information systems.

Outcome 3: Students will be able to demonstrate ability to evaluate the financial position of organizations using standard analytic tools of applied financial analysis.

Outcome 4: Students will understand the basic principles of both macroeconomics and microeconomics and apply those principles in a business context.

Outcome 5: Students will understand the basics of statistical reasoning and will be able to apply statistical analysis to realistic business problems.

Goal 3: Students will acquire mastery of the specific knowledge and skills of accounting, especially financial skills needed to support the financial management and tax/audit needs of new and existing businesses.

Outcome 6: Students will demonstrate an ability to apply and interpret accounting concepts in practical areas of tax, auditing, and accounting information systems.

Outcome 7: Students will demonstrate ability to use accounting information for better managerial decisions, financial statement analysis and AIS analysis.

Outcome 8: Students will be able to understand fundamental concepts and principles of management, including the basic roles, skills, and functions of management.

Outcome 9: Students will have a general understanding of the laws of the United States as they relate to business activities, operations and transactions.

Goal 4: Students will acquire job-market training, particularly through internships and professional formation that emphasize accounting skills, including financial management, auditing, and tax preparation.

Outcome 10: Students will be prepared for internships and the job market through career management workshops.

Outcome 11: Students will acquire business experience through an internship.

Outcome 12: Students will demonstrate effective oral and written communicative skills appropriate for business and professional settings/contexts.

Typical Order of Required Courses for the Major

ACCT 201 Financial Accounting
ACCT 202 Managerial Accounting
ECON 201 Principles of Macroeconomics
ECON 202 Principles of Microeconomics
FINC 201 Fundamentals of Finance
MKTG 200 Marketing
STAT 230 Applied Statistics
ACCT 300 Cost Accounting
ACCT 301 Intermediate Accounting I
ACCT 302 Intermediate Accounting II
BUSN 303 Management and Ethics
BUSN 340 Business Law I
BUSN 368 Quantitative Business Analysis
ACCT 311 Accounting Information Systems
ACCT 411 Auditing
ACCT 421 Federal Individual Taxation
BUSN 490 Strategic Management/Business Capstone

Certified Public Accountant (CPA) Exam

The Accounting major prepares students to become Certified Public Accountants if they choose. In the State of Florida, to be permitted to take the CPA exam for the first time, a candidate must have successfully completed at least 120 semester hours of acceptable college credit as determined by the Florida Board of Accountancy, and must have earned at least a bachelor's degree or its international equivalent. Applicants for the examination must have completed 24 semester hours of upper division business courses, 24 semester hours of upper division accounting education courses that includes 3 semester hours of Business Law with coverage of contracts, torts and UCC. The State of Florida also requires an additional 30 hours of coursework (for a total of 150 hours) and one year of work experience under the supervision of a CPA in order to become

licensed after completion of the CPA Exam. To view a full list of requirements for taking the Uniform CPA Exam in Florida, please view the Florida Board of Accountancy's website.

Enrollment in upper-division accounting courses requires the declaration of the accounting major, the completion of 64 hours of college work with a minimum 2.5 GPA in major courses, and the completion of any course-specific prerequisites. All upper-division business courses have specific prerequisites.

Note: ACCT 201 and ACCT 202 are prerequisites to all other ACCT courses. ACCT 300 must be taken before (or concurrently with) ACCT 302.

Faculty advisors assist B.A. students while they are completing their Core education and business courses. Students are assigned to the Business faculty for advising upon declaration of the major.

Minor in Accounting

The Minor in Accounting provides students with exposure to one of the careers in highest demand. Students will learn the basics of the language of business in financial and managerial accounting. They will receive exposure to the manufacturing side in cost accounting and get hands on experience with QuickBooks in accounting information systems. From there, the choice is theirs to take one of the following: auditing, tax preparation or intermediate accounting.

The demand for accountants is significant and rising, making accounting professionals more competitive in the job market. The minor aims to give students insight into the analytical tools of accounting helping them grow as people and professionals, and making them attractive to potential employers.

Required Courses for the Minor

ACCT 201 Financial Accounting
ACCT 202 Managerial Accounting
ACCT 300 Cost Accounting
ACCT 311 Accounting Information Systems

Elective Courses (one required):

ACCT 301 Intermediate Accounting I
ACCT 411 Auditing
ACCT 421 Federal Individual Taxation

Course Descriptions

ACCT 201 FINANCIAL ACCOUNTING
The study of external uses of accounting information; interpretation of accounting data; analysis of financial statements; income and cash flow analysis; nature of assets and liabilities; understanding accounting reporting process. (4 credits)

ACCT 202 MANAGERIAL ACCOUNTING
The study of the internal use of accounting information for business decision making. Topics include cost behavior analysis, cost-volume-profit relationships, and the identification of costs relevant to the decision-making process. Students are introduced to various cost system designs, standard costs, variable costing, operational budgeting, and decision making in decentralized business. Prerequisites: ACCT 201 with a grade of C or better; ECON 201 or ECON 202 (may be taken concurrently). (4 credits)

ACCT 300 COST ACCOUNTING

The course involves the study of accounting in manufacturing operations including cost concepts and classifications; cost accounting cycle; accounting for materials, labor and burden; process cost accounting; budgeting; standard costs; cost reports; direct costing and differential cost analysis. Prerequisites: ACCT 201, ACCT 202 with grades of C or better; ECON 201 and ECON 202. (4 credits)

ACCT 301 INTERMEDIATE ACCOUNTING I

The first part of an in-depth study of the process of preparing and presenting entity financial information for external use. Topics vary but typically include standard setting; the accounting cycle including data accumulation, adjustments and preparation of financial statements; and valuation. There is a focus on the recognition, measurement and disclosure of revenue; inventory and cost of sales; and plant assets. Prerequisites: ACCT 201, ACCT 202 with a grade of C or better. (4 credits)

ACCT 302 INTERMEDIATE ACCOUNTING II

The second part of an in-depth study of the process of preparing and presenting entity financial information for external use. Topics vary but typically include analysis of recognition, measurement and disclosure of equity investments, financing activities (bonded debt, leases, pensions), income taxes, stockholders' equity, specialized reporting issues and cash flow. Prerequisites: ACCT 300 (may be taken concurrently), ACCT 301. Must have a minimum 2.5 GPA in all ACCT 300 and ACCT 400 level courses. (4 credits)

ACCT 311 ACCOUNTING INFORMATION SYSTEMS

This course provides an introduction to accounting information systems and their interface with business processes, internal controls and database management systems. There is an emphasis on maintaining and auditing system security and integrity. In addition, students are provided practical experience with a commercial accounting package. Prerequisites: ACCT 201, ACCT 202. Must have a minimum 2.5 GPA in all ACCT 300 and ACCT 400 level courses. (4 credits)

ACCT 411 AUDITING

This is an introductory course to all aspects of the investigative auditing process. Topics include evaluation of internal control, compliance testing, substantive testing, operational audits, statistical sampling and auditing EDP, the legal and ethical responsibilities of accountants; professional auditing standards; the acquisition, evaluation and documentation of audit evidence; reports on the results of the engagement. Prerequisites: ACCT 300, ACCT 301, ACCT 302. Must have a minimum 2.5 GPA in all ACCT 300 and ACCT 400 level courses. (4 credits)

ACCT 415 SPECIAL TOPICS

The topics for this seminar may vary and are determined by faculty and student interests. (4 credits)

ACCT 421 FEDERAL INDIVIDUAL TAXATION

This course provides a comprehensive introduction to the U.S. federal income tax system. The course emphasizes the taxation of individuals but many topics also apply to business entities. Topics include technical tax rules and motivations behind these rules, as well as tax planning opportunities and limitations. Prerequisites: ACCT 201, ACCT 202 with grades of C or better. (4 credits)

Accounting (B.A.) - Typical Plan

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
MATH 110 College Algebra	4	ECON 201 Principles of Macroecon	4
RETP 101 Rhetoric and Poetics I	4	RETP 102 Rhetoric and Poetics II	4
HIST 101 Western Civilization I	4	HIST 102 Western Civilization II	4
THEO 105 Sacred Scripture	4	THEO 205 Sacred Doctrine	4
Total	16	Total	16

Sophomore Year

Fall Semester	Credits	Spring Semester	Credits
PHIL 205 Nature and Person	4	FINC 201 Fundamentals of Finance	4
POLT 203 American Civilization	4	ACCT 202 Managerial Accounting	4
ACCT 201 Financial Accounting	4	ECON 202 Principles of Microecon	4
Elementary Foreign Language	4	Intermediate Foreign Language or Natural Science II w/lab	4
Total	16	Total	16

Junior Year

Fall Semester	Credits	Spring Semester	Credits
ACCT 301 Intermediate Accounting I	4	ACCT 302 Intermediate Accounting II	4
ACCT 300 Cost Accounting	4	BUSN 340 Business Law I	4
Natural Science I with Lab I	4	PHIL 206 Ethics	4
STAT 230 Applied Statistics	4	ACCT 311 Accounting IS	4
Total	16	Total	16

Senior Year

Fall Semester	Credits	Spring Semester	Credits
PHIL 300 Metaphysics	4	THEO 315 or THEO 400	4
BUSN 303 Management and Ethics	4	BUSN 490 Strategic Management	4
BUSN 368 Quantitative Bus Analysis	4	MKTG 200 Marketing	4
ACCT 411 Auditing	4	ACCT 421 Federal Individual Taxation	4
Total	16	Total	16

American Studies

Chair: Dr. Seana McGuire Sugrue, Ambassador Michael Novak Chair of Politics
Program Director: Dr. Seana McGuire Sugrue, Ambassador Michael Novak Chair of Politics

American Studies is an interdisciplinary major that focuses on the principles of the American regime, the history of the American republic and the unique culture that emerges from American foundational principles. Courses are primarily drawn from the disciplines of politics and history, while also including courses in literature as well as other subjects when focused on American themes. Students who complete the major will demonstrate knowledge of the extent, aim, end, and structure of America's constitutional republic, the philosophic principles upon which it was founded, and the extra-political, cultural institutions that are part of its foundation.

Student Learning Goals and Outcomes for the Major in American Studies

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

Outcome 1: Graduates will demonstrate knowledge of American Government, including its philosophic underpinnings, the United States Constitution, processes of government, and influential actors in American politics.

Goal 2: American Studies majors will be expected to demonstrate a mastery of the basic facts of American history.

Outcome 2: Graduates will demonstrate detailed knowledge of American history from the colonial era to the present.

Goal 3: The American Studies major seeks to cultivate in students the ability to express themselves well, both in speech and in prose.

Outcome 3: Students will be able to write an argumentative essay, exhibiting competence in invention, organization, and style.

Outcome 4: Graduates will demonstrate the ability to speak effectively in front of peers and make oral arguments.

Required Courses for the Major

LITR 230 Survey of American Literature or any other Literature course dealing with American literature
POLT 203 American Civilization (Core Curriculum Requirement)
POLT 301 American Government
POLT 304 Constitutional Law
POLT 320 American Political Thought
POLT 490 Senior Seminar
Any two American history courses (in addition to POLT 203 American Civilization)

Two Electives in American Studies which may include

POLT 305 Public Policy
POLT 311 Entrepreneurship and Civil Society
POLT 314 U.S. Foreign Policy

*With program director's approval, elective courses can be taken in any department where those courses have substantial context related to American Studies.

American Studies (B.A.) - Typical Plan

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
POLT 203 American Civilization	4	MATH 110, 120, 150, or 151	4
RETP 101 Rhetoric and Poetics I	4	RETP 102 Rhetoric and Poetics II	4
HIST 101 Western Civilization I	4	HIST 102 Western Civilization II	4
Elementary Foreign Language	4	Intermediate Foreign Language or Science II with Lab	4
Total	16	Total	16

Sophomore Year

Fall Semester	Credits	Spring Semester	Credits
PHIL 205 Nature and Person	4	PHIL 206 Ethics	4
Science I with Lab	4	American History Elective	4
THEO 105 Sacred Scripture	4	THEO 205 Sacred Doctrine	4
General Elective	4	General Elective	4
Total	16	Total	16

Junior Year

Fall Semester	Credits	Spring Semester	Credits
POLT 301 American Government	4	American History Elective	4
POLT 304 Constitutional Law	4	American Studies 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
POLT 320 American Political Thought	4	POLT 490 Senior Seminar	4
LITR 230 Survey of American Literature	4	American Studies Elective	4
PHIL 300 Metaphysics	4	THEO 400 Living in Christ	4
General Elective	4	General Elective	4
Total	16	Total	16

Biochemistry

Chair: Dr. Stephen Thong, Associate Professor of Chemistry

“Closely connected with the formation of conscience is the work of education, which helps individuals to be ever more human, leads them ever more fully to the truth, instils in them growing respect for life.” (Evangelium Vitae).

Biochemistry is at the forefront of many pressing bioethical questions facing mankind. Even as advances here help to improve human physical conditions, there can be grave consequences to humanity if the foundational Catholic teachings do not form the moral core from which science progresses. Our students will be trained multi-disciplinarily in chemistry, biochemistry, genetics, molecular biology, and bioethics. The Biochemistry major at AMU will provide a rigorous and modern introduction to the chemical and biochemical sciences in an environment that incorporates classroom teaching, class-associated lab experiences, and research. Together, these strategies and opportunities foster the development of independent and critical thinking, and complex problem-solving skills, along with the technical proficiency characteristic of the effective scientist in the chemical and biochemical sciences. Graduates are expertly trained to enter the corporate work force, graduate school, and professional programs. The goal of the program is to develop expertly trained and well-formed chemists and biochemists who will be authentic disciples of Christ.

The Biochemistry B.A. program is designed to offer complete academic preparation in biochemistry with the flexibility to incorporate another major, a minor in another field, or add preparatory courses needed for admission into professional programs like medicine. Students are well prepared to enter the workforce directly. This major allows for seven (4-credit) general elective courses.

The Biochemistry B.S. program with an emphasis on research is designed to offer rigorous academic preparation in biochemistry with a minimum of two semesters of research (BICM 497). This program is designed to prepare a student for a professional career in research, graduate programs, or enter the workforce. In addition to the required courses for the major, multiple upper-level Biology and Chemistry classes are required.

Students will demonstrate the ability to digest and critically analyze experimental data from the primary literature, with a particular emphasis on recognizing the strengths and limitations of data when drawing conclusions. Students will learn to appreciate how scientific models are constructed from raw data.

The Biochemistry major can be supplemented with additional courses to create a pre-medicine track of coursework to prepare students for admission into medical or dental school. A dual major with other majors, including related programs like Biology is an option.

Directed research opportunities during the academic year are available to students, including participation in summer research under the AMU Research Experience for Undergraduates (REU@AMU) program.

Student Learning Goal and Outcomes for the B.A. in Biochemistry

Goal 1: Modern interdisciplinary challenges in the biological and chemical sciences require that the student be trained in a broad background of chemistry, biophysics, genetics and molecular biology. The Biochemistry BA major aims to provide a rigorous and modern introduction to the chemical and biochemical sciences in an environment that incorporates classroom teaching, class-associated laboratory experiences, an introduction to the scientific literature and an option for directed research. Together, these strategies and opportunities foster the development of independent thinking and complex problem-solving skills, along with the technical proficiency characteristic of the effective scientist in the biochemical sciences.

Outcome 1: Students will demonstrate the ability to reason effectively based on accrued knowledge in biology, chemistry, mathematics and physics, drawing together concepts from across these disciplines to solve complex biochemical problems with a Catholic perspective.

Outcome 2: Students will demonstrate an ability to relate biochemical events at the molecular level to the larger context of the cell and the organism.

Outcome 3: Students will demonstrate mastery of both the execution and understanding of major experimental techniques employed in biochemical inquiry.

Outcome 4: Students will demonstrate the ability to digest and critically analyze experimental data from the primary literature, with a particular emphasis on recognizing the strengths and limitations of data when drawing conclusions. Students will learn to appreciate how scientific models are constructed from raw data.

Outcome 5: Students will demonstrate an ability to communicate scientific knowledge, both orally and in writing, in registers appropriate to both fellow scientists and laypeople. This may include oral poster presentations and the preparation of manuscripts for submission to peer-reviewed journals.

Typical Order of Required Courses for the Biochemistry B.A.

(All courses are four credits unless otherwise noted.)
In addition to the courses in the AMU core curriculum, the following courses are required.
CHEM 125 General Chemistry I with laboratory
CHEM 126 General Chemistry II with laboratory
CHEM 221 Organic Chemistry I with laboratory
CHEM 222 Organic Chemistry II with laboratory
BICM 305 Biochemistry I: Structure, Mechanism and Metabolism with laboratory
BICM 306 Biochemistry II: Biophysical Chemistry with laboratory
BIOL 211 Biology I Cellular and Molecular Biology with laboratory
BIOL 303 Genetics with laboratory
BIOL 305 Molecular Biology with laboratory
PHYS 211 College Physics I with laboratory or PHYS 212 (University Physics)
PHYS 212 College Physics II with laboratory or PHYS 222 (University Physics)
MATH 151 Calculus I

Biochemistry/Chemistry Elective Courses (Eight credits of 400-level BICM or CHEM courses are required)

Biochemistry/Chemistry electives are 2 or 4 credit modules. Up to 4 credits of CHEM 297 and/or BICM 497 may replace 4 credits of this requirement.
CHEM 420 Physical Chemistry (4-credit)
BICM 450 Bioanalytical Chemistry (4-credit)
BICM 415 Advanced Topics in Biochemistry (2 or 4 credits each)

Possible Topics Include:

- Advanced Structural Biology
- Advanced Bioanalytical chemistry
- Biochemistry of Cancer
- Bio-organic Chemistry
- Biochemistry and Drug Discovery of Alzheimer’s Disease

- Biochemistry and Drug Discovery of Inflammation
- Computational Chemistry and modelling
- Metals in Biology
- Organic Mechanisms of Drug Action
- Protein Crystallography
- Principles of Pharmacology and Pharmacokinetics
- Enzyme Kinetics and Mechanism
- Protein Trafficking

Directed research (2 credits each)

- CHEM 297 Directed research
- BICM 497 Directed research

General Elective Courses

Six 4-credit courses

Student Learning Goal and Outcomes for the B.S. Major in Biochemistry

Goal 1: Modern interdisciplinary challenges in the biological and chemical sciences require that the student be trained in a broad background of chemistry, biophysics, genetics and molecular biology. The Biochemistry major aims to provide a rigorous and modern introduction to the chemical and biochemical sciences in an environment that incorporates classroom teaching, class-associated laboratory experiences, an introduction to the scientific literature and an emphasis on independent research. Together, these strategies and opportunities foster the development of independent thinking and complex problem-solving skills, along with the technical proficiency characteristic of the effective scientist in the biochemical sciences.

Outcome 1: Students will demonstrate the ability to reason effectively based on accrued knowledge in biology, chemistry, mathematics, and physics, drawing together concepts from across these disciplines to solve complex biochemical problems with a Catholic perspective.

Outcome 2: Students will demonstrate an ability to relate biochemical events at the molecular level to the larger context of the cell and the organism.

Outcome 3: Students will demonstrate mastery of both the execution and understanding of major experimental techniques employed in biochemical inquiry.

Outcome 4: Students will demonstrate the ability to digest and critically analyze experimental data from the primary literature, with a particular emphasis on recognizing the strengths and limitations of data when drawing conclusions. Students will learn to appreciate how scientific models are constructed from raw data.

Outcome 5: Students will develop independent scientific thinking to initiate guided laboratory research and formulate steps to achieve research goals. Students will develop critical analyses skills required for challenging or forming scientific hypotheses.

Outcome 6: Students will demonstrate an ability to communicate scientific knowledge, both orally and in writing, in registers appropriate to both fellow scientists and laypeople. This will include oral presentations and may include the preparation of manuscripts for submission to peer-reviewed journals.

Typical Order of Required Courses for the Biochemistry B.S.

(All courses are four credits unless otherwise noted.)

CHEM 125 General Chemistry I with laboratory
CHEM 126 General Chemistry II with laboratory
CHEM 221 Organic Chemistry I with laboratory
CHEM 222 Organic Chemistry II with laboratory
BICM 305 Biochemistry I: Structure, Mechanism and Metabolism with laboratory
BICM 306 Biochemistry II: Biophysical Chemistry with laboratory
BICM 450 Bioanalytical Chemistry
BIOL 211 Biology I Cellular and Molecular Biology with laboratory
BIOL 212 Biology II Organismal and Population Biology with laboratory
BIOL 303 Genetics with laboratory
BIOL 305 Molecular Biology with laboratory
PHYS 221 University Physics: Mechanics with laboratory
PHYS 222 University Physics: Materials with laboratory
MATH 151 Calculus I
MATH 250 Calculus II or STAT 230 Applied Statistics or MATH 231 Mathematical Statistics and Design of Experiments

Biochemistry/Chemistry Elective Courses (Eight credits are required)

BICM 497 or CHEM 297 cannot substitute for this requirement for B.S. degree.
CHEM 420 Physical Chemistry (4-cedit)
BICM 415 Advanced Topics in Biochemistry (2 credits)

Possible Topics Include:

- Advanced Structural Biology
- Advanced Bioanalytical chemistry
- Biochemistry of Cancer
- Bio-organic Chemistry
- Biochemistry and Drug Discovery of Alzheimer’s Disease
- Biochemistry and Drug Discovery of Inflammation
- Computational Chemistry and modelling
- Metals in Biology
- Organic Mechanisms of Drug Action
- Protein Crystallography
- Principles of Pharmacology and Pharmacokinetics
- Enzyme Kinetics and Mechanism
- Protein Trafficking

Directed research (2 credits each) Minimum of 4 credits are required

- CHEM 297 Directed research
- BICM 497 Directed research

General elective courses

Two 4-credit courses

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 125 (General Chemistry I with laboratory), CHEM 126 (General Chemistry II with laboratory), CHEM 221 (Organic Chemistry I with laboratory), CHEM 222 (Organic Chemistry II with laboratory), and 8 credits of CHEM and/or BICM electives (300-level and above). Note that some BICM electives have physics and math courses as prerequisites.

Course Descriptions

Course descriptions can be found under their major. All science courses with a laboratory include a lab fee.

BICM 301 INTRODUCTORY BIOCHEMISTRY I

A study of proteins, enzymes, carbohydrates, metabolism, signaling pathways, transcription, translation, replication, lipids and membranes with an emphasis on the relationship of structure and function. This course is intended to provide students with an overview of Biochemistry and to prepare students for the MCAT, and other, professional exams. Cross-listed with CHEM 301. Prerequisites: CHEM 125, CHEM 126, CHEM 221, BIOL 303 is recommended. (4 credits)

BICM 305 BIOCHEMISTRY I: STRUCTURE, MECHANISM AND METABOLISM

An introduction to proteins, enzymes, carbohydrates, lipids, membranes, and the storage, transmission and expression of genetic information 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 (with laboratory). Prerequisites: BIOL 211, CHEM 125, CHEM 126, CHEM 221, CHEM 222 (or concurrently). (4 credits)

BICM 306 BIOCHEMISTRY II: BIOPHYSICAL CHEMISTRY

An introduction to physical chemistry, including principles and applications in the Biological Sciences. Topics include thermodynamics, kinetics, molecular orbital theory, inter/intramolecular interactions, and molecular spectroscopy methods. This course requires a minimum of MATH 151 (with laboratory). Prerequisites: BICM 305. (4 credits)

BICM 415 ADVANCED TOPICS IN BIOCHEMISTRY

These are 1/2 semester modular courses designed to introduce the student to specific topics at the forefront of modern experimental biochemistry. An emphasis will be placed on the reading of the primary literature and modern methods of biochemical analysis. Possible topics may include Biochemistry and Drug Discovery of Alzheimer's Disease, Biochemistry and Drug Discovery of Inflammation, Bioanalytical chemistry, Metals in Biology, Biochemistry of Cancer, Organic Mechanisms of Drug Action, Advanced Structural Biology, Protein Crystallography, Advanced Biochemical Techniques (laboratory), Principles of Pharmacology and Pharmacokinetics, Enzyme Kinetics and Mechanism, Protein Trafficking, and Bio-organic Chemistry. Some prerequisites may be taken concurrently, see the Biochemistry program director for specific requirements. Prerequisites: BIOL 211, CHEM 125, CHEM 126, CHEM 221, CHEM 222, BICM 305, BICM 306. (2 credits each)

BICM 450 BIOANALYTICAL CHEMISTRY

This course builds on the 2-semester series of biochemistry (BICM 305/306) and is designed to allow students to apply the biochemical nomenclature, theory, and principles which they have learned thus far. This course will draw heavily from the primary literature and will teach students to understand, discuss, critique, and present primary journal articles from a wide variety of topics. Application of Biochemistry will be presented in the context of about a dozen different fields including topics such as evolution, forensics, beer brewing, NASA's Astrobiology program, biofuels, and pharmaceuticals. Students will learn how Biochemistry is applied in these fields along with associated methodologies, followed by analysis of a research paper relevant to the topic and/or method presented each week. Students will expand their knowledge of applied Biochemistry as

an aid to their own application of it after graduation. Simultaneously they will develop presentation skills along with experience with scientific techniques, data analysis, and writing. Prerequisites: BICM 305. (4 credits)

BICM 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: CHEM 125, CHEM 126, Chem 221. Requires faculty approval. (2 credit)

CHEM 100 SPECIAL TOPICS IN CHEMISTRY
An introduction to chemistry highlighting chemistry principles seen in everyday life. Topics may include Chemistry of cooking, Introduction to the chemistry of medicine, Chemistry and the environment. This course may fulfill a core science requirement. Lecture with laboratory. (4 credits)

CHEM 105 CHEMISTRY FOR HEALTH SCIENCES
An introduction to chemistry specifically designed for those pursuing majors associated with allied health care professions. This is a one-semester course that will explore some of the fundamental principles of General Chemistry (the interaction of atoms and molecules), Organic Chemistry (the molecules that make up living systems), and Biochemistry (how organic molecules are utilized by the cell as a source of energy, structure, and cellular communication). Since this is a stand-alone one-semester course, it cannot be used as a substitute for CHEM 125 and is therefore not recommended for those majoring in the experimental sciences (with laboratory). Prerequisite: MATH 150 or equivalent is strongly recommended. (4 credits)

CHEM 125 GENERAL CHEMISTRY I
A study of the basic principles of chemistry, with an emphasis on the laws of chemical combination, descriptive inorganic chemistry, thermochemistry, the gas, liquid, and solid states of matter, the periodic law, atomic structure and chemical bonding, and the nature of intermolecular forces (with laboratory). Prerequisite: MATH 150 or higher, or MATH 150 concurrently. (4 credits)

CHEM 126 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 laboratory). Prerequisite: CHEM 125. (4 credits)

CHEM 221 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 laboratory). Prerequisites: CHEM 125, CHEM 126. (4 credits)

CHEM 222 ORGANIC CHEMISTRY II
A continuation of Organic Chemistry I (with laboratory). Prerequisites: CHEM 125, CHEM 126, CHEM 221. (4 credits)

CHEM 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. This research course is designed for students who have not completed Chem 125, Chem 126, Chem 221 Prerequisite: Requires faculty approval (2 credits)

CHEM 420 PHYSICAL CHEMISTRY
This one-semester course summarizes the basis of chemistry from the ground up, beginning with a study of atoms and molecules and applying this knowledge of the microscopic level to understand matter at the macroscopic level. Topics include the discrete nature of light, quantum mechanics, NMR, the equipartition theorem, entropy, the laws of thermodynamics,

Gibbs free energy, phase changes, and the partition function. This course is cross listed with PHYS 420 Prerequisites: PHYS 222.(4 credits)

Biochemistry (B.A.) - Typical Plan

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
CHEM 125 General Chemistry I	4	CHEM 126 General Chemistry II	4
MATH 151 Calculus I	4	PHYS 211 College Physics I**	4
RETP 101 Rhetoric and Poetics I	4	RETP 102 Rhetoric and Poetics II	4
Elementary Foreign Language*	4	THEO 105 Sacred Scripture	4
Total	16	Total	16

Sophomore Year

Fall Semester	Credits	Spring Semester	Credits
CHEM 221 Organic Chemistry I	4	CHEM 222 Organic Chemistry II	4
BIOL 211 Biology I	4	PHYS 212 College Physics II**	4
THEO 205 Sacred Doctrine	4	General Elective	4
HIST 101 Western Civilization I	4	HIST 102 Western Civilization II	4
Total	16	Total	16

Junior Year

Fall Semester	Credits	Spring Semester	Credits
BICM 305 Biochemistry I	4	BICM 306 Biochemistry II	4
BIOL 303 Genetics	4	BIOL 305 Molecular Biology	4
PHIL 205 Nature and Person	4	BICM 415 Biochemistry Elective***	4
General Elective	4	PHIL 206 Ethics	4
Total	16	Total	16

Senior Year

Fall Semester	Credits	Spring Semester	Credits
BICM 415 Biochemistry Elective	4	General Elective	4
POLT 203 American Civilization	4	THEO 390 Bioethics	4
General Elective	4	PHIL 300 Metaphysics	4
General Elective	4	General Elective	4
Total	16	Total	16

*Latin is recommended, but not required. Some Medical School programs require Spanish.
**May substitute with PHYS 221 or PHYS 222 (University Physics with Lab).
***May be substituted with CHEM 297 or BICM 497 Directed research (only for BA program).

Biochemistry (B.S.) - Typical Plan

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
CHEM 125 General Chemistry I	4	CHEM 126 General Chemistry II	4
MATH 151 Calculus I	4	STAT 230 or MATH 250	4
Elementary Foreign Language*	4	THEO 105 Sacred Scripture	4
RETP 101 Rhetoric and Poetics I	4	RETP 102 Rhetoric and Poetics II	4
Total	16	Total	16

Sophomore Year

Fall Semester	Credits	Spring Semester	Credits
CHEM 221 Organic Chemistry I	4	CHEM 222 Organic Chemistry II	4
BIOL 211 Biology I	4	BIOL 212 Biology II	4
THEO 205 Sacred Doctrine	4	PHYS 221 University Phys: Mechanics	4
HIST 101 Western Civilization I	4	HIST 102 Western Civilization II	4
		BICM 497 Directed Research**	2
Total	16	Total	18

Junior Year

Fall Semester	Credits	Spring Semester	Credits
BICM 305 Biochemistry I	4	BICM 306 Biochemistry II	4
BIOL 303 Genetics	4	BIOL 305 Molecular Biology	4
PHIL 205 Nature and Person	4	PHYS 222 University Phys: Materials	4
BICM 497 Directed Research	2	BICM 415 Biochemistry Elective	4
Total	14	Total	16

Senior Year

Fall Semester	Credits	Spring Semester	Credits
BICM 415 Biochemistry Elective	4	BICM 450 Bioanalytical Chemistry	4
PHIL 206 Ethics	4	THEO 390 Bioethics	4
POLT 203 American Civilization	4	PHIL 300 Metaphysics	4
General Elective	4	General Elective	4
Total	16	Total	16

*Latin is recommended, but not required. Some Medical School programs require Spanish.

**Students should register for CHEM 297 instead of BICM 497, if directed research is taken before completion of CHEM 221.

Note: Taking more than 128 total credits (16 credits per semester) may affect scholarships. Check with Financial Aid to confirm eligibility.

Biochemistry BA & Biology BS – Dual Major/Degree Plan

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
CHEM 125 General Chemistry I	4	CHEM 126 General Chemistry II	4
BIOL 211 Biology I	4	BIOL 212 Biology II	4
RETP 101 Rhetoric and Poetics I	4	RETP 102 Rhetoric and Poetics II	4
MATH 151 Calculus I	4	THEO 105 Sacred Scripture	4
Total	16	Total	16

Sophomore Year

Fall Semester	Credits	Spring Semester	Credits
CHEM 221 Organic Chemistry I	4	CHEM 222 Organic Chemistry II	4
BIOL 230 Botany	4	BIOL 220 Zoology	4
THEO 205 Sacred Doctrine	4	PHYS 211 Mechanics*	4
HIST 101 Western Civilization I	4	HIST 102 Western Civilization II	4
Total	16	Total	16

Junior Year

Fall Semester	Credits	Spring Semester	Credits
BICM 305 Biochemistry I	4	BICM 306 Biochemistry II	4
BIOL 303 Genetics	4	BIOL 305 Molecular Biology	4
PHIL 205 Nature and Person	4	BICM 415 Biochemistry Elective**	2
Elementary Foreign Language	4	PHIL 206 Ethics	4
		PHYS 212 College Physics II	4
Total	16	Total	18

Senior Year

Fall Semester	Credits	Spring Semester	Credits
BICM 497 Directed Research***	2	Biology Elective	4
POLT 203 American Civilization	4	THEO 390 Bioethics	4
Biology Elective	4	PHIL 300 Metaphysics	4
Biology Elective	4	BIOL 401 Microbiology	4
BICM 415 Biochemistry Elective**	2	BICM 497 Directed Research***	2
Total	16	Total	18

*May substitute with PHYS 221 University Physics with Lab.

**This plan shows that BICM 415 requirement (8 credits) is replaced by 4 credits of research (BICM 497 or BIOL 497)

***BIOL 497 may substitute for BICM 497 with approval of the respective department chairs for dual major.

Note: Taking more than 128 total credits (16 credits per semester) may affect scholarships. Check with Financial Aid to confirm eligibility.

Pre-Medicine Program in the Department of Chemistry and Physics

"Closely connected with the formation of conscience is the work of education, which helps individuals to be ever more human, leads them ever more fully to the truth, instils in them growing respect for life." (Evangelium Vitae).

Biochemistry is at the forefront of the most pressing bioethical questions facing mankind, even as advances in this area help to improve mankind's physical conditions, there are grave consequences to humanity if the foundational Catholic teachings do not form the moral core from which science progresses. Within this our students will be trained multi-disciplinarily in chemistry, biochemistry, genetics, molecular biology, and bioethics. The Biochemistry major at AMU will provide a rigorous and modern introduction to the chemical and biochemical sciences in an environment that incorporates classroom teaching, class-associated lab experiences, and research often resulting in peer-reviewed student publications in academic journals. Together, these strategies and opportunities foster the development of independent and critical thinking and complex problem-solving skills, along with the technical proficiency characteristic of the effective scientist in the biochemical sciences. Our graduates are expertly trained to enter the corporate work force, graduate school, and professional programs. The goal of the program is to develop expertly trained and well-formed biochemists who will be authentic disciples of Christ in a secular world.

Multiple upper-level Biology and Chemistry classes are strongly recommended. Classes include Genetics, Molecular Biology, Biochemistry, some BICM 415 Biochemistry modules, and Anatomy and Physiology I and II. In preparation for the MCAT examination, minimal requirements should be completed by the end of the junior year. A variety of other supplementary programs, seminars, and lectures are offered.

The Biochemistry Pre-Medicine program includes additional courses including Anatomy and Physiology (BIOL 305/306), Introductory Psychology (PSYC 201), and Applied Statistics (STAT 230). These are not required in the regular Biochemistry program. The B.S. program differs from the BA program in that the former requires a minimum of two semesters of Directed Research CHEM 297 and/or BICM 497 (2-credit each), BICM 450, 8 credits of BICM 415, MATH 250 (or STAT 230), and 8 credits of calculus-based Physics.

Minimal Pre-medicine Requirements

BICM 305 Biochemistry I: Structure, Mechanism and Metabolism with laboratory
BIOL 211 Biology I Cellular and Molecular Biology with laboratory
BIOL 212 Biology II Organismal and Population Biology with laboratory
BIOL 303 Genetics with laboratory
CHEM 125 General Chemistry I with laboratory
CHEM 126 General Chemistry II with laboratory
CHEM 221 Organic Chemistry I with laboratory
CHEM 222 Organic Chemistry II with laboratory
MATH 150 Functions
MATH 151 Calculus
PHYS 211* College Physics I with laboratory or PHYS 221 University Physics: Mechanics with laboratory
PHYS 212* College Physics II with laboratory or PHYS 222 University Physics: Materials with laboratory
PSYC 201 Principles and Methods of Psychology
STAT 230 Applied Statistics

*Calculus based Physics is recommended

Recommended Pre-medicine Courses

At least eight upper-level credits (300 and above) of Biochemistry or Biology courses are required for most medical school admissions*. The following courses are recommended to fulfill this requirement, and all are recommended to aid in taking the MCAT:

BICM 306 Biochemistry II: Biophysical Chemistry with laboratory
BICM 415 (varies by topic. See examples above)
BIOL 304 Anatomy and Physiology I with laboratory
BIOL 305 Molecular Biology with laboratory
BIOL 309 Anatomy and Physiology II with laboratory
BIOL 401 Microbiology with laboratory

*Admission requirements vary by institution. It is highly recommended that students check the requirements of the schools which they are considering.

Biochemistry (B.A.) - Typical Pre-Medicine Plan

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
CHEM 125 General Chemistry I	4	CHEM 126 General Chemistry II	4
BIOL 211 Biology I	4	BIOL 212 Biology II	4
MATH 151 Calculus I	4	THEO 105 Sacred Scripture	4
RETP 101 Rhetoric and Poetics I	4	RETP 102 Rhetoric and Poetics II	4
Total	16	Total	16

Sophomore Year

Fall Semester	Credits	Spring Semester	Credits
CHEM 221 Organic Chemistry I	4	CHEM 222 Organic Chemistry II	4
PHYS 221 or PHYS 211*	4	PHYS 222 or PHYS 212*	4
STAT 230 Applied Statistics	4	PSYC 201 Principles Methods Psych	4
HIST 101 Western Civilization I	4	HIST 102 Western Civilization II	4
Total	16	Total	16

Junior Year

Fall Semester	Credits	Spring Semester	Credits
BICM 305 Biochemistry I	4	BICM 306 Biochemistry II	4
BIOL 303 Genetics	4	BIOL 305 Molecular Biology	4
BIOL 304 Anatomy and Physiology I	4	BIOL 309 Anatomy and Physiology II	4
PHIL 205 Nature and Person	4	PHIL 206 Ethics	4
Total	16	Total	16

Senior Year

Fall Semester	Credits	Spring Semester	Credits
BICM 415 Biochemistry Elective	4	POLT 203 American Civilization	4
THEO 205 Sacred Doctrine	4	THEO 390 Bioethics	4
PHIL 300 Metaphysics	4	General Elective	4
LATN 101 or SPAN 101**	4	BICM 497# Directed Research	2
BICM 497# Directed Research	2		
Total	18	Total	14

*B.A. Requires only PHYS 211/212, B.S requires PHYS 212/222 (Calculus based).

**Some Medical School programs may require Spanish or 2 semesters of language

#A total of 8 credits of BICM 415 are needed. This plan shows replacement of 4 credits of BICM 415 with 2 semesters of research (BICM 497). Research is not necessary for the BA although it is recommended for Pre-Medicine Students.

Note: Taking more than 128 total credits (16 per semester) may affect scholarships. Check with Financial Aid to confirm eligibility.

Biochemistry (B.S.) - Typical Pre-Medicine Plan

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
CHEM 125 General Chemistry I	4	CHEM 126 General Chemistry II	4
BIOL 211 Biology I	4	BIOL 212 Biology II	4
MATH 151 Calculus I	4	THEO 105 Sacred Scripture	4
RETP 101 Rhetoric and Poetics I	4	RETP 102 Rhetoric and Poetics II	4
Total	16	Total	16

Sophomore Year

Fall Semester	Credits	Spring Semester	Credits
CHEM 221 Organic Chemistry I	4	CHEM 222 Organic Chemistry II	4
PHYS 221 University Physics*	4	PHYS 222 University Physics*	4
STAT 230 Applied Statistics	4	PSYC 201 Principles Methods Psych	4
HIST 101 Western Civilization I	4	HIST 102 Western Civilization II	4
Total	16	Total	16

Junior Year

Fall Semester	Credits	Spring Semester	Credits
BICM 305 Biochemistry I	4	BICM 306 Biochemistry II	4
BIOL 303 Genetics	4	BIOL 305 Molecular Biology	4
BIOL 304 Anatomy and Physiology I	4	BIOL 309 Anatomy and Physiology II	4
PHIL 205 Nature and Person	4	PHIL 206 Ethics	4
BICM 415 Biochemistry Elective[#]	2	BICM 415 Biochemistry Elective[#]	2
Total	18	Total	18

Senior Year

Fall Semester	Credits	Spring Semester	Credits
BICM 450 Bioanalytical Chem	4	POLT 203 American Civilization	4
THEO 205 Sacred Doctrine	4	THEO 390 Bioethics	4
PHIL 300 Metaphysics	4	BICM 415 Biochemistry elective	4
LATN 101 or SPAN 101**	4	BICM 497[#] Directed Research	2
BICM 497[#] Directed Research	2		
Total	18	Total	14

*B.A. Requires only PHYS 211/212, B.S requires PHYS 212/222 (Calculus based).

**Some Medical School programs may require Spanish or 2 semesters of language

[#]A total of 8 credits of BICM 415 are needed. This plan shows replacement of 4 credits of BICM 415 with 2 semesters of research (BICM 497). Research is not necessary for the BA although it is recommended for Pre-Medicine Students.

Note: Taking more than 128 total credits (16 per semester) may affect scholarships. Check with Financial Aid to confirm eligibility.

Biology

Chair: Dr. Agnes Berki, Professor of Biology
Program Director: Dr. Stephen Cronin, Associate Professor of Biology

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's 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 provides a comprehensive study in multiple areas of modern biology. This major will serve as excellent preparation for graduate school, medical school, nursing, dentistry, veterinary medicine, or for employment in research laboratories, clinical laboratories or science education. If course 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.

Student Learning Goals and Outcomes for the B.A. 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 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 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 Courses for the B.A. in Biology

BIOL 211 Biology I Cellular and Molecular Biology
BIOL 212 Biology II Organismal and Population Biology
BIOL 220 Zoology
BIOL 230 Botany
BIOL 303 Genetics
BIOL 413 Critical Analysis II or BIOL 497 Directed Research

CHEM 125 General Chemistry I
CHEM 126 General Chemistry II
MATH 150 Functions or MATH 151 Calculus I

16 Biology elective credits from among the following courses

BIOL 105 Environmental Science I
BIOL 106 Environmental Science II
BIOL 200 Nutrition
BIOL 240 General Ecology with laboratory
BIOL 241 General Ecology without laboratory
BIOL 250 Health and Wellness
BIOL 304 Anatomy and Physiology I
BIOL 305 Molecular Biology
BIOL 306 Basic and Clinical Pharmacology
BIOL 307 Marine Biology
BIOL 309 Anatomy and Physiology II
BIOL 310 General and Chemical Oceanography
BIOL 321 Tropical Ecology and Field Biology
BIOL 340 Conservation Biology
BIOL 401 Microbiology
BIOL 402 Microbiological Ecology
BIOL 403 Animal Physiology
BIOL 404 General Virology
BIOL 407 Marine Zoology
BIOL 408 Marine Botany
BIOL 438 Aquatic Ecology
EXER 270 Kinesiology and Biomechanics
EXER 300 Exercise Physiology

Student Learning Goals and Outcomes for the B.S. 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, chemical, organismal and ecological levels. Upon graduation, students will have a fundamental understanding of experimental design, execution and interpretation and will be introduced to research, reading and interpretation of scientific literature.

Outcome 1: Students will demonstrate knowledge in the biological, chemical, and physical sciences.

Outcome 2: Students will apply practices common to laboratory experimentation in the biological 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 proficiency of the fundamental laws and principles in physics and chemistry.

Outcome 5: Students will demonstrate the ability to apply 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 Courses for the B.S. in Biology

BIOL 211 Biology I Cellular and Molecular Biology
BIOL 212 Biology II Organismal and Population Biology
BIOL 220 Zoology
BIOL 230 Botany
BIOL 303 Genetics
BIOL 305 Molecular Biology or BIOL 410 Cell Biology
BIOL 401 Microbiology
BIOL 413 Critical Analysis II or BIOL 497 Directed Research
CHEM 125 General Chemistry I
CHEM 126 General Chemistry II
CHEM 221 Organic Chemistry I
PHYS 211 College Physics I or PHYS 221 University Physics: Mechanics

12 Biology elective credits from among the following courses

BIOL 105 Environmental Science I
BIOL 106 Environmental Science II
BIOL 200 Nutrition
BIOL 240 General Ecology with laboratory
BIOL 241 General Ecology without laboratory
BIOL 250 Health and Wellness
BIOL 304 Anatomy and Physiology I
BIOL 305 Molecular Biology
BIOL 306 Basic and Clinical Pharmacology
BIOL 307 Marine Biology
BIOL 309 Anatomy and Physiology II
BIOL 310 General and Chemical Oceanography
BIOL 321 Tropical Ecology and Field Biology
BIOL 340 Conservation Biology
BIOL 402 Microbiological Ecology
BIOL 403 Animal Physiology
BIOL 404 General Virology
BIOL 407 Marine Zoology
BIOL 408 Marine Botany
BIOL 410 Cell Biology
BIOL 438 Aquatic Ecology
EXER 270 Kinesiology and Biomechanics
EXER 300 Exercise Physiology

Minor in Agriculture & Catholic Environmental Stewardship

The ACES Minor encourages undergraduate students from any discipline to explore the three pillars of sustainability (economic, environmental and social) beyond course work in their Major. Inclusion of classes from the THEO, BUSN, and BIOL creates an attractive addition to any current degree at AMU. By choosing this minor, AMU students discover how their desire to care for creation is powerfully grounded in Catholic social teaching and the western intellectual tradition, helping them to become innovative and faithful leaders in society.

Required Courses for the Minor in Agriculture & Environmental Stewardship

ACES 350 Sustainable Agriculture Lecture with Laboratory
ACES 360 Stewardship and Sustainability Lecture
BIOL 105 Environmental Science
BUSN 201 Principles of Entrepreneurship
BIOL 240 Ecology
THEO 315 Catholic Social Teaching or Approved Substitution

Suggested Course Sequence for the Minor in Agriculture & Environmental Stewardship

Year 1
ACES 350 Sustainable Agriculture (or Year 3)
ACES 360 Stewardship and Sustainability (or Year 3)
BIOL 105 Environmental Science

Year 2
BUSN 201 Principles of Entrepreneurship
BIOL 240 Ecology

Year 3
ACES 350 - Sustainable Agriculture (or Year 1)
ACES 360 (New)
Stewardship and Sustainability (or Year 1)

Year 4
THEO 315 - Catholic Social Teaching or Approved Substitution

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 (with laboratory), BIOL 212 (with laboratory), and four additional biology courses of at least 3 credits each coded 200-level or higher. BIOL 201 and BIOL 202 may not be used to fulfill requirements of the Biology minor.

Course Descriptions

All science courses with a laboratory include a lab fee.

ACES 350 SUSTAINABLE AGRICULTURE LECTURE WITH LABORATORY
This interdisciplinary course provides a broad view of plant, soil, and water science for sustainable management of small-scale agricultural social-ecological systems. Key topics include principles of plant ecology, plant-environment relations and end uses for agricultural products. Landscape-scale issues are explored, such as conservation of soils and their fertility, water treatment and harvesting. The associated laboratory provides a strong practical element, focused on agricultural practices on the SICASS farm in Ave Maria. Prerequisite: BIOL 105 OR BIOL 240. (4 credits)

ACES 360 STUARDSHIP AND SUSTAINABILITY LECTURE
This capstone class integrates all the previous material in the ACES Minor to ensure that students achieve a robust synthesis of the topic. Important themes in environmental stewardship are investigated using current thinking from sustainability science and faithful Catholic teaching. The course places emphasis on Socratic discussion, touching on papal encyclicals,

recent scientific papers and popular writings. This holistic course explores Christian reflections on creation expressed in the arts, as well as a return to the experiential natural history of early studies. (4 credits)

BIOL 100 MEDICAL TERMINOLOGY
This course is the study of medical terminology, the language of medicine, focusing on prefixes, suffixes, word roots and their combining forms by review of each body system and specialty area. It also emphasizes word construction, spelling, usage, comprehension, and pronunciation. In addition, students gain information regarding anatomy and physiology, symptomatology, pathology, diagnostic/surgical procedures, pharmacology, and medical abbreviations. (1 credit)

BIOL 105 ENVIRONMENTAL SCIENCE I
A study of ecological relationship between organisms. The course will approach topics such as air and water pollution, and other current environmental problems from a biological perspective. This course satisfies one of the laboratory science requirements for non-science majors (with laboratory, fee of $242.49 applies to cover cost of field trips). (4 credits)

BIOL 106 ENVIRONMENTAL SCIENCE II
The course introduces the student to environmental principles with a focus on South Florida. Students will learn to apply the environmental principles to explain the processes that have influenced the existence of plants and animals within South Florida from ancient to present times. The main biological and physical features of South Florida as a whole and its distinguishing, diverse environments will be described and explained. The course will analyze how humans have used and impacted the different environments of South Florida since the times of their earliest occupation of the region. Students will participate in discussions of current debates of environmental issues concerning South Florida (with laboratory, fee of $242.49 applies to cover cost of field trips). Prerequisite: BIOL 105. (4 credits)

BIOL 200 NUTRITION
Science of nutrition that focuses on knowledge of chemical structure, dietary sources, requirements, functions, digestion, absorption, transportation, utilization, and excretion of essential nutrients and other substances. Health topics include wellness, obesity, eating disorders, sports nutrition, prevention of chronic disease, nutrients and nutritional needs across the lifespan, issues facing society including food safety, biotechnology and use of supplements and botanicals. (3 credits)

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 laboratory). (4 credits)

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 laboratory). (4 credits)

BIOL 203 INTRODUCTION TO MICROBIOLOGY
Focuses on structure, classification and physiology of microorganisms with an emphasis on bacterial organisms. Infection, immunity and the control of microorganisms are also covered. The role of microorganisms in the environment and economy are discussed. Laboratory exercises include an emphasis on sterile techniques, staining, microorganism culturing techniques, biochemical analysis, specimen handling and sampling and the identification of unknowns. (4 credits)

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 laboratory). (4 credits)

BIOL 211H BIOLOGY I CELLULAR AND MOLECULAR BIOLOGY – HONORS
Designed for exceptional students and those in the Honors program. An introduction to the study of living systems illustrated by examples drawn from cell biology, biochemistry, genetics, microbiology, neurology and developmental biology (with laboratory). Prerequisite: Honors Program. (4 credits)

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 laboratory). Prerequisite: BIOL 211. (4 credits)

BIOL 212H BIOLOGY II ORGANISMAL AND POPULATION BIOLOGY – HONORS
Designed for exceptional students and those in the Honors program. Introduction to the study of organisms emphasizing morphology and physiology, behavior, ecology, and evolution of whole organisms and populations (with laboratory). Prerequisites: BIOL 211H, Honors Program. (4 credits)

BIOL 220 ZOOLOGY
This course introduces the classification, relationships, structure, and function of major animal phyla. Emphasis is on levels of organization, reproduction and development, comparative systems, and a survey of selected phyla. Upon completion, students should be able to demonstrate comprehension of animal form and function, including comparative systems of selected groups. Laboratory exercises include microscope observations and dissections to reinforce topics discussed in lecture (with laboratory). Prerequisites: BIOL 211, BIOL 212. (4 credits)

BIOL 230 BOTANY
This course is an overview of plant science. Plant structure and function is considered, as well as plant evolution, ecology, and importance to man. Laboratory includes techniques of microscopy, examination of plant tissues, experiments in physiology, and consideration of the several plant groups (with laboratory). Prerequisite: BIOL 211, BIOL 212. (4 credits)

BIOL 240 GENERAL ECOLOGY
An introduction to the interactions between living organisms and their physical, chemical and biological environment. Several levels of ecological organization are examined. These include the study of different types of populations, communities and ecosystems. Topics include population structure and growth, species interaction, energy flow, nutrient cycling, succession, and applications to current environmental management issues. Students perform ecological experiments in the field as well as in the laboratory (with laboratory). Prerequisites: BIOL 211, BIOL 212. (4 credits)

BIOL 241 GENERAL ECOLOGY (without lab)
An introduction to the interactions between living organisms and their physical, chemical and biological environment. Several levels of ecological organization are examined. These include the study of different types of populations, communities and ecosystems. Topics include population structure and growth, species interaction, energy flow, nutrient cycling, succession, and applications to current environmental management issues. Prerequisites: BIOL 211, BIOL 212. (4 credits)

BIOL 250 HEALTH AND WELLNESS
This course provides a comprehensive overview of health and wellness and emphasizes the importance of knowledge, attitudes, and practices relating to personal health and wellness. The impact of lifestyle choices on all aspects of personal health are discussed, including physical, mental, emotional, social, and environmental. The course will explore topics related to nutrition, physical fitness, stress and weight management, disease prevention, substance abuse, and healthy relationships. The information and skills necessary for making informed and healthful decisions to promote wellness will be discussed with an emphasis on self-responsibility. (3 credits)

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. (Variable credit)

BIOL 303 GENETICS
This course covers principles of prokaryotic and eukaryotic cell genetics with emphasis on the molecular basis of heredity, chromosome structure, patterns of Mendelian and non-Mendelian inheritance, and biotechnological applications. The course evaluates the role of chromosomes in inheritance and in human diseases such as cancer. It explores the contemporary understanding of genes and gene mechanisms. Laboratory exercises will be used to elucidate genetic principles and learn commonly used biotechnology methods in genetics(with laboratory). Prerequisite: BIOL 211. (4 credits)

BIOL 304 ANATOMY AND PHYSIOLOGY I
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 (with laboratory). Prerequisite: BIOL 201 or BIOL 203 or BIOL 211. (4 credits)

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 laboratory). Prerequisites: BIOL 211, BIOL 303. (4 credits)

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: BIOL 211, BIOL 212, CHEM 125, CHEM 126. (4 credits)

BIOL 307 MARINE BIOLOGY
A general survey of the invertebrates, vertebrates, and marine plant communities with emphasis on local examples of these principal groups. Students examine estuarine beach, inlet and neritic habitat, and niches. Lecture, laboratory, and fieldwork are included. Prerequisites: BIOL 211, BIOL 212. (4 credits)

BIOL 309 ANATOMY AND PHYSIOLOGY II
An advanced 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 examined at an advanced level. Prerequisite: BIOL 304. (4 credits)

BIOL 310 GENERAL AND CHEMICAL OCEANOGRAPHY
The science of oceanography is concerned with the systematic study of the oceans and the processes occurring in them. In this course students will be introduced to important fundamental concepts of the marine processes. The history of human interaction with the oceans and the development of marine science will be introduced with further details on tectonic processes that have created the ocean basin. Understanding the motions of currents, waves, tides will be pointed out. Heavy emphasis will be on the chemical properties of the water filling the ocean basins. The chemical oceanography course will focus on the inorganic and organic chemistry (compounds) of (in) seawater. The purpose of this course is to give an account of the chemistry of seawater and its bearing on marine biology and sedimentary geochemistry. In particular, the salinity, chlorinity, the physical properties of the seawater will be explained, with heavy emphasis on presence of major, minor and micronutrients in the seawater. Dissolved gases, dissolved and particulate organic compounds and their contribution to marine environment will be studied in detail together with marine sediments and their analysis. Variation in seawater composition with depth and latitude and their influence on marine environment will be emphasized. Finally, the major

contributors of seawater pollution and the principles of geochemistry will be presented. Prerequisites: BIOL 211, BIOL 212, CHEM 125. (4 credits)

BIOL 321 TROPICAL ECOLOGY AND FIELD BIOLOGY
A general study of the relationship of organisms to each other and to their environment, structure, and distribution of plant and animal communities, and the ecology of populations. This course has a field component; fee of $242.49 applies to cover cost of field trips. Prerequisites: BIOL 211, BIOL 212. (4 credits)

BIOL 340 CONSERVATION BIOLOGY
Conservation biology is the science of preserving biodiversity and sustaining the earth. It is a synthetic discipline that draws upon the fields of ecology, evolution, genetics, philosophy, economics, sociology, and political science. The goal of conservation biology is the development of strategies for preserving populations, species, biological communities, and entire ecosystems. The major threat to these biological entities is the growing human population and our impact on the environment. Conservation biologists attempt to bring scientific principles and theory to bear on problems of management for preserving the richness of life on earth. In this class, we will examine human impact on biodiversity and the earth. We will also examine the contributions of theoretical biology to conservation biology. Furthermore, we will use case studies to survey the possibilities and the problems of applying conservation principles in the real world. Prerequisites: BIOL 211, BIOL 212. (4 credits)

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. Fee of $242.49 applies to cover cost of field trips (Pass/Fail, 0 credits)

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 laboratory). Prerequisites: BIOL 211, BIOL 212, BIOL 303. (4 credits)

BIOL 402 MICROBIOLOGICAL 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 credits)

BIOL 403 ANIMAL PHYSIOLOGY
Animal Physiology is a survey of the function of all animals. Functions will be examined using a comparative approach from molecular and cellular scales to tissues, organ systems, and whole organisms. Topics include cellular processes, osmoregulation, energy metabolism, tissue function, muscle function, feeding and digestion, thermal relations, neurons and synapses, endocrine function, circulation and transport, excretion, sensation, and other topics covered in the accompanying textbook. Learning the material involves memorization of terminology and facts, but also mastering concepts, thinking critically, and synthesizing facts and concepts. Prerequisites: BIOL 211, BIOL 303. (4 credits)

BIOL 404 GENERAL VIROLOGY
This course explores virology, which is the study of viruses that infect all manner of life on earth. We will focus on animal viruses and those that influence human health. Important discoveries from viruses that infect microbes, plants, and non-human animals will be included. The course will focus on the molecular and cell biology of viruses, covering aspects of protein structure, biochemical reactions, molecular interactions, and infection at the levels of the host cell, the host organism,

and the host population. The course will include an overview of how our immune system defends us against viral pathogens, and how antiviral drugs and vaccines augment these defenses. Prerequisites: BIOL 211, BIOL 212, BIOL 303. (4 credits)

BIOL 407 MARINE ZOOLOGY
This course is an in-depth study of animal life in aquatic environments, from microscopic zooplankton to invertebrates, to fishes, to marine reptiles and mammals. The course will focus on the life histories, ecological roles, physiological adaptations, and behavior of marine animals. Students will also explore the importance of various fisheries and how overexploitation and human activities impact marine life. Prerequisites: BIOL 211, BIOL 220. (4 credits)

BIOL 408 MARINE BOTANY
This course carefully examines marine plant life, including microscopic phytoplankton, macroalgae, coastal plant systems like salt marshes and mangroves, and submerged flowing plants like sea grasses. The course will focus on structural adaptations, life histories, ecological roles, physiological adaptations, and the identification of marine flora. This course also has a field component to introduce sampling, measuring, and surveying marine plant communities. Prerequisites: BIOL 211, BIOL 230. (4 credits)

BIOL 410 CELL BIOLOGY
The cell is a fascinating, complex, and dynamic unit that forms the fundamental basis of unicellular and multicellular life. Cells are constantly engaging with their environment and making active decisions, and we will dissect these cellular processes. Topics include signal transduction, membrane dynamics, vesicle transport, cytoskeleton dynamics, cell migration, cell cycle, stem cells, and mechanisms of gene expression regulation. Prerequisites: BIOL 211, BIOL 212, BIOL 303. (3 credits)

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. Prerequisites: Senior standing, BIOL 211, BIOL 303. (1 credit)

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. Prerequisite: Varies with topic. (4 credits)

BIOL 438 AQUATIC ECOLOGY
A basic understanding of the biota of freshwater, marine, estuarine environments, the functional relationships of organisms to each other, and the dynamics of their environments. This course is primarily field based. Prerequisites: BIOL 211, BIOL 212. (4 credits)

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. (Variable credit)

Biology (B.A.) - Typical Plan

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
MATH 150 or MATH 151	4	THEO 105 Sacred Scripture	4
BIOL 211 Biology I	4	BIOL 212 Biology II	4
RETP 101 Rhetoric and Poetics I	4	RETP 102 Rhetoric and Poetics II	4
LATN 101 Elementary Latin*	4	General Elective	4
Total	16	Total	16

Sophomore Year

Fall Semester	Credits	Spring Semester	Credits
CHEM 125 General Chemistry I	4	CHEM 126 General Chemistry II	4
BIOL 230 Botany	4	BIOL 220 Zoology	4
HIST 101 Western Civilization I	4	HIST 102 Western Civilization II	4
THEO 205 Sacred Doctrine	4	POLT 203 American Civilization	4
Total	16	Total	16

Junior Year

Fall Semester	Credits	Spring Semester	Credits
Biology Elective	4	Biology Elective	4
BIOL 303 Genetics	4	Biology Elective	4
PHIL 205 Nature and Person	4	PHIL 206 Ethics	4
General Elective	4	General Elective	4
Total	16	Total	16

Senior Year

Fall Semester	Credits	Spring Semester	Credits
THEO 400 Living in Christ	4	BIOL 413 or BIOL 497	1
Biology Elective	4	PHIL 300 Metaphysics	4
General Elective	4	General Elective	4
General Elective	4	General Elective	4
		General Elective	3
Total	16	Total	16

*Latin is recommended, but not required, for the Biology major.

Biology (B.S.) - Typical Plan

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
MATH 150 or MATH 151	4	THEO 105 Sacred Scripture	4
BIOL 211 Biology I	4	BIOL 212 Biology II	4
RETP 101 Rhetoric and Poetics I	4	RETP 102 Rhetoric and Poetics II	4
LATN 101 Elementary Latin*	4	General Elective	4
Total	16	Total	16

Sophomore Year

Fall Semester	Credits	Spring Semester	Credits
CHEM 125 General Chemistry I	4	CHEM 126 General Chemistry II	4
BIOL 230 Botany	4	BIOL 220 Zoology	4
HIST 101 Western Civilization I	4	HIST 102 Western Civilization II	4
THEO 205 Sacred Doctrine	4	POLT 203 American Civilization	4
Total	16	Total	16

Junior Year

Fall Semester	Credits	Spring Semester	Credits
BIOL 303 Genetics	4	BIOL 401 Microbiology	4
PHYS 211 or PHYS 221	4	BIOL 305 or BIOL 410†	4
PHIL 205 Nature and Person	4	PHIL 206 Ethics	4
CHEM 221 Organic Chemistry I	4	Biology Elective	4
Total	16	Total	16

Senior Year

Fall Semester	Credits	Spring Semester	Credits
Biology Elective	4	Biology Elective	4
THEO 400 Living in Christ	4	BIOL 413 or BIOL 497	1
General Elective	4	PHIL 300 Metaphysics	4
General Elective	4	General Elective	4
		General Elective	3
Total	16	Total	16

*Latin is recommended, but not required, for the Biology Major.

†Students taking BIOL 410 (3 credits) will need to take an additional credit to earn 16 credits.

Pre-medicine Program

The pre-medicine program offers academic preparation for medical school. Recommended majors for students interested in pre-medicine include Biology (B.S. or B.A.), Health Science (B.A.), or Biochemistry (B.S.)†, although other academic majors are usually acceptable as long as the appropriate prerequisites* for a given medical school are completed. Students are encouraged to explore the ethical, moral, and social implications of modern medicine and technology from a Catholic perspective and should consider taking THEO 390 Catholic Bioethics.

Multiple upper level Biology classes coinciding with prerequisites from most US medical schools are strongly recommended. Classes include Genetics, Molecular Biology, Anatomy and Physiology I and II, Microbiology, and Biochemistry. In preparation for the MCAT examination, minimal requirements should be completed by the end of the junior year. A variety of other supplementary programs, seminars, and lectures are offered.

Minimal Pre-medicine Requirements

Biochemistry (1 Semester of Lecture)
BIOL 211 Biology I Cellular and Molecular Biology with laboratory
BIOL 212 Biology II Organismal and Population Biology with laboratory
BIOL 303 Genetics with laboratory
CHEM 125 General Chemistry I with laboratory
CHEM 126 General Chemistry II with laboratory
CHEM 221 Organic Chemistry I with laboratory
CHEM 222 Organic Chemistry II with laboratory
MATH 150 Functions; MATH 151 Calculus I is strongly recommended
PHYS 211 College Physics I with laboratory
PHYS 212 College Physics II with laboratory
PSYC 201 Principles and Methods of Psychology
STAT 230 Applied Statistics

Recommended Pre-medicine Courses

At least 8 upper level credits (300 and above) of Biology courses are required for most medical school admissions. The following course are recommended to fulfill this requirement, and all are recommended to aid in taking the MCAT:

BICM 305 Biochemistry I: Structure, Mechanism and Metabolism
BICM 306 Biochemistry II: Biophysical Chemistry
BICM 415 (Varies by topic. Examples of relevant modules are Chemistry and Mechanism of Enzyme Action, Biochemistry of HIV, Biochemistry in drug discovery, and Biochemistry of Cancer)
BIOL 304 Anatomy and Physiology I
BIOL 305 Molecular Biology
BIOL 309 Anatomy and Physiology II
BIOL 401 Microbiology

†For those intending to major in Biochemistry, please see the Biochemistry Degree section of the catalog for a sample pre-med track.
*Admission requirements vary by institution. It is highly recommended that students check the requirements of the schools which they are considering.

Biology (B.S.) - Sample Pre-Medicine Plan

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
BIOL 211 Biology I	4	BIOL 212 Biology II	4
MATH 151 Calculus I	4	BIOL 304 Anatomy and Physiology I	4
RETP 101 Rhetoric and Poetics I	4	RETP 102 Rhetoric and Poetics II	4
LATN 101 Elementary Latin*	4	THEO 105 Sacred Scripture	4
Total	16	Total	16

Sophomore Year

Fall Semester	Credits	Spring Semester	Credits
CHEM 125 General Chemistry I	4	CHEM 126 General Chemistry II	4
BIOL 230 Botany	4	BIOL 220 Zoology	4
BIOL 309 Anatomy and Physiology II	4	BIOL 305 Molecular Biology	4
THEO 205 Sacred Doctrine	4	PHIL 205 Nature and Person	4
Total	16	Total	16

Junior Year

Fall Semester	Credits	Spring Semester	Credits
BIOL 303 Genetics	4	CHEM 301 Introductory Biochemistry I	4
PHYS 211 or PHYS 221	4	PHYS 212 or PHYS 222	4
CHEM 221 Organic Chemistry I	4	CHEM 222 Organic Chemistry II	4
HIST 101 Western Civilization I	4	HIST 102 Western Civilization II	4
Total	16	Total	16

Senior Year

Fall Semester	Credits	Spring Semester	Credits
THEO 390 or THEO 400	4	BIOL 401 Microbiology	4
PHIL 206 Ethics	4	BIOL 413 or BIOL 497[#]	1
STAT 230 Applied Statistics	4	POLT 203 American Civilization	4
Biology Elective	4	PHIL 300 Metaphysics	4
		PSYC 201 Principles Methods Psych	4
Total	16	Total	17

*Latin is recommended, but not required. Some Medial School programs require Spanish.
[#]Research is recommended for Pre-Medicine Students.

Health Science (B.A.) - Sample Pre-Medicine Plan

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
BIOL 211 Biology I	4	BIOL 212 Biology II	4
MATH 151 Calculus I	4	BIOL 304 Anatomy and Physiology I	4
RETP 101 Rhetoric and Poetics I	4	RETP 102 Rhetoric and Poetics II	4
LATN 101 Elementary Latin*	4	THEO 105 Sacred Scripture	4
Total	16	Total	16

Sophomore Year

Fall Semester	Credits	Spring Semester	Credits
BIOL 303 Genetics	4	BIOL 305 Molecular Biology	4
BIOL 309 Anatomy and Physiology II	4	BIOL 200 Nutrition	3
THEO 205 Sacred Doctrine	4	BIOL 100 Medical Terminology	1
CHEM 125 General Chemistry I	4	CHEM 126 General Chemistry II	4
		POLT 203 American Civilization	4
Total	16	Total	16

Junior Year

Fall Semester	Credits	Spring Semester	Credits
PHYS 211 or PHYS 221	4	PHYS 212 or PHYS 222	4
CHEM 221 Organic Chemistry I	4	CHEM 222 Organic Chemistry II	4
PHIL 205 Nature and Person	4	CHEM 301 Introductory Biochemistry I	4
HIST 101 Western Civilization I	4	HIST 102 Western Civilization II	4
Total	16	Total	16

Senior Year

Fall Semester	Credits	Spring Semester	Credits
THEO 390 Catholic Bioethics	4	BIOL 401 Microbiology	4
PSYC 350 Health Psychology	4	BIOL 250 Health and Wellness	3
PHIL 206 Ethics	4	BIOL 413 or BIOL 497[#]	1
General Elective	4	PHIL 300 Metaphysics	4
		General Elective	4
Total	16	Total	16

*Latin is recommended, but not required. Some Medical School programs require Spanish.
[#]Research is recommended for Pre-Medicine Students.

Business Administration

Chair and Program Director: Professor John May, Executive-in-Residence and Professor of Practice in Business

The Business Administration program enables students to master the requirements – in broad education and in specialized knowledge – to find immediately meaningful work and/or to attend critically a graduate business school program. Students learn fundamental tools and concepts, theories, and analytical techniques. What is harder to develop – and, therefore, more valuable in the business environment – are communication and interpersonal skills, and the ability to weave together and use different kinds of knowledge. The Business Administration program prepares students to internalize those skills and abilities through excellent classroom teaching that emphasizes the integration of the business disciplines and prudential decision making.

Business Administration addresses the complex phenomenon of acting persons engaged in business transactions. Decisions made during those business transactions are always based on value judgments that rely upon non-systematic information available and upon the goals of the interacting persons. The individual characteristics of the business person and their knowledge, skills and abilities are precisely what make the difference between good and bad decisions. The acquired habit of weighing the qualitative and quantitative factors involved in business oriented personal interaction is the cornerstone of the business craft.

Students intending to major in Business Administration will proceed through the normal sequence of the Core Curriculum. The program in Business Administration asserts that students need a broad foundation in the moral dimension of human history, activity, and political life in order to successfully carry out the practice of business. The Core Curriculum thus serves as the necessary foundation for the major in Business Administration.

Student Learning outcomes for the Major in Business Administration

Goal 1: Students will be capable of solving business problems using critical thinking skills. They will be able to synthesize the interdisciplinary knowledge provided in the program to make strategic decisions in all areas of business including but not limited to accounting, finance, economics, marketing and management.

Outcome 1: Students will develop a conceptual understanding of the elements of corporate strategy and translate all of its elements into written strategic case analysis.

Outcome 2: Each student will be able to demonstrate knowledge and understanding of core accounting fundamentals, and to evaluate the financial position of organizations using standard analytic tools of applied financial analysis.

Outcome 3: Students will understand and apply strategic and tactical concepts of marketing such as product, price, promotion, place and positioning strategies.

Outcome 4: Students will be able to understand fundamental concepts and principles of management, including the basic roles, skills, and functions of management.

Outcome 5: Students will understand the basic principles of both macroeconomics and microeconomics and apply those principles in a business context.

Outcome 6: Students will have a general understanding of the laws of the United States as they relate to business activities, operations, and transactions.

Typical Order of Required Courses for the Major

BUSN 201 Principled Entrepreneurship
ACCT 201 Financial Accounting
ACCT 202 Managerial Accounting
ECON 201 Principles of Macroeconomics
ECON 202 Principles of Microeconomics
STAT 230 Applied Statistics
FINC 201 Fundamentals of Finance
MKTG 200 Marketing
BUSN 303 Management and Ethics
BUSN 340 Business Law I
BUSN 368 Quantitative Business Analysis
BUSN 490 Strategic Management/Business Capstone

Minor in Business Administration

The Minor in Business Administration is aimed toward those students who want to major in a liberal arts discipline while also desiring exposure to practical skills and opportunities associated with the study of business. The minor offers intensive coursework and provides students with opportunities to gain practical experience, career guidance, and mentoring. Students must complete ACCT 201, BUSN 303, ECON 201, ECON 202, and two Business Electives.

Course Descriptions

BUSN 200 BUSINESS COMMUNICATION
This course is intended to introduce students to the world of business and to provide students with the skills of business writing and speaking. Students learn how to write effective and concise letters and memos in a business context; prepare informal and formal reports; proofread and edit copies of business correspondence; and use communications technology. Students also learn the principles of effective spoken business communication, including anticipating audience reaction, mitigating nervousness, and the appropriate use of presentation technology; they also learn the skills for making a persuasive case for a controversial position and/or a sales presentation that persuades a customer to buy a product or service. (4 credits)

BUSN 201 PRINCIPLED ENTREPRENEURSHIP
Principled Entrepreneurship is designed for students from all majors interested in the creation of small businesses and entrepreneurial spirit. The course serves as an elective for students in a Business major as well as a practical general elective that will inspire students of any major to seek opportunities to use their talents by creating a new venture. This course teaches the fundamental theories and practice of entrepreneurship with a primary focus on ethical principles and meeting the human needs related to all aspects of venture development. The course applies the social teaching of the Catholic Church to the variety of responsibilities of entrepreneurs, managers and organizational leaders. Principled Entrepreneurship takes up the challenge of teaching management methods designed to “maximize long-term profitability by creating real value in society while always acting lawfully and with integrity.” (4 credits)

BUSN 215 INTERMEDIATE AND ADVANCED SPREADSHEET ANALYSIS
This course will develop students’ intermediate and advanced spreadsheet skills using Microsoft Excel. Students will learn applications for Excel in accounting, finance, economics, statistics, mathematics, and other fields. (2 credits)

BUSN 250 PERSONAL FINANCIAL PLANNING
This course will cover the individual management of money and financial decision-making at an introductory level. This is an entry level course and no prior business course is required. (2 credits)

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 202. (4 credits)

BUSN 311 INFORMATION SYSTEMS
Knowledge and information management systems. Access and coordination of information assets. Technologies: intranets, groupware, weblogs, instant messaging, content management processes and email in an organizational context. Review of cases. Analysis and design of information processes. In-house systems development, sub-contracting, packaged software product. Implementation and maintenance. (4 credits)

BUSN 322 HUMAN RESOURCE MANAGEMENT
This course is an examination of the human resource function including its historic and evolving roles in the organization with increased emphasis on strategic HR management. Ethical, social and legal considerations will be examined as well as principal human resource management components such as staffing, recruitment and selection, training and development, compensation, performance and appraisal, safety and health, workforce diversity, equal employment opportunities and affirmative action, employee compensation, benefits and labor relations. Students will be expected to prepare a paper and present it to the class as a member of a small group. This exercise will assist the students in both written and oral presentation skills. Upon successful completion, students will have knowledge and skills (terminology, classifications, methods, trends) of and learn fundamental principles, concepts and generalizations related to human resource management sufficient to implement HRM techniques and methods in business. (4 credits)

BUSN 329 BUSINESS AND ECONOMIC FORECASTING
The aim of this course is to give students a thorough working knowledge of forecasting fluctuations in business and economic data. Economic analysis is aimed at explaining the nature of the real world; the intent in this course is to integrate theory and application. The course covers standard methods such as moving averages and exponential smoothing, regression analysis, time-series decomposition, ARIMA models, etc., as well as subjective forecasting, with an emphasis on the importance of combining many kinds of forecasts. Cross-listed with ECON 329. Prerequisite: STAT 230. (4 credits)

BUSN 330 ORGANIZATIONAL BEHAVIOR
This course offers a study of the individual processes and interpersonal relationships of people in organizations. It surveys practical applications of psychology to issues in business, specifically the study of individual and group dynamics and the influence of organizational structures on work behaviors. This course presents the nature of human attitudes and emotions as they relate to workplace effectiveness. Topics include motivation, leadership, decision-making, creativity and communication, performance enhancement, job design, organizational culture, collaboration and change. Students are introduced to organizational psychology research methods, workplace staffing considerations, as well as approaches to training and development. Cross-listed with PSYC 330. Prerequisite: BUSN 303 or COMM 200 or MKTG 200 or PSYC 201. (4 credits)

BUSN 340 BUSINESS LAW I
Students become familiar with various laws and regulations facing businesses today. The legal business environment examines contracts, the civil court system, alternative dispute resolution, cyber-crime, insurance, real and personal property, intellectual property, torts, and fiduciary relationships. Additional areas of law focus on constitutional issues, criminal acts, the environment, estates, consumer protection, the internet, and professional liability of accountants and attorneys. Business formation is analyzed for a sole proprietorship, partnership, franchise, corporation, joint venture, and limited liability entity. (4 credits)

BUSN 347 WORK, MOTHERHOOD AND CATHOLIC FAMILY LIFE

This course is an applied seminar on the nature of work in the context of home and family life. All human beings are called to work. It is a right, a duty, a gift, a service and a participation in the work of creation. But the nature of that work in the life of each human being is unique. Along with human relationships, one's work, in all its forms, is a key element of each person's sense of purpose and social contribution. This course examines the nature of work through management, economic and psychological lenses built on fundamental philosophical and theological principles. Specifically, we focus on the work choices that women face in service of their social contribution and family life. This seminar examines theory and practice of family life, motherhood and work/family integration. Cross-listed with PSYC 347. (4 credits)

BUSN 350 HEALTHCARE ADMINISTRATION

This course provides an introduction to healthcare management practices and concepts. Planning, decision-making, influencing, controlling, effecting change. Effects of environment, technology and human behavior on organizational design. (4 credits)

BUSN 355 HEALTHCARE POLICY AND STRATEGY

This course provides a basic overview of the health policy and political process as it relates to health care in the United States, the organization and issues of the healthcare system, and healthcare economics. Each section focuses on the new healthcare environment, healthcare reform, trends in healthcare delivery, quality and safety, as well as other topics in today's healthcare policy environment, exploring the current and historical issues with the U. S. healthcare system and alternatives for future policy. The course reviews the political process that influences planning in various healthcare settings, presents accepted methods of economic and financial analysis, and addresses ethical and other value considerations that must enter into the health policy process. Finally, the course looks at the roles, skills and leadership that health professionals can bring to the policymaking process in their local and national communities. (4 credits)

BUSN 368 QUANTITATIVE BUSINESS ANALYSIS

The goal of this course is to introduce the basic quantitative techniques used by managers to enhance the decision making process in businesses. The students will learn how to use quantitative mathematical modeling to make decisions and comprehend the risk of simply relying on models. The course will focus on decision analysis, forecasting, resource allocation and linear programing models among other topics. These tools are essential in making successful business decisions in all industries. Prerequisite: STAT 230. (4 credits)

BUSN 397 CORPORATE INTERNSHIP

This course allows students to expand their academic experience in a profit or non-profit firm or organization by strengthening their technical, communication and analytical skills and linking them with skills developed on the job. Students enrolled in this course are expected to undertake a job or internship for at least 260 hours; keep a daily journal of their activities at the internship; and write a final report based on the course outline provided for this purpose. (Variable credit; by permission of instructor)

BUSN 400 INTERNATIONAL BUSINESS

This course introduces students to the following areas: economic environment for overseas operations; governmental policies and programs that affect international business; economic and political philosophies around the world; patterns of government-business relationships; and economic development and business activities in differing political and cultural environments. Junior or Senior standing required. Prerequisite: ECON 201. (4 credits)

BUSN 415 SPECIAL TOPICS

The topics for this seminar may vary and are determined by faculty and student interests. (4 credits)

BUSN 440 BUSINESS LAW II

Business Law II is designed to survey areas of law that anyone engaged in business should be familiar with but which are not covered in Business Law I. Topics covered include the following: (1) Business Organizations (e.g. Sole Proprietorships and Franchises, Partnerships, Limited Liability Companies and Special Business Forms, Corporations, and Law for the Small Business); (2) Creditor's Rights and Remedies; (3) Sales of Goods; and (4) Negotiable Instruments. As with Business Law I, the goal of this course will be to introduce students to the basic concepts at the center of each area of law so that they have a grasp of the fundamental principles governing the area when they enter the business world or prepare for the C.P.A. examination. Prerequisites: BUSN 340, ECON 201, ECON 202. (4 credits)

BUSN 490 STRATEGIC MANAGEMENT/BUSINESS CAPSTONE

This course is designed to be the last course in business related programs, and begins with the introduction of the concept of strategic management through readings, discussions, and case analysis. The students will focus on the basic directions and goals of an organization, including the environment, industry and market structure. This course integrates subject matter from Accounting, Economics, Quantitative Business Analysis, Information Systems, Finance, Marketing, Legal and social environment and International issues. Prerequisites: BUSN 303. (4 credits)

MKTG 200 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. (4 credits)

MKTG 350 MARKETING RESEARCH

The market research process involves designing, conducting, and using marketing research studies. This course provides extensive coverage of the components of a market research project, qualitative research, survey and experimental designs and data analysis with statistical software packages. Prerequisite: MKTG 200, C or better in STAT 230. (4 credits)

STAT 230 APPLIED STATISTICS

This course covers the basics of descriptive and inferential statistics, as well as data production, analysis, and acquisition. The course requires active use of a statistical package and extended and rigorous application of statistics to the analysis of a real-world problem with actual data. Descriptive statistics topics include data types, basic univariate graphs, histograms, outliers; measures of center and spread, density curves and the Normal distribution; scatterplots, correlation, and simple regression. Inferential topics include the basics of probability, sampling distributions and the central limit theorem; confidence intervals, one-sample and two-sample tests of significance and the P-value; inference in simple and multiple linear regression; heteroskedasticity, multicollinearity, non-linearity and data transformations. Optional topics may include analysis of two-way tables and analysis of variance. Prerequisite: Minimum grade of C- in MATH 110. (4 credits)

Business Administration (B.A.) - Typical Plan

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
BUSN 201 Principled Entrepreneurship	4	MATH 110 College Algebra	4
RETP 101 Rhetoric and Poetics I	4	RETP 102 Rhetoric and Poetics II	4
HIST 101 Western Civilization I	4	HIST 102 Western Civilization II	4
THEO 105 Sacred Scripture	4	THEO 205 Sacred Doctrine	4
Total	16	Total	16

Sophomore Year

Fall Semester	Credits	Spring Semester	Credits
PHIL 205 Nature and Person	4	FINC 201 Fundamentals of Finance	4
ACCT 201 Financial Accounting	4	ACCT 202 Managerial Accounting	4
ECON 201 Principles of Macroecon	4	ECON 202 Principles of Microecon	4
Elementary Foreign Language	4	Intermediate Foreign Language or Science II with Lab	4
Total	16	Total	16

Junior Year

Fall Semester	Credits	Spring Semester	Credits
STAT 230 Applied Statistics	4	BUSN 303 Management and Ethics	4
Science I with Lab	4	PHIL 206 Ethics	4
MKTG 200 Marketing	4	POLT 203 American Civilization	4
General Elective	4	BUSN 368 Quantitative Bus Analysis	4
Total	16	Total	16

Senior Year

Fall Semester	Credits	Spring Semester	Credits
PHIL 300 Metaphysics	4	THEO 400 Living in Christ	4
BUSN 340 Business Law I	4	BUSN 490 Strategic Management	4
General Elective	4	General Elective	4
General Elective	4	General Elective	4
Total	16	Total	16

Catholic Studies

Chair and Program Director: Dr. Michael Dauphinais, Father Matthew L. Lamb Chair of Catholic Theology

The Catholic Studies major at Ave Maria University focuses on the interdisciplinary character of the impact of the Catholic Faith on the broader society across the centuries. The major includes a foundation of doctrinal and moral studies. The students then have the opportunity to study other disciplines in which the engagement with Catholic teaching is a primary component of the course. With this approach, students will be introduced to the doctrinal and moral foundations of Catholic theology while also studying how the Catholic Faith has influenced all of the disciplines within Western Civilization.

Ex Corde Ecclesiae directly calls for this interdisciplinary approach: “While each discipline is taught systematically and according to its own methods, interdisciplinary studies, assisted by a careful and thorough study of philosophy and theology, enable students to acquire an organic vision of reality and to develop a continuing desire for intellectual progress” (20).

Student Learning Goals and Outcomes for the Major in Catholic Studies

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.

Goal 2: Upon completion of the program, students will be able to demonstrate knowledge of the manner in which the Catholic Faith has influenced disciplines outside of theology.

Outcome 4: Students will prepare a satisfactory senior paper an interdisciplinary topic relating to the interplay of the Catholic Faith and another discipline.

Required Theology Courses from the Core Curriculum

THEO 105 Sacred Scripture
THEO 205 Sacred Doctrine
THEO 305 Moral Theology (instead of THEO 400 for non-majors)

Required Theology Courses

THEO 206 Creation and Grace
THEO 307 Sacraments
THEO 309 Christ and His Church
THEO 405 Triune God
THEO 490 Senior Seminar

Elective Courses (four required)

Any THEO course
HIST 362 The Crusades
HUMS 490 Thomas More
LATN 304 Latin Church Fathers
LATN 403 Scholastic Latin Texts
PHIL 409 John Henry Newman
POLT 302 Catholic Political Thought

Other courses dealing primarily with Catholic themes, texts, or issues as approved by the Theology Department Chair.

Course Descriptions

Catholic Studies course descriptions can be found under their respective majors/disciplines.

CATH 415 SPECIAL TOPICS
Selected topics address the interdisciplinary character of the impact of the Catholic Tradition on the broader society across the centuries. (4 credits)

Catholic Studies (B.A.) - Typical Plan

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
THEO 105 Sacred Scripture	4	THEO 205 Sacred Doctrine	4
HIST 101 Western Civilization I	4	HIST 102 Western Civilization II	4
RETP 101 Rhetoric and Poetics I	4	RETP 102 Rhetoric and Poetics II	4
LATN 101 Elementary Latin*	4	LATN 102 Intermediate Latin* or Science II with Lab	4
Total	16	Total	16

Sophomore Year

Fall Semester	Credits	Spring Semester	Credits
PHIL 205 Nature and Person	4	PHIL 206 Ethics	4
THEO 206 Creation and Grace	4	THEO 309 Christ and His Church	4
Science I with Lab	4	MATH 110, 120, 150, or 151	4
General Elective	4	POLT 203 American Civilization	4
Total	16	Total	16

Junior Year

Fall Semester	Credits	Spring Semester	Credits
THEO 305 Moral Theology	4	THEO 307 Sacraments	4
Catholic Studies Elective	4	Catholic Studies 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
THEO 405 Triune God	4	THEO 490 Senior Seminar	4
Catholic Studies Elective	4	Catholic Studies Elective	4
General Elective	4	PHIL 300 Metaphysics	4
General Elective	4	General Elective	4
Total	16	Total	16

*Latin is recommended, but not required, for the Catholic Studies Major.

Classics & Early Christian Literature

Chair: Dr. Bradley Ritter, Associate Professor of Classics & Early Christian Literature

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 & Early Christian Literature, either in both Latin and Greek, or with a Latin only option.

The Classics & Early Christian Literature Major is a rigorous academic program designed to develop proficiency in the Latin and Greek languages, or Latin alone, 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.

Students entering the program with considerable background in classical languages are advised by the Department Chair to take placement exams in Latin or Greek. 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. Every student majoring in Classics & Early Christian Literature gives an oral presentation during his senior year of a paper (about 10-12 pages in length) that was written for an upper-level Classics course

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

Goal 1: The Classics Major enables students to acquire a reading knowledge of classical, liturgical, and medieval Latin or both Latin and 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 Latin or Greek, or both, along with modest ability in spoken Latin.

Outcome 1: Classics majors will demonstrate knowledge of Classical Latin or both 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 or both 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.

Courses that Fulfill the Foreign Language Requirement of the Core Curriculum

LATN 101 Elementary Latin
LATN 102 Intermediate Latin

Classics & Early Christian Literature Major, Classical Languages Option

Required Courses for the Major

GREK 103 Elementary Greek
GREK 104 Intermediate Greek
GREK 203 Greek Readings: Prose
LATN 101 Elementary Latin
LATN 102 Intermediate Latin
LATN 203 Latin Readings
LATN 204 Golden Age Poetry
LATN 304 Latin Church Fathers
LATN 310 Latin Prose Composition

Elective Major Courses (one required)

CLAS 415 Topics in Classics and Early Christian Culture
GREK 204 Greek Readings: Poetry
GREK 304 Greek Church Fathers
GREK 310 Greek Prose Composition
GREK 403 Greek Poetry
GREK 415 Greek Special Topics
LATN 403 Scholastic Latin Texts
LATN 404 Latin Epistolary Writing
LATN 415 Latin Special Topics

Classics & Early Christian Literature Major, Latin Option

Required Courses for the Major (in addition to LATN 101 and LATN 102 or the equivalent)

LATN 101 Elementary Latin
LATN 102 Intermediate Latin
LATN 203 Latin Readings
LATN 204 Golden Age Poetry
LATN 304 Latin Church Fathers
LATN 310 Latin Prose Composition

Elective Major Courses (four required)

CLAS 415 Topics in Classics and Early Christian Culture
LATN 403 Scholastic Latin Texts
LATN 404 Latin Epistolary Writing
LATN 415 Special Topics (can be repeated with a variety of texts and authors)

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, music, or literature. Religious life, law, teaching, publishing, and journalism are some careers for which the classical languages provide valuable background. As in most disciplines at Ave Maria University, 24 credit hours are required. Minor in Latin: LATN 101, LATN 102, LATN 203, and three courses with a LATN prefix. Minor in Classical Languages: LATN 101, LATN 102, LATN 203, GREK 103, GREK 104, and either GREK 203 or an additional course with a LATN prefix.

Course Descriptions

CLAS 415 TOPICS IN CLASSICS AND EARLY CHRISTIAN CULTURE

This cross-listing is appropriate for courses in ancient philosophy, early Christian theology, ancient literature or ancient history which may be taken for credit towards the major in Classical and Early Christian Literature. This course will be designed to teach the student, in translation, the history of the ancient world, or a culturally significant area of study drawn from the ancient world through careful attention to primary texts, though not necessarily in the original languages. It may not be taken more than once for credit towards the major. (4 credits)

GREK 103 ELEMENTARY GREEK

Students learn the Greek alphabet, phonetic system, and basic rules for accentuation, followed by regular inflections of nouns, adjectives, and pronouns, as well as certain tenses of verbs. (4 credits)

GREK 104 INTERMEDIATE GREEK

In this course students continue their study of ancient Greek. Topics include the aorist and imperfect tenses, the passive voice, comparatives and superlatives of adjectives and adverbs, and the subjunctive. Students are gradually introduced to passages from classical and biblical Greek. Prerequisite: GREK 103. (4 credits)

GREK 203 GREEK READINGS: PROSE

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 typically encounter passages from Plato and the New Testament, although other passages may be chosen from the Greek orators, the Septuagint, or from a patristic source. Prerequisites: GREK 103, GREK 104. (4 credits)

GREK 204 GREEK READINGS: POETRY

This course, the sequel to GREK 203, introduces students to Greek poetry, with a particular emphasis on Homer. Additional texts may also be introduced and will vary from year to year, but they might include selections from the lyric poets, from drama, or from the poems of St. Gregory of Nazianzus. Careful attention will be given to metrical form, syntax, and poetic diction. Prerequisite: GREK 203. (4 credits)

GREK 304 GREEK CHURCH FATHERS

This course offers an introduction to the vast and profound Greek literature of the patristic era, with particular attention to the classical underpinnings of much of this literature. The theme and readings may vary from year to year. Early readings might feature selections from the Acts of the Martyrs or the Didache; later readings might be taken from the Alexandrians, Cappadocians, desert Fathers, or the hymnody of the early Byzantine period. Translations, comprehension, and rhetorical analysis are the main components of class work. Prerequisite: GREK 203. (4 credits)

GREK 310 GREEK PROSE COMPOSITION

This course is devoted to the analysis of passages from ancient Greek prose authors as well as to composition exercises. It is designed to improve the command of Greek grammar and syntax and to promote knowledge and appreciation of Greek

prose style. It is intended for students who have completed the introductory sequence and have begun to read extensively in Greek prose. Prerequisite: GREK 203. (4 credits)

GREK 403 GREEK POETRY
This 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. Prerequisite: GREK 203. (4 credits)

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. Prerequisite: GREK 203. (4 credits)

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. (4 credits)

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 and 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. (4 credits)

LATN 203 LATIN READINGS
In this course students learn the remaining elements of Latin grammar and syntax, particularly the subjunctive mood, and they encounter extended passages from a wide range of authors and texts, e.g., the Vulgate, fables, Cicero, drama, accounts of the early Christian martyrs, letters, or hymns. This course is a prerequisite for all other 200, 300 and 400 level Latin courses at AMU. (4 credits)

LATN 204 GOLDEN AGE POETRY
Selections from monuments of Latin poetry including the works of Virgil 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. Prerequisite: LATN 203. (4 credits)

LATN 304 LATIN CHURCH FATHERS
This course is designed to be the first extended encounter students have with Latin patristic literature. The theme and readings may vary from year to year, but in general this course provides an overview of the major genres of patristic literature—epistles, homilies, treatises, martyrial literature, poetry, exegesis, apologetics—with particular attention to how patristic authors were influenced by classical literature. Prerequisite: LATN 203. (4 credits)

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. Prerequisite: LATN 203. Co-requisite: advanced 300 or 400 level course. (4 credits)

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. Prerequisite: LATN 203. (4 credits)

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. Prerequisite: LATN 203. (4 credits)

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, Early Christian Documents, and Conciliar and Post-Conciliar documents. Prerequisites are at least three semesters of Latin study (or equivalent competence) and permission of the instructor. Prerequisite: LATN 203. (4 credits)

Classics & Early Christian Literature (B.A.), Classical Languages Option - Typical Plan

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
THEO 105 Sacred Scripture	4	MATH 110, 120, 150, or 151	4
RETP 101 Rhetoric and Poetics I	4	RETP 102 Rhetoric and Poetics II	4
HIST 101 Western Civilization I	4	HIST 102 Western Civilization II	4
LATN 101 Elementary Latin	4	LATN 102 Intermediate Latin	4
Total	16	Total	16

Sophomore Year

Fall Semester	Credits	Spring Semester	Credits
PHIL 205 Nature and Person	4	PHIL 206 Ethics	4
THEO 205 Sacred Doctrine	4	POLT 203 American Civilization	4
Science I with Lab	4	General Elective	4
LATN 203 Latin Readings	4	LATN 204 Golden Age Poetry	4
Total	16	Total	16

Junior Year

Fall Semester	Credits	Spring Semester	Credits
GREK 103 Elementary Greek	4	GREK 104 Intermediate Greek	4
LATN 304 Latin Church Fathers	4	LATN 310 Latin Prose Composition	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 400 Living in Christ	4	Classics Elective	4
GREK 203 Greek Readings: Prose	4	PHIL 300 Metaphysics	4
General Elective	4	General Elective	4
General Elective	4	General Elective	4
Total	16	Total	16

Classics & Early Christian Literature (B.A.), Latin-Only Option - Typical Plan

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
THEO 105 Sacred Scripture	4	MATH 110, 120, 150, or 151	4
RETP 101 Rhetoric and Poetics I	4	RETP 102 Rhetoric and Poetics II	4
HIST 101 Western Civilization I	4	HIST 102 Western Civilization II	4
LATN 101 Elementary Latin	4	LATN 102 Intermediate Latin	4
Total	16	Total	16

Sophomore Year

Fall Semester	Credits	Spring Semester	Credits
PHIL 205 Nature and Person	4	PHIL 206 Ethics	4
THEO 205 Sacred Doctrine	4	POLT 203 American Civilization	4
Science I with Lab	4	General Elective	4
LATN 203 Latin Readings	4	LATN 204 Golden Age Poetry	4
Total	16	Total	16

Junior Year

Fall Semester	Credits	Spring Semester	Credits
Latin Elective	4	Latin Elective	4
LATN 304 Latin Church Fathers	4	LATN 310 Latin Prose Composition	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 400 Living in Christ	4	Latin Elective	4
Latin Elective	4	PHIL 300 Metaphysics	4
General Elective	4	General Elective	4
General Elective	4	General Elective	4
Total	16	Total	16

Communications

Chair: Dr. Justin Bonanno, Assistant Professor of Communications
Program Director: Dr. John Jasso, Associate Professor of Communications

The major in Communications provides students with a firm foundation in the liberal arts, while it also prepares students to communicate effectively through contemporary channels. Effective communication is relational. It requires an understanding of the contexts and beliefs of others as the foundation upon which a relationship may evolve. It also involves mastery of processes through which messages are disseminated. The program equips students with a deeper comprehension of the assumptions and contexts of targeted audience, while it also sharpens students' ability to use a variety of mediums, each with unique techniques and crafts, to convey well-crafted ideas or messages.

Students come to better appreciate the audiences, social and political contexts, and the media outlets through which effective messages can be conveyed. Students are trained in the arts of public speaking, argumentative writing, and artistic expression. At the same time, they are offered the opportunity to apply these classic skills to digital and video productions, permitting them to market well-crafted message to targeted audiences.

Student Learning Outcomes for the Major in Communications

Goal 1: Students will be prepared to communicate effectively through contemporary channels.

Outcome 1: Students will demonstrate an understanding of historical and contemporary audiences to whom effective statesmen, authors, religious leaders, and other rhetoricians have crafted and conveyed ideas and messages.

Outcome 2: Students will understand the Church's teachings on contemporary media and its ethical applications.

Outcome 3: Students will demonstrate proficiency in the arts of rhetoric and public speaking.

Outcome 4: Students will be able to write effectively in appealing to targeted audiences.

Outcome 5: Students will be able to use digital, video, social media or related contemporary channels to conveying messages.

Outcome 6: Students will acquire work experience in which the skills and knowledge of the major are applied.

Core Courses

RETP 101 Rhetoric and Poetics I (or HONS 101)
RETP 102 Rhetoric and Poetics II

Required Courses for the Major

COMM 200 Media, Society, and the Church
COMM 250 Public Speaking and Public Discourse
COMM 350 Audio and Visual Productions
COMM 400 Internship in Communications I (4 credits total. May be taken over multiple semesters)

One Rhetoric Course out of

COMM 303 Classical and Medieval Rhetoric
COMM 305 Contemporary Rhetorical Theory

One COMM Elective from the list below

COMM 205/BUSN 200 Business Communication
COMM 300 Writing and Dialogue: Plato to Podcasts
COMM 310/POLT 310 Media and Politics
COMM 320/LITR 320 Creative Writing
COMM 325/LITR 325 Modern Fantasy
COMM 330/HUMS 330/THEA 330 Shakespeare in Performance
COMM 340 Writing for Journalism
COMM 401 Internship in Communications II
COMM 417 Ensemble Shakespeare
COMM 418 Special Topics

Three Additional Electives from the list below*

Any COMM elective
BUSN 330 Organizational Behavior/PSYC 330 Organizational Psychology
HIST 311 The Historian and the Saints
HIST 370 History and Film
HUMS 490 Thomas More
MKTG 200 Marketing
MKTG 335 Consumer Behavior/PSYC 335 Consumer Psychology
MKTG 450 Advertising and Digital Marketing
PHIL 203 Logic
PHIL 315 Philosophy of Art and Beauty
POLT 305 Public Policy
PSYC 320 Social Psychology
THEA 206 Fundamentals of Acting I
THEA 207 Fundamentals of Acting II
THEO 250 Foundations of Catechesis
THEO 350 Catechesis in the Church
THEO 370 C. S. Lewis: Theological Apologetics
Up to 4 credits of participation in an AMU Choir (MUSC 101M/MUSC 101W/MUSC 200/MUSC 410)
Acting and Directing Shakespeare (when offered as either THEA or HUMS 415)

*COMM majors must complete four Communications Electives in addition to the Required Courses for the Major. At least one of those electives must have a COMM designation. The other three may be COMM Electives or may be selected from the approved list of Additional Elective Courses. Majors who take both COMM 303 and COMM 305 may count the second course as a COMM Elective.

Minor in Communications

Requirements

COMM 200 Media, Society, and the Church

Two COMM Electives from the list below

COMM 205/BUSN 200 Business Communication
COMM 250 Public Speaking and Public Discourse
COMM 300 Writing and Dialogue: Plato to Podcasts
COMM 303 Classical and Medieval Rhetoric
COMM 305 Contemporary Rhetorical Theory
COMM 310/POLT 310 Media and Politics
COMM 320/LITR 320 Creative Writing
COMM 325/LITR 325 Modern Fantasy
COMM 330/HUMS 330/THEA 330 Shakespeare in Performance
COMM 340 Writing for Journalism
COMM 350 Audio and Visual Productions
COMM 400 Internship in Communications I
COMM 401 Internship in Communications II
COMM 418 Special Topics

Two Additional Elective Courses from the list below*

Any COMM elective
BUSN 330 Organizational Behavior/PSYC 330 Organizational Psychology
HIST 311 The Historian and the Saints
HIST 370 Film and History
HUMS 490 Thomas More
MKTG 200 Marketing
MKTG 335 Consumer Behavior/PSYC 335 Consumer Psychology
MKTG 450 Advertising and Digital Marketing
PHIL 203 Logic
PHIL 315 Philosophy of Art and Beauty
POLT 305 Public Policy
PSYC 320 Social Psychology
THEA 206 Fundamentals of Acting I
THEA 207 Fundamentals of Acting II
THEO 250 Foundations of Catechesis
THEO 350 Catechesis in the Church
THEO 370 C. S. Lewis: Theological Apologetics
Up to 4 credits of participation in an AMU Choir (MUSC 101M/MUSC 101W/MUSC 200/MUSC 410)
Acting and Directing Shakespeare (when offered as either THEA or HUMS 415)

*COMM minors must complete four Communications Electives in addition to COMM 200. At least two of those electives must have a COMM designation. The other two may be COMM Electives or may be selected from the approved list of Additional Elective Courses.

Minor in Writing

To earn a minor in Writing, students must complete 20 credit hours as follows:

At least one class (4 credits) in rhetorical or literary theory:
COMM 303 Classical and Medieval Rhetoric
COMM 305 Contemporary Rhetorical Theory

LITR 223 Studies in Genre I
LITR 224 Studies in Genre II

Four classes (16 Credits), chosen from the following:
BUSN 200/COMM 205 Business Communication
COMM 250 Public Speaking
COMM 300 Writing and Dialogue: Plato to Podcasts
COMM 320/LITR 320 Creative Writing
COMM 340 Writing for Journalism

Other courses may be considered with the approval of the director, including additional theory courses and relevant special topics courses in communication (COMM 418) and special topics in literature (LITR 415).

Course Descriptions

COMM 200 MEDIA, SOCIETY, AND THE CHURCH
This course is designed to help students understand the critical process of mass communication in modern life as well as the Church's teachings related to social communications. A survey is presented of the history, functions, and responsibilities of newspapers, radio, television, and interactive media. The use and misuse of social communications will be considered, drawing upon the Church's teachings to heighten awareness of the formative role of the media in contemporary society. (4 credits)

COMM 205 BUSINESS COMMUNICATION
This course is intended to introduce students to the world of business and to provide students with the skills of business writing and speaking. Students learn how to write effective and concise letters and memos in a business context; prepare informal and formal reports; proofread and edit copies of business correspondence; and use communications technology. Students also learn the principles of effective spoken business communication, including anticipating audience reaction, mitigating nervousness, and the appropriate use of presentation technology; they also learn the skills for making a persuasive case for a controversial position and/or a sales presentation that persuades a customer to buy a product or service. Cross-listed with BUSN 200 (4 credits)

COMM 250 PUBLIC SPEAKING AND PUBLIC DISCOURSE
This course trains students in the art of public speaking, while it also examines the history of public discourse. Students consider the multi-variant meaning of words and explore why certain messages have resonated with audiences at points in history, and why these same messages eventually take on other meanings and cease to be effective. The course also investigates issues related to the economic, technological, political, and social determinants of the character and content of mass communications and their effect on society. Prerequisite: COMM 200. (4 credits)

COMM 300 WRITING AND DIALOGUE: PLATO TO PODCASTS
From podcasts to television to fiction, the art of discussion is on the rise in popular media. Sometimes called "dialectic," "discourse," or simply "conversation," this course focuses on the use of dialogue for making arguments and exploring complicated ideas. The first part of this class establishes a theoretical context based on ancient and medieval sources (like Plato and Boethius) concerning the practice of dialectic. After students become comfortable with the theory, the class will then employ this theory in practical and contemporary application including writing fictional dialogue, preparing for live interviews, and producing conversational (and potentially controversial) podcasts. Ultimately, students will learn how to put rhetoric itself in dialogue with poetics, literature, and philosophy for the benefit of popular audiences. (4 credits)

COMM 303 CLASSICAL AND MEDIEVAL RHETORIC
This course examines seminal rhetorical texts of the Western Tradition and their place in the development of the liberal arts, beginning in the Classical period and moving through the Middle Ages into the Renaissance. Complementing the Rhetoric and Poetics Core sequence, it further explores the techne of rhetoric as it is presented in historical rhetorical manuals and discussed by seminal rhetoricians, philosophers, and theologians (e.g., Plato, Quintilian, Tacitus, St. Augustine, St. Bonaventure, etc.). By engaging these authors and their works, students also consider rhetoric's relation to the human person and its proper role within society. Prerequisites: RETP 101 (or HONS 101), RETP 102. (4 credits)

COMM 305 CONTEMPORARY RHETORICAL THEORY
Building on the Rhetoric and Poetics Core courses, this advanced course in contemporary rhetoric follows the fate of the art from its decline with Peter Ramus to its resurgence in the 20th century. Students will explore the seminal works of rhetoricians such as Giambattista Vico, Kenneth Burke, Richard Weaver, and more. Rhetoric will be considered alongside developments in philosophy, science, technology, and literature. The course will conclude with a discussion of postmodern trends and implications for the study of rhetoric in the 21st century. Prerequisites: RETP 101 (or HONS 101), RETP 102. (4 credits)

COMM 310 MEDIA AND POLITICS
This course examines the changing relationship among the people, mass media, and national politics. How have these relationships changed, and how have they stayed the same? How have the introduction and spread of new technology altered how the public acquires information—or who has access to it? Do media and media professionals affect the information they distribute, or are they neutral? Cross-listed with POLT 310. (4 credits)

COMM 320 CREATIVE WRITING
The course focuses on understanding and engaging the creative process. Students, both experienced and inexperienced, will compile a portfolio, share their writing, and engage in workshops and peer-review. By the end of the course, students will produce a body of work that can be the basis for further development. Possible topics include fiction, non-fiction, memoir, drama, poetry, etc. May repeat for credit. Cross-listed with LITR 320 (4 credits)

COMM 325 MODERN FANTASY
This course explores the birth of Fantasy as both a literary genre and a means of cultural influence. More than a simple flight of fancy, Fantasy is considered as a literary and rhetorical response to the materialism of modernity. Students begin with an overview of British Folk-Lore Studies in the nineteenth century, examining scholars who characterized myths and fairytales as products of primitive minds striving to understand the natural world. We then engage the works of pioneering British "fairytale" authors who challenged this view, championed the faculty of the imagination, and directly influenced J.R.R. Tolkien, C.S. Lewis, and the rest of the Inklings. Finally, we look at the creative and critical output of the Inklings themselves and consider how the roots of Fantasy continue to influence culture through other media like film and television. Throughout the course, we will attempt to construct a Philosophy of Fairyland and consider what light it might shed on and for our contemporary world. Cross-listed with LITR 325. (4 credits)

COMM 330 SHAKESPEARE IN PERFORMANCE
The goal of this course is for students to master a single Shakespearean play by staging it from the ground up. Students will produce the play by modeling themselves after an Elizabethan acting troupe that explores the possibilities of classical training in verse, prose, rhetoric, and voice in performance. As members of the troupe, students will be responsible for interpretative choices, set design, costuming, publicizing and marketing themselves and their work, composing and/or integrating music into the production, even ticketing. Cross-listed with THEA 330 and HUMS 330; may repeat for credit. (4 credits)

COMM 340 WRITING FOR JOURNALISM
This course introduces principles and practices of journalistic writing. Throughout the semester, students compose their own articles or broadcast packages. Possible topics may include current issues, local events, the arts, the sciences, food and

beverage, and travel. Students may work with written, visual, auditory or online media to compose their own articles, videos, podcasts, etc. Related dimensions of online journalism such as communication ethics, personal branding, and user experience may also be discussed. May repeat for credit. (4 credits)

COMM 350 AUDIO AND VISUAL PRODUCTIONS
This course introduces students to video production techniques. Camera, audio and visual equipment, directing, scriptwriting, and editing are also included. Work is completed through group and individual projects. A laboratory fee is assessed for this course for each student. Prerequisite: COMM 200. (4 credits)

COMM 400 INTERNSHIP IN COMMUNICATIONS I
This course gives students the opportunity to gain practical experience in a work environment and to apply what they have learned in their Communications courses. Prerequisite: COMM 200, RETP 101, and RETP 102. (4 credits)

COMM 401 INTERNSHIP IN COMMUNICATIONS II
This elective course is a continuation of Internship in Communications I. It gives students the opportunity to gain practical experience in a work environment and to apply what they have learned in their Communications courses. Prerequisite: COMM 400. (4 credits)

COMM 417 ENSEMBLE SHAKESPEARE
The purpose of this course is to explore and develop techniques for an ensemble approach to the performance of Shakespeare’s scenes. To do so, we will experiment with how to connect text and movement. Particular attention will be paid to the early modern reception of classical oratory and its application to the stage, and to the system of Stanislavsky in terms of how beat analysis may be useful in script analysis. Cross-listed as HUMS/THEA/LITR 417. (4 credits)

COMM 418 SPECIAL TOPICS
The topics for this seminar may vary and are determined by faculty and student interests. (4 credits)

Communications (B.A.) - Typical Plan

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
COMM 200 Media, Society, Church	4	MATH 110, 120, 150, or 151	4
RETP 101 Rhetoric and Poetics I	4	RETP 102 Rhetoric and Poetics II	4
HIST 101 Western Civilization I	4	HIST 102 Western Civilization II	4
Elementary Language	4	Intermediate Language or Science II with Lab	4
Total	16	Total	16

Sophomore Year

Fall Semester	Credits	Spring Semester	Credits
PHIL 205 Nature and Person	4	PHIL 206 Ethics	4
COMM 303 or COMM 305	4	Communications Elective	4
THEO 105 Sacred Scripture	4	THEO 205 Sacred Doctrine	4
Science I with Lab	4	General Elective	4
Total	16	Total	16

Junior Year

Fall Semester	Credits	Spring Semester	Credits
COMM 350 Audio/Visual Productions	4	COMM 250 Public Speaking and Dis	4
POLT 203 American Civilization	4	Communications 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
COMM 400 Intern/Clinical in Comm I	4	Communications Elective	4
Communications Elective	4	THEO 400 Living in Christ	4
PHIL 300 Metaphysics	4	General Elective	4
General Elective	4	General Elective	4
Total	16	Total	16

Computer Science

Program Director: Dr. Saverio Perugini, Professor of Mathematics and Computer Science

Computer Science is the study of information processes. In particular, computer science is the study of how to

- describe information processes (using *language*),
- predict properties of information processes (using *logic*), and
- efficiently implement information processes (using *machines*).

Computer Science focuses on how to

- describe information processes by defining procedures,
- analyze the costs required to execute a procedure, and
- the fundamental limits of what can and cannot be computed.[1]

Student Learning Goals and Outcomes for the Major in Computer Science

Goal 1: Provide a major in computer science that is grounded in theoretical computing and the liberal arts while pragmatic and responsive to the current landscape of computing.

Outcome 1: Students will demonstrate strong problem-solving, analytical-reasoning, and computational-thinking skills.

Outcome 2: Students will demonstrate familiarity with the fundamental and timeless principles underlying computing.

Outcome 3: Students will demonstrate an aptitude for creatively implementing elegant and efficient software systems.

Outcome 4: Students will demonstrate an understanding of computing, including the mathematics associated with it, as part of God's creation and the activity of composing programs and proofs as a creative expression for giving glory to God.

Computer Science Core

The University uses a placement protocol, which includes a mathematics placement exam, to assist students in the selection of a suitable core mathematics course. Only students who pass MATH 150 with a B or better or place out of MATH 150 with a score of 19 or better on the mathematics placement exam will be permitted to take CSCI 101, CSCI 151, or CSCI 152.

Computer Science Major

The Computer Science Major consists of ten required computer science courses and two required physics courses. Computer Science Majors are required to take (or otherwise obtain credit for) the standard Latin sequence. The enriched appreciation for formal grammar coming from the study of Latin aids one in computational thinking, learning computer languages, and computer programming. The habits of mind (clarity and precision) necessary for careful parsing of text are essential for the understanding of mathematical principles and theories, and the development of models to investigate particular situations.

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.

[1] Evans. D. (2012). *Introduction to Computing: Explorations in Language, Logic, and Machines*. CreateSpace Independent Publishing Platform.

Required Courses for the Major

MATH 151 Calculus I
CSCI 151 Introduction to Computer Programming
CSCI 152 Discrete Structures and Functional Programming
CSCI 251 Algorithms and Programming
CSCI 252 Data Structures and Algorithms
CSCI 270 Web/Mobile App Development
CSCI 350 Automata Theory
CSCI 370 Programming Languages
CSCI 390 Operating Systems and Blockchains
CSCI 470 Artificial Intelligence and Machine Learning
CSCI 490 Computer Networks and Security

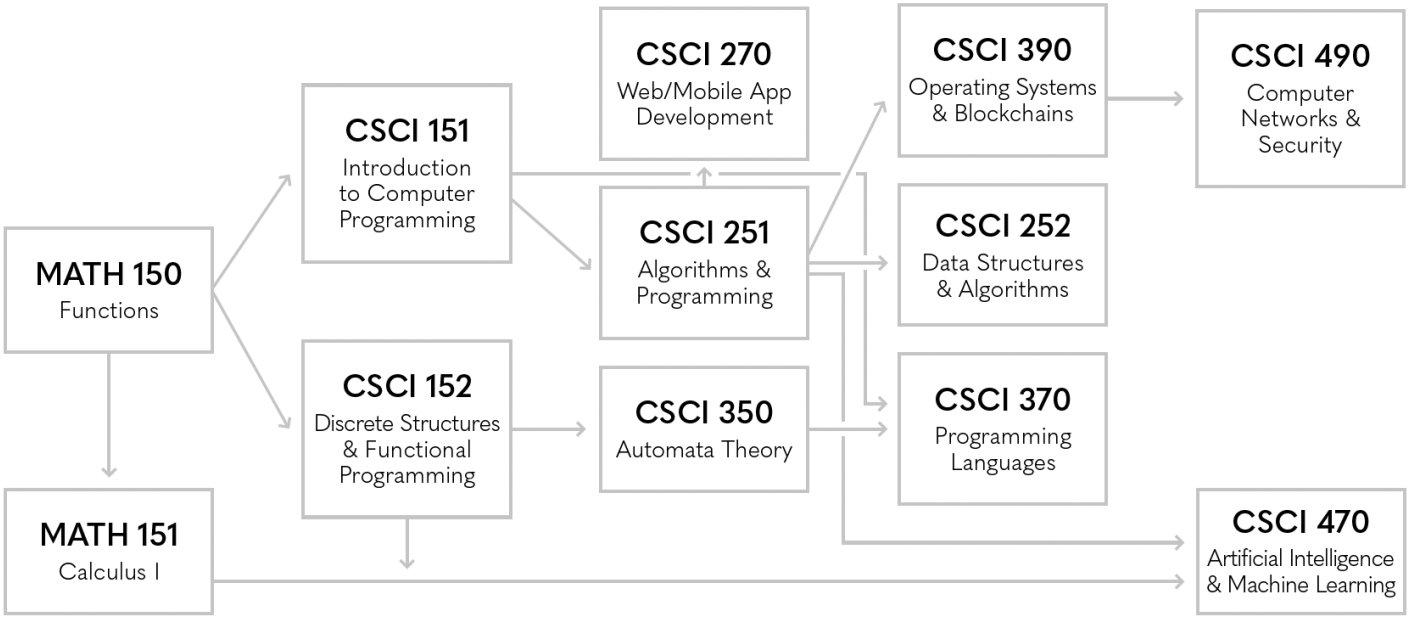
Required Core Courses in the Sciences and Foreign Language

PHYS 221 University Physics: Mechanics (with laboratory)
PHYS 222 University Physics: Materials (with laboratory)
LATN 101 Elementary Latin
LATN 102 Intermediate Latin

Minor in Computer Science

The computer science minor program consists of CSCI 151 Introduction to Computer Programming and four CSCI electives (any CSCI course).

Course Prerequisite Flowchart



Course Descriptions

CSCI 101 INTRODUCTION TO COMPUTING

Exploration of the most fundamental ideas and themes that constitute the essence of computer science, including language, logic, abstraction, recursion, problem solving and computational thinking, and programming in a block-structured language. Introduction to object-oriented programming, analysis of the cost of executing procedures, and the limits of what can be computed. Prerequisite: MATH 150 or placement. (4 credits)

CSCI 151 INTRODUCTION TO COMPUTER PROGRAMMING

A first course in computer programming. Introduces computing fundamentals, computational thinking, program design, and programming in a block-structured language, such as Python or Scheme. The fundamentals of programming introduced include data types, program control, input and output, functions, recursion, data and procedural abstraction, and debugging. This is a programming-intensive course but does not assume any previous programming experience. Prerequisite: MATH 150 or placement. This course fulfills the MATH 270 course requirement for mathematics and physics majors. (4 credits)

CSCI 152 DISCRETE STRUCTURES AND FUNCTIONAL PROGRAMMING

Sets, propositional and predicate logic, the nature of proof and proof techniques, induction, relations, functions, combinatorics, and boolean algebra. Introduction to number systems and computing machines (logic gates and digital circuits). Representation of discrete structures and implementation of associated operations using functional programming. Prerequisite: MATH 150 or placement. This course also fulfills a MATH elective for mathematics majors. (4 credits)

CSCI 251 ALGORITHMS AND PROGRAMMING

Foundational, linear data structures, including lists, stacks, and queues, and the algorithms, analysis, and applications associated with these structures. Exploration of object-oriented design and development, including message passing, dynamic dispatch, inheritance, and exception handling. Introduction to concurrent programming. Prerequisite: CSCI 151. This course fulfills a MATH elective for mathematics majors. (4 credits)

CSCI 252 DATA STRUCTURES AND ALGORITHMS

Dynamic, nonlinear data structures including trees, hash tables, priority queues, and graphs with an emphasis on their implementation, uses, and analysis of the computational complexity of algorithms related to these structures. Introduction to the theory of NP-completeness. Prerequisite: CSCI 251. (4 credits)

CSCI 270 WEB/MOBILE APP DEVELOPMENT

Web application development using state-of-the-art tools such as web frameworks, markup and scripting languages, dynamic web pages, server-side technologies, and database access. Introduction to containerization and distributed version control. Prerequisite: CSCI 251. (4 credits)

CSCI 350 AUTOMATA THEORY

Formal languages (regular, context-free, recursive, and recursively enumerable), machine models (deterministic and non-deterministic finite automata, push-down automata, and Turing machines), grammars (regular, context-free, and unrestricted), relationships between these concepts, the Church-Turing thesis, Rice’s theorem, and undecidability. Prerequisite: CSCI 152. This course fulfills a MATH elective for mathematics majors and a PHYS elective for physics majors. (4 credits)

CSCI 370 PROGRAMMING LANGUAGES

The study and implementation of fundamental programming language concepts, including syntax and semantics, grammars and parsing, interpreters, binding and scope, parameter passing and lazy evaluation, types, currying, and continuations.

Functional and declarative programming are presented using representative languages. Prerequisite: CSCI 151 and CSCI 350. (4 credits)

CSCI 390 OPERATING SYSTEMS AND BLOCKCHAINS
Introduces the theoretical and practical concepts underlying an operating system's structure and operation. Topics include process and thread creation and management, scheduling, multi-threaded programming and synchronization, deadlock, memory management, virtual memory, and virtualization. Introduction to blockchain and blockchain operating systems. Prerequisite: CSCI 251. (4 credits)

CSCI 470 ARTIFICIAL INTELLIGENCE AND MACHINE LEARNING
Fundamentals concepts and techniques of intelligent systems. Topics include knowledge representation, search strategies, predicate logic, and expert systems. Introduction to machine learning, including supervised and unsupervised learning, regression analysis, neural networks, deep learning, statistical analysis, and data visualization. Prerequisite: CSCI 152, CSCI 251, and MATH 151 (4 credits)

CSCI 490 COMPUTER NETWORKS AND SECURITY
Internet protocols and secure protocols. Topics include the web, domain name systems, reliable data transfer, flow control, congestion control, routing, wireless networks, secure computing, Internet vulnerability, and security. Prerequisite: CSCI 390. (4 credits)

Computer Science (B.S.) - Typical Plan

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
CSCI 151 Intro to Comp Programming	4	CSCI 152 Discrete Structures and FP	4
MATH 151 Calculus I	4	General Elective	4
LATN 101 Elementary Latin	4	LATN 102 Intermediate Latin	4
REPT 101 Rhetoric and Poetics I	4	REPT 102 Rhetoric and Poetics II	4
Total	16	Total	16

Sophomore Year

Fall Semester	Credits	Spring Semester	Credits
CSCI 251 Algorithms and Programming	4	CSCI 252 Data Structures & Algorithms	4
POLT 203 American Civilization	4	PHYS 221 University Phys: Mechanics	4
PHIL 205 Nature and Person	4	PHIL 206 Ethics	4
HIST 101 Western Civilization I	4	HIST 102 Western Civilization II	4
Total	16	Total	16

Junior Year

Fall Semester	Credits	Spring Semester	Credits
CSCI 350 Automata Theory	4	CSCI 370 Programming Languages	4
PHYS 222 University Phys: Materials	4	CSCI 470 Art Intell & Machine Learning	4
General Elective	4	General Elective	4
THEO 105 Sacred Scripture	4	THEO 205 Sacred Doctrine	4
Total	16	Total	16

Senior Year

Fall Semester	Credits	Spring Semester	Credits
CSCI 270 Web/Mobile App Dev	4	CSCI 490 Comp Networks and Security	4
CSCI 390 Op Systems and Blockchains	4	PHIL 300 Metaphysics	4
THEO 400 Living In Christ	4	General Elective	4
General Elective	4	General Elective	4
Total	16	Total	16

Computer Science (B.S.) - Late Declare Plan

PLAN FOR STUDENTS WHO DECLARE THE MAJOR OR MINOR IN THE SOPHOMORE YEAR

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
MATH 150 Functions	4	MATH 151 Calculus I	4
LATN 101 Elementary Latin	4	LATN 102 Intermediate Latin	4
RETP 101 Rhetoric and Poetics I	4	RETP 102 Rhetoric and Poetics II	4
THEO 105 Sacred Scripture	4	THEO 205 Sacred Doctrine	4
Total	16	Total	16

Sophomore Year

Fall Semester	Credits	Spring Semester	Credits
CSCI 151 Intro to Comp Programming	4	CSCI 152 Discrete Structures and FP	4
POLT 203 American Civilization	4	PHYS 221 University Phys: Mechanics	4
PHIL 205 Nature and Person	4	PHIL 206 Ethics	4
HIST 101 Western Civilization I	4	HIST 102 Western Civilization II	4
Total	16	Total	16

Junior Year

Fall Semester	Credits	Spring Semester	Credits
CSCI 251 Algorithms and Programming	4	CSCI 252 Data Structures & Algorithms	4
CSCI 350 Automata Theory	4	CSCI 370 Programming Languages	4
PHYS 222 University Phys: Materials	4	PHIL 300 Metaphysics	4
THEO 400 Living in Christ	4	General Elective	4
Total	16	Total	16

Senior Year

Fall Semester	Credits	Spring Semester	Credits
CSCI 270 Web/Mobile App Dev	4	CSCI 470 Art Intell & Machine Learning	4
CSCI 390 Op Systems and Blockchains	4	CSCI 490 Comp Networks and Security	4
General Elective	4	General Elective	4
General Elective	4	General Elective	4
Total	16	Total	16

Computer Science (B.S.) with Engineering minor - Typical Plan

This plan is suitable for Computer Science majors planning to minor in Engineering.

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
CSCI 151 Intro to Comp Programming	4	CSCI 152 Discrete Struct and FP	4
MATH 151 Calculus I	4	General Elective	4
LATN 101 Elementary Latin	4	LATN 102 Intermediate Latin II	4
RETP 101 Rhetoric and Poetics I	4	RETP 102 Rhetoric and Poetics	4
Total	16	Total	16

Sophomore Year

Fall Semester	Credits	Spring Semester	Credits
CSCI 251 Algorithms and Programming	4	CSCI 252 Data Structures & Algorithms	4
THEO 105 Sacred Scripture	4	ENGR 202 Mechatronics	4
ENGR 101 Robotics	4	PHYS 221 University Phys: Mechanics	4
HIST 101 Western Civilization I	4	HIST 102 Western Civilization II	4
Total	16	Total	16

Junior Year

Fall Semester	Credits	Spring Semester	Credits
CSCI 350 Automata Theory	4	CSCI 370 Programming Languages	4
PHYS 222 University Physics Materials	4	ENGR 404 Automation and Controls	4
ENGR 303 Electronics	4	THEO 205 Sacred Doctrine	4
PHIL 205 Nature and Person	4	PHIL 206 Ethics	4
Total	16	Total	16

Senior Year

Fall Semester	Credits	Spring Semester	Credits
CSCI 390 Op Systems and Blockchains	4	CSCI 270 Web/Mobile App Dev	4
PHYS 321 Modern Physics	4	CSCI 470 Art Intell & Machine Learning	4
THEO 400 Living in Christ	4	CSCI 490 Comp Networks and Security	4
POLT 203 American Civilization	4	PHIL 300 Metaphysics	4
Total	16	Total	16

Computer Science (B.S.) with Data Analytics - Typical Plan

This plan leads to a Bachelor of Science in Computer Science with a Minor in Data Analytics.

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
CSCI 151 Intro to Comp Programming	4	CSCI 152 Discrete Structures and FP	4
MATH 151 Calculus I	4	STAT 230 Applied Statistics	4
LATN 101 Elementary Latin	4	LATN 102 Intermediate Latin	4
REPT 101 Rhetoric and Poetics I	4	REPT 102 Rhetoric and Poetics II	4
Total	16	Total	16

Sophomore Year

Fall Semester	Credits	Spring Semester	Credits
CSCI 251 Algorithms and Programming	4	CSCI 252 Data Structures & Algorithms	4
THEO 105 Sacred Scripture	4	PHYS 221 University Phys: Mechanics	4
PHIL 205 Nature and Person	4	PHIL 206 Ethics	4
HIST 101 Western Civilization I	4	HIST 102 Western Civilization II	4
Total	16	Total	16

Junior Year

Fall Semester	Credits	Spring Semester	Credits
CSCI 270 Web/Mobile App Dev	4	CSCI 370 Programming Languages	4
CSCI 350 Automata Theory	4	CSCI 470 Art Intell & Machine Learning	4
DATA 201 Data Viz & Bus Intelligence	4	DATA 220 Data Management	4
PHYS 222 University Phys: Materials	4	THEO 205 Sacred Doctrine	4
Total	16	Total	16

Senior Year

Fall Semester	Credits	Spring Semester	Credits
CSCI 390 Op Systems and Blockchains	4	CSCI 490 Comp Networks and Security	4
DATA 270 Intro to Descriptive Analytics	4	PHIL 300 Metaphysics	4
THEO 400 Living In Christ	4	General Elective	4
POLT 203 American Civilization	4	General Elective	4
Total	16	Total	16

Computer Science (B.S.) and Mathematics (B.A.) - Typical Plan

This plan is suitable for students determined to major in Computer Science who may discover an interest in mathematics during their freshman year. In this regard, this plan is more mathematics-intensive in the junior and senior years.

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
CSCI 151 Intro to Comp Programming	4	CSCI 152 Discrete Structures and FP	4
THEO 105 Sacred Scripture	4	MATH 151 Calculus I	4
LATN 101 Elementary Latin	4	LATN 102 Intermediate Latin	4
RETP 101 Rhetoric and Poetics I	4	RETP 102 Rhetoric and Poetics II	4
Total	16	Total	16

Sophomore Year

Fall Semester	Credits	Spring Semester	Credits
CSCI 251 Algorithms and Programming	4	CSCI 252 Data Structures & Algorithms	4
CSCI 350 Automata Theory	4	MATH 250 Calculus II	4
POLT 203 American Civilization	4	PHYS 221 University Phys: Mechanics	4
HIST 101 Western Civilization I	4	HIST 102 Western Civilization II	4
Total	16	Total	16

Junior Year

Fall Semester	Credits	Spring Semester	Credits
CSCI 270 Web/Mobile App Dev	4	CSCI 370 Programming Languages	4
MATH 251 Vector Calculus	4	MATH 330 Probability	4
PHYS 222 University Phys: Materials	4	THEO 205 Sacred Doctrine	4
PHIL 205 Nature and Person	4	PHIL 206 Ethics	4
Total	16	Total	16

Senior Year

Fall Semester	Credits	Spring Semester	Credits
CSCI 390 Op Systems and Blockchains	4	CSCI 470 Art Intell & Machine Learning	4
MATH 310 or MATH 311	4	CSCI 490 Comp Networks and Security	4
MATH 490 Senior Seminar	4	PHIL 300 Metaphysics	4
THEO 400 Living in Christ	4	Math Elective	4
Total	16	Total	16

Computer Science (B.S.) and Physics (B.A.) - Typical Plan

This plan is suitable for students determined to major in Computer Science who may discover an interest in physics during their freshman year. In this regard, this plan is more mathematics-intensive in the junior and senior years.

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
CSCI 151 Intro to Comp Programming	4	CSCI 152 Discrete Structures and FP	4
THEO 105 Sacred Scripture	4	MATH 151 Calculus I	4
LATN 101 Elementary Latin	4	LATN 102 Intermediate Latin II	4
RETP 101 Rhetoric and Poetics I	4	RETP 102 Rhetoric and Poetics	4
Total	16	Total	16

Sophomore Year

Fall Semester	Credits	Spring Semester	Credits
CSCI 251 Algorithms and Programming	4	CSCI 252 Data Structures & Algorithms	4
CSCI 350 Automata Theory	4	MATH 250 Calculus II	4
POLT 203 American Civilization	4	PHYS 221 University Phys: Mechanics	4
HIST 101 Western Civilization I	4	HIST 102 Western Civilization II	4
Total	16	Total	16

Junior Year

Fall Semester	Credits	Spring Semester	Credits
CSCI 270 Web/Mobile App Dev	4	CSCI 370 Programming Languages	4
MATH 251 Vector Calculus	4	Physics Elective	4
PHYS 222 University Phys: Materials	4	THEO 205 Sacred Doctrine	4
PHIL 205 Nature and Person	4	PHIL 206 Ethics	4
MATH 252 Ordinary Different Equations	4	PHYS 223 University PHYS: E&M	4
Total	20	Total	20

Senior Year

Fall Semester	Credits	Spring Semester	Credits
CSCI 390 Op Systems and Blockchains	4	CSCI 470 Art Intell & Machine Learning	4
PHYS 321 Modern Physics	4	CSCI 490 Comp Networks and Security	4
PHYS 490 Advanced Laboratory	4	PHIL 300 Metaphysics	4
CHEM 125 General Chemistry I	4	Physics Elective	4
THEO 400 Living in Christ	4	Physics Elective	4
Total	20	Total	20

Note: Taking more than 128 total credits (16 credits per semester) may affect scholarships. Check with Financial Aid to confirm eligibility.

Economics and Quantitative Economics

Chair: Dr. Gabriel Martinez, Associate Professor of Economics; Director of Online Education

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 policymaking. 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 interacts with ethics, culture, and politics and it makes abundant use of rigorous logic, mathematics, and statistics. 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 helps to cultivate 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 both the for-profit and non-profit sectors. A degree in economics is an excellent preparation for graduate study in law, business administration, public administration, public policy, and advanced economics.

The B.S. in Quantitative Economics follows a more mathematical approach to the study of economics and provides the background recommended for those contemplating graduate study in economics or the more quantitative areas of business and finance.

Student Learning Goals and Outcomes for the B.A. in Economics and the B.S. in Quantitative 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 and apply the higher-order thinking skills of analysis, synthesis, and evaluation to economic problems.

Outcome 1: Students will be able to identify and describe the most significant facts, policies, and institutions of the U.S. economy and those of other countries.

Outcome 2: Students will be able to identify, describe, and communicate standard economic concepts, principles, and theories and use these principles to interpret and predict economic phenomena. Students should also be able to identify the most important figures from the history of economic thought.

Outcome 3: Students will be able to interpret and apply standard statistical tools and mathematical tools used in economics and able to identify sources of economic data. For the B.S. in Quantitative Economics, these mathematical and statistical tools include multivariate calculus and econometrics.

Outcome 4: Students will be able to discuss economic proposals with strong communication skills, with an appropriate use of theory and evidence.

Outcome 5: Students will be able to conduct undergraduate-level research with the appropriate skills, tools, and methodology.

Typical Order of Required Courses for the B.A. in Economics

ECON 201 Principles of Macroeconomics
ECON 202 Principles of Microeconomics
STAT 230 Applied Statistics
ECON 301 Intermediate Macroeconomics
ECON 302 Intermediate Microeconomics
ECON 490 Senior Seminar: Applied Economic Theory

Elective Major Courses (four 4-credit courses required)

ECON 210 Western Economic History
ECON 310 History of Economic Thought
ECON 315 Catholic Social Teaching and Economic Life
ECON 316 Market, State, and Institutions
ECON 320 Development Economics and Ethics
ECON 330 Labor Economics and the Economics of Poverty
ECON 380 Global Economics
ECON 390 Corporate Economics
ECON 403 Introduction to Econometrics
ECON 415 Special Topics in Economics
ECON 421 International Macroeconomics
ECON 422 Globalization and International Trade
ECON 432 Strategic Thinking and Game Theory
ECON 433 Industrial Organization

Typical Order of Required Courses for the B.S. in Quantitative Economics

MATH 151 Calculus I
MATH 250 Calculus II
ECON 201 Principles of Macroeconomics
ECON 202 Principles of Microeconomics
STAT 230 Applied Statistics
ECON 301C Intermediate Macroeconomics with Calculus
ECON 302C Intermediate Microeconomics with Calculus
ECON 403 Introduction to Econometrics
ECON 490 Senior Seminar: Applied Economic Theory
Three electives are required:

- Any 4-credit ECON course (or others, by permission of the Chair)
- An ECON course numbered 400 or above, in addition to ECON 403

- A choice among MATH 330, CSCI 150, DATA 201, and DATA 220

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 required courses are ECON 201 and ECON 202, and four electives. For the electives, students can choose any 4-credit economics courses.

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 policymaking 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 110 with a minimum grade of C-. (4 credits)

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 110 with a minimum grade of C-. (4 credits)

ECON 210 WESTERN ECONOMIC HISTORY

This course is designed to exhibit the economic impact of institutions and policies throughout western economic history. From the role of impersonal trade and the creation of commodities, to the rules of governance and culture, we explore how the organization of society affected prosperity and growth. Sometimes these organizational decisions are intentional, but, more often, they emerge as a consequence of the decentralized coordination of many interests. The class draws on research methods in history, cliometrics, economics, and statistics to analyze events between the Roman Empire era and World War II. Prerequisites: HIST 101, HIST 102. (4 credits)

ECON 215 INTERMEDIATE AND ADVANCED SPREADSHEET ANALYSIS

This course develops students' intermediate and advanced spreadsheet skills using Microsoft Excel. Students learn applications for Excel in accounting, finance, economics, statistics, mathematics, and other fields. (2 credits)

ECON 250 FAMILY AND SOCIETY

This course is an introduction to contemporary social science, with a particular focus on family, marriage, and gender in American society today. Topics to be addressed include marriage and human welfare; gender; motherhood; fatherhood; family; cohabitation and emerging adulthood; the phenomenon of non-marital childbearing in urban America; divorce, including trends, causes and consequences; the contraceptive revolution, particularly the effects of abortion and the Pill on fertility and the family; demographic trends; and special topics, which may include particular current family issues in American society. Throughout the course, students will be introduced to the theory, methods, benefits, and limitations of contemporary social science. Attention will also be given to the relationship between social science findings and the Church's teachings. Course materials are drawn from articles, scholarly monographs, and reports in economics, sociology, social psychology, and demographics. This course is the foundational course for the Family and Society Minor program but stands alone as an

elective course for the Economics major, the Political Economy & Government major, and the Psychology major. Prerequisite: None; STAT 230 recommended. (4 credits)

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 policymaking. Employs standard analytic tools. Prerequisite: ECON 201. (4 credits)

ECON 301C INTERMEDIATE MACROECONOMICS WITH CALCULUS
This course deepens the analysis of ECON 201, examining macroeconomic theories of the determination of national income, employment, the price level, interest rates, exchange rates, and economic growth using mathematical tools learned in MATH 151, especially derivatives of functions. 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 policymaking. Employs standard analytic tools. Prerequisites: ECON 201, MATH 151. (4 credits)

ECON 302 INTERMEDIATE MICROECONOMICS
This course deepens the analysis of ECON 202, focusing 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. (4 credits)

ECON 302C INTERMEDIATE MICROECONOMICS WITH CALCULUS
This course deepens the analysis of ECON 202, focusing on contemporary theories of consumer and firm behavior, prices, and resource allocation using mathematical tools learned in MATH 250, especially multivariable derivatives of functions. Examines firm behavior for several market structures, with a critical evaluation of the economic means used to achieve the ends of efficiency and equity. Prerequisites: ECON 202, MATH 250. (4 credits)

ECON 305 FISCAL POLICY
This course introduces students to the fundamental elements of both public policy and fiscal policy tools and their economic effects. Taxing and spending are analyzed in with economic methods with emphasis on incentives. Each analytical method is illustrated by a public policy topic relevant to students. Examples of such topics may include income taxes, redistribution, government debt, taxing soft drinks, and bids for regulatory change. (4 credits)

ECON 310 HISTORY OF ECONOMIC THOUGHT
This course is an introduction to the history of economic thought. Its goal is to familiarize students with how and why the study of economics has changed over time and with the kinds of questions economists ask and how they go about answering them. An important component of the course is the historical context in which economics evolved, hence we will also touch on economic history. The course covers primary and secondary sources on thinkers and ideas, like Aristotle, Adam Smith, Karl Marx, Alfred Marshall, and John Maynard Keynes. (4 credits)

ECON 315 CATHOLIC SOCIAL TEACHING AND ECONOMIC LIFE
A study of the interrelation of ethics, and economics, focusing on the key principles of Catholic social teaching on the economy. The course examines closely the major papal encyclicals as the major premises of the course and it compares 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. (4 credits)

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. (4 credits)

ECON 320 ECONOMICS AND ETHICS OF DEVELOPMENT

This course examines the causes, consequences and possible solutions of economic problems of developing countries, particularly Latin America. The course focuses on the historical features of developing countries and their institutions; theories of long-run economic growth; population, poverty and inequality; trade, finance, macroeconomic instability, and the balance of payments; the role of the State. The course integrates the economics of the issues with an analysis of the goals of development and key principles of development ethics, such as participation, solidarity, and subsidiarity. Prerequisites: ECON 201, ECON 202. (4 credits)

ECON 330 ECONOMICS OF LABOR AND POVERTY

This course covers the theory and evidence concerning the functioning of the labor market. Particular emphasis is made 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, unemployment, the role of technology, class, gender, race, and law through a historical discussion. The economics of poverty is 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 are integrated with insights from other social sciences. Prerequisites: ECON 201, ECON 202. (4 credits)

ECON 380 GLOBAL ECONOMICS

The course is an examination of globalization and the economic factors driving it, including the impacts of politics, tariffs, taxes and quotas. Covers standard topics such as comparative advantage, trade policies and their effects, multilateral and regional trade agreements; exchange rates, international banking and international capital markets; economic development, international business, government in the international sphere, and international financial crises. In addition, the course discusses ethical and moral issues that arise in international economic relations. (4 credits)

ECON 390 CORPORATE ECONOMICS

The corporate economist acts as an advisor to the senior executive team on short- and long-term economic conditions, especially hazards and opportunities. Essential economic forecasts include raw material market projections, product demand, employment data, energy and logistics information, Federal Reserve actions and general economic trends. The corporate economist's role has become a key element in developing corporate strategy. The student will learn where to find the necessary data, how to analyze the information and confidently present the conclusions to the corporate executive team. By the end of this course the student should be prepared to use their skills in a corporate environment. Most importantly, the student will learn good business ethics, which includes maintaining our Catholic faith while successfully navigating the modern corporate environment. (4 credits)

ECON 403 INTRODUCTION TO ECONOMETRICS

This course is an introduction to econometric models and techniques, emphasizing regression 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. Cross-listed with FINC 403. Prerequisites: ECON 201, ECON 202, STAT 230. (4 credits)

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. (4 credits)

ECON 421 GLOBALIZATION AND INTERNATIONAL MACROECONOMICS
This course focuses on how countries interact with one another in the short-run determination of output, interest rates, and exchange rates and on capital flows between countries. The course will emphasize the evolution of the world monetary system since 1945; financial and non-financial theories of short-run fluctuations; and current macro-policy problems of developing countries. Prerequisite: ECON 301. (4 credits)

ECON 422 GLOBALIZATION AND INTERNATIONAL TRADE
This course will analyze the causes and consequences of international trade and investment. We will investigate why nations trade, what they trade, and who gains (or not) from this trade. We will then analyze the motives for countries or organizations to restrict or regulate international trade and study the effects of such policies on economic welfare. Topics covered will include the effects of trade on economic growth and wage inequality, multinationals and foreign direct investment, international trade agreements and current trade policy disputes. We will also spend some time discussing aspects of the current debate on "globalization" such as the use of international labor standards, interactions between trade and environmental concerns, and the role of non-government organizations (NGOs). Although the course will emphasize the understanding of past and current events in the world economy, we will heavily rely on formal economic modeling to help us understand these events. Prerequisite: ECON 202. (4 credits)

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 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. Prerequisites: ECON 201, ECON 202. (4 credits)

ECON 433 INDUSTRIAL ORGANIZATION
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. Prerequisite: ECON 302. (4 credits)

ECON 490 SENIOR SEMINAR: APPLIED ECONOMIC THEORY
The goal of this seminar – intended to be the student's final Economics course – is to introduce students to some areas of current research in both macroeconomics and microeconomics and to help them to do some independent research on a topic of interest. The course begins with a detailed reading of a small number of articles from professional economics journals on a variety of applied topics, followed by a comprehensive exam on intermediate-level economic theory. The second half of the semester is devoted to student presentations, discussions, and a final research paper (which will serve as a thesis in economics). Prerequisites: ECON 301, ECON 302, STAT 230. (4 credits)

ECON 497 ECONOMICS INTERNSHIP

The internship is a curricular-related opportunity that allows students to earn between one and four credits while gaining valuable professional experience in public and private institutions engaged in the work of economics. Students may not receive retroactive credit for an internship they have already begun or completed. Interns will work a set number of hours over the course of the semester on a schedule approved by the internship supervisor and faculty director. (Variable credit)

STAT 230 APPLIED STATISTICS

This course covers the basics of descriptive and inferential statistics, as well as data production, analysis, and acquisition. The course requires active use of a statistical package and extended and rigorous application of statistics to the analysis of a real-world problem with actual data. Descriptive statistics topics include data types, basic univariate graphs, histograms, outliers; measures of center and spread, density curves and the Normal distribution; scatterplots, correlation, and simple regression. Inferential topics include the basics of probability, sampling distributions and the central limit theorem; confidence intervals, one-sample and two-sample tests of significance and the P-value; inference in simple and multiple linear regression; heteroskedasticity, multicollinearity, non-linearity and data transformations. Optional topics may include analysis of two-way tables and analysis of variance. Prerequisite: Minimum grade of C- in MATH 110. (4 credits)

Economics (B.A.) - Typical Plan

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
MATH 110 College Algebra	4	STAT 230 Applied Statistics	4
RETP 101 Rhetoric and Poetics I	4	RETP 102 Rhetoric and Poetics II	4
HIST 101 Western Civilization I	4	HIST 102 Western Civilization II	4
Elementary Foreign Language	4	Intermediate Foreign Language or Science II with Lab	4
Total	16	Total	16

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
Science I with Lab	4	POLT 203 American Civilization	4
ECON 202 Principles of Microecon	4	ECON 201 Principles of Macroecon	4
Total	16	Total	16

Junior Year

Fall Semester	Credits	Spring Semester	Credits
ECON 301 Intermediate Macroecon	4	ECON 302 Intermediate Microecon	4
Economics Elective	4	Economics 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
Economics Elective	4	ECON 490 Senior Seminar	4
Economics Elective	4	THEO 400 Living in Christ	4
PHIL 300 Metaphysics	4	General Elective	4
General Elective	4	General Elective	4
Total	16	Total	16

Quantitative Economics (B.S.) - Typical Plan

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
MATH 151 Calculus I	4	MATH 250 Calculus II	4
RETP 101 Rhetoric and Poetics I	4	RETP 102 Rhetoric and Poetics II	4
HIST 101 Western Civilization I	4	HIST 102 Western Civilization II	4
Elementary Foreign Language	4	Intermediate Foreign Language or Science II with Lab	4
Total	16	Total	16

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
Science I with Lab	4	STAT 230 Applied Statistics	4
ECON 202 Principles of Microecon	4	ECON 201 Principles of Macroecon	4
Total	16	Total	16

Junior Year

Fall Semester	Credits	Spring Semester	Credits
ECON 301C Interm Macro w/Calc	4	ECON 302C Interm Micro w/Calc	4
ECON 403 Econometrics	4	MATH 330 or DATA 201 or DATA 220	4
General Elective	4	POLT 203 American Civilization	4
General Elective	4	General Elective	4
Total	16	Total	16

Senior Year

Fall Semester	Credits	Spring Semester	Credits
Economics Elective 400-level or above	4	ECON 490 Senior Seminar	4
Economics Elective	4	THEO 400 Living in Christ	4
PHIL 300 Metaphysics	4	General Elective	4
General Elective	4	General Elective	4
Total	16	Total	16

Elementary Education

Chair: Dr. Abigail Fuller, Associate Professor of Education

The Educator Preparation Program

The Educator Preparation Program (EPP), housed under the Education Department at Ave Maria University, is a Florida state-approved program offering a Bachelor of Arts in Elementary Education (K-6). As such, the program is aligned with the Florida Educator Accomplished Practices (FEAPs) standards. Graduates of the program are eligible for a Florida state teaching license. Further, the program is designed to meet the requirements of the Florida Reading and English for Speakers of other Languages (ESOL) Endorsements. Aspiring educators receive training with the knowledge, skills, and professional dispositions needed to make a positive impact on K-6 student learning. Integrated throughout the program are methodologies to deliver comprehensive instruction to English learners, to work with special populations, and to integrate technology for greater student engagement. Students officially accepted to the final internship may be eligible for the Florida Department of Education's Internship Temporary Certificate pathway to be the teacher of record during final internship. Interested students must meet all requirements outlined by FDOE and the AMU Education Department. Applications are due to the Department Chair by September 1st of the senior year.

Mission

The Education Department strives to prepare highly qualified, creative, culturally competent, ethical, and critically reflective educators. Animated by a conceptual framework emphasizing character, knowledge and service, we seek to form teachers committed to personal integrity and good moral character, who are dedicated to providing the best possible education for all students.

The Education Department has adopted the following specific goals to fulfill its mission:

(1) provide a challenging undergraduate program with a focus on Catholic and classical education that encourages creativity, intellectual depth, breadth, and curiosity;
(2) instill in its graduates an appreciation for the human condition (especially as rooted in Catholic understandings vis-à-vis the nature and dignity of the human person) and a commitment to service of others and life-long learning;
(3) provide high quality, standards-based instruction, including the modeling of best practices, that prepare aspiring educators to meet the needs of diverse learners;
(4) provide aspiring educators with the content knowledge, pedagogical knowledge and skills, and professional dispositions requisite in the field;
(5) provide field and clinical experiences that empower aspiring educators to make theory-to-practice connections in diverse K-6 settings.

Philosophy

Founded on the belief that the human person seeks knowledge, love, and happiness and is naturally oriented toward truth, we believe that education is a powerful tool to help others flourish. We believe that the role of an educator is to be a role model: to be a living, coherent, and sincere witness to a love for life, knowledge, and service to others. A deep concern about others, their welfare, dignity, and freedom, is at the core of the student-teacher relationship. The degree to which our teacher candidates hold a passion for the subject under consideration and a love for others is the degree to which they will be successful educators. All of the state-of-the-art pedagogical skills and professional practices our teacher candidates master during their time in our program will build on this foundation. While implementing methodologies and practices proper to the discipline and compliant with state guidelines, the program will maintain a deliberate and explicit foundation in the philosophical and theological insights of the Catholic tradition, especially its understandings related to the nature and dignity

of the human person, the nature of Truth, and the unity of all knowledge is ultimately rooted in the order of God and creation. Holding that education is more than simply preparing students for college and career, our teacher candidates will also attend to human liberation and orient their students to the transcendental realities of truth, beauty, and goodness.

Teacher Candidate Learning Outcomes for the Major in Elementary Education

Goal 1: Students will demonstrate understanding and successful practice of each of the six Florida Educator Accomplished Practices (FEAPs).

Outcome 1: Teacher candidates will demonstrate understanding and successful practice of each of the following Florida Educator Accomplished Practices (FEAPs):

A1. Instructional Design and Lesson Planning
A2. Learning Environment
A3. Instructional Delivery and Facilitation
A4. Assessment
B1. Continuous Professional Improvement
B2. Professional Responsibility and Ethical Conduct

Teacher candidates will also demonstrate competency in all elements of the Unified Core Curricula as outlined by the Florida Department of Education.

Outcome 2: Teacher candidates will demonstrate the ability to successfully develop, teach, and manage a classroom in a one-semester, full-time student internship.

Outcome 3: Teacher candidates will articulate the unique elements of Catholic and classical educational philosophy.

Outcome 4: Teacher candidates will demonstrate the following professional dispositions:

1. Character
    a. integrity, transparency, consistency, and honesty - one who exhibits the highest professional ethics;
    b. fairness and openness - one who is committed to recognizing the worth and dignity of all students in their care through healthy and cooperative relationships.

2. Knowledge
    a. passionate about learning;
    b. intellectually and academically curious;
    c. joyful and engaging in sharing what has been learned;
    d. active and willing in seeking out and accepting suggestions for professional improvement toward continued growth and learning;
    e. knowledgeable about research-based best practices in education.

3. Service
    a. supportive and encouraging of all students;
    b. considerate of student learning style, background, and need when determining learning strategies and how best to meet and accommodate the needs of individual students in light of research-based best practices;

c. uses quality assessments to identify signs of student difficulty, especially in reading and computational processes, and thereby designs and adjusts instruction to affect student improvement;
d. clear in establishing high expectations for all students in the belief that all students can learn.

Admissions Policies

All policies and department guidelines are presented in the Education Department Administrative Handbook and are designed to meet all requirements expected by the State of Florida as an approved Initial Teacher Preparation Program.

The Ave Maria University Major in Elementary Education (K-6) is designed to fulfill Florida certification requirements for teaching grades K-6 with ESOL and Reading Endorsements. Typically, teacher candidates formally begin the major in the Fall of their junior year after completing prerequisite courses in Educational Foundations, Educational Psychology, and a career discernment seminar in the Spring semester of their sophomore year. Teacher candidates must maintain a 3.0 grade point average throughout the program and a minimum grade point average of 3.0 in all education coursework. A grade below a C- in any education course requires repeating the course. A student with a GPA below 3.0 would receive proactive support and intervention through the initiation of a performance improvement plan.

Most Education courses contain clinical placement-based activities, which are completed via practicum experiences. Teacher candidates need to reserve either one full day or two half-days a week to complete the clinical placement components. Teacher candidates are responsible for their transportation to the clinical placement sites. An application, including completion of all testing, must be completed in the Fall semester of their senior year prior to the capstone internship. During the capstone internship in the Spring semester of the senior year, teacher candidates assume the full schedule and duties of a classroom teacher. Therefore, any outside employment, sports or extracurricular activities during the internship semester is strongly discouraged and should be discussed with the Department Chair. Candidates who meet the requirements to enroll in the final internship may also be eligible for the FDOE Internship Temporary Certificate, in which the intern serves as the teacher of record and paid employee of Collier County Public Schools. Application to FDOE and the Education Department must be submitted by September 1 of the senior year.

Teacher candidates will incur additional expenses for state tests, fingerprinting, data portfolio access, and transportation to fieldwork assignments and should plan accordingly. Candidates without their own transportation should inquire about carpooling through asking other members of the cohort. Department faculty are not responsible for organizing transportation for students.

The Florida Teacher Certification Examinations (FTCE) are the statewide assessments required by the Florida State Board of Education to become a certified teacher in Florida. Official score reports must be submitted directly from the testing service to the Educator Preparation Program (EPP) at Ave Maria University and the Florida Department of Education. Candidates must meet the requirements in effect prior to submitting their certification application to the Florida Department of Education.

Advising is essential for successful completion of the Educator Preparation Program. Variations from the planned program of study without the consent of your advisor may result in failure to be recommended for certification. Regular consultation with an advisor is necessary so that candidates can be apprised of program revisions that result from mandated changes in State certification requirements. Faculty advisors generally do not recommend credit overloads during the junior and senior years of the program due to the rigorous and time-consuming nature of the coursework and field experience application.

Educational Organization: Kappa Delta Pi (KDP) is the International Honor Society in Education. Ave Maria University is proud to have sponsored an active chapter, Alpha Iota Xi, since 2018. Membership in Alpha Iota Xi is by invitation to education majors and minors in good standing with a minimum cumulative GPA of 3.0 and at least 8 hours of completed Education coursework. Other requirements listed in the Bylaws of the chapter also apply.

Benchmarks for Progress for the Education Major Teacher Licensure Program

The Educator Preparation Program at Ave Maria University requires candidates to meet all criteria according to the decision points/benchmarks noted below. These benchmarks allow students to progress successfully through the Elementary Education (K-6, Reading and ESOL infused) program, thereby earning licensure eligibility with the Florida Department of Education (FDOE). Each benchmark must be passed before the teacher candidate may proceed to the next benchmark. The Education Admissions Committee is composed of all members of the Education Department at or above the rank of Assistant Professor. The Committee is led by the Department Chair who will also hold the deciding vote on an Educator applicant in the event of a tie.

Benchmark #1, Preparation and Application to the Elementary Education Licensure Program

To be completed by end of **Second Semester (Spring) Sophomore Year**:

- A grade of C- or higher in the following courses: EDUC 201, EDUC 302, and EDUC 203
- Completion of the Myers-Briggs Indicator Type Assessment
- Passing scores on all subtests of the FTCE General Knowledge exam mandated by the state of Florida
- One professional letter of recommendation
- Preferred minimum GPA of 3.0 or higher; 2.5 or higher may be considered with a support plan
- Acceptable pre-evaluation of Professional Dispositions (1st Administration)
- A well-written philosophy of education
- Fingerprinting and background clearance with the local school district
- Letter of intent to the Elementary Education (K-6) Program Department Chair highlighting areas of strengths and reasons why the candidate should be admitted
- A dated and signed copy of the “Benchmarks for Admission, Progress, and Completion of the Elementary Education (K-6) Program”
- Formal application
- Successful mini-teaching demonstration
- A successful interview by the Education Department Admissions Committee
- An official notice of acceptance or denial into the program will be issued to the candidate by August 15

Benchmark #2, Admission to and Progress in the Elementary Education Licensure Program

To be completed by end of **First Semester (Fall) Junior Year**:

- Minimum of 3.0 GPA or higher
- Purchase of the TK20 online portfolio software package by September 1
- Passing score on all the sections of the FTCE Professional Education Test (PET) mandated by the State of Florida. The test is not part of a course and should be taken independently by the Elementary Education candidate
- Candidates successfully complete the following EDUC courses: EDUC 220, EDUC 230, EDUC 240, EDUC 250, and EDUC 204
- Passing score of 75% or higher and demonstration at Proficient or Exemplary level on all FEAPs-related sections of critical assignments. All FEAPs-related critical assignments must be archived in candidates’ TK20 accounts

To be completed by end of **Second Semester (Spring) Junior Year**:

- Minimum of 3.0 GPA or higher
- Passing score on all the subtests of the FTCE Elementary Education K-6 Test mandated by the State of Florida is required. Candidates must complete the FTCE Subject (K-6) Test by November 1of their Senior year
- Candidates successfully complete the following EDUC courses: EDUC 210, EDUC 330, EDUC 340, EDUC 350, and EDUC 304

- Passing score of 75% or higher and demonstration at Proficient or Exemplary level on all FEAPs-related sections of critical assignments are required. All FEAPs-related critical assignments must be archived in candidates' TK20 accounts

Benchmark #3, Application and Admission to Student-Teaching/Internship in the Elementary Education Licensure Program
To be completed by end of **First Semester (Fall) Senior Year**:

- Minimum of 3.0 GPA or higher
- Completion of a minimum of 200 hours of practicum/early-field clinical experiences (as documented in EDUC 204, 304, and 404)
- Continued acceptable evaluation of Professional Dispositions
- Passing score of 75% or higher and demonstration at Proficient or Exemplary level on all FEAPs-related sections of critical assignments. All FEAPs-related critical assignments must be archived in candidates' TK20 accounts
- Candidates successfully complete the following EDUC courses: EDUC 310, EDUC 360, EDUC 370, EDUC 380, EDUC 390, and EDUC 404
- Completion of a student-teaching/internship application (passing scores of all three state-mandated FTCE tests – General Knowledge, Professional Knowledge, and Subject K-6 – must be received and archived no later than November 1)
- Mandatory attendance at pre-student teaching/internship meetings (topics covered include Grade Preference Placement Form, Fingerprinting/Badge procedures, Student Teaching/Internship Handbook, EDUC 400 Internship and Seminar course format and requirements, etc.)
- The Education Department Admission Committee will determine whether the candidate has met the requirements for student teaching and will notify the candidate in writing of his or her status by December 1.

To be completed by end of **Second Semester (Spring) Senior Year**:

- 14-week long student-teaching/internship at cooperating school
- Participation in EDUC 400 seminar
- Completion of student-teaching/internship capstone projects
- Passing score on all student-teaching/internship evaluative criteria as assessed by the cooperating teacher and the university supervisor
- A grade of C or higher in the EDUC 400 course and performance of all FEAPS at a proficient and/or exemplary level

Benchmark #4, Graduation and Follow-up
To be completed by end of **Second Semester (Spring) Senior Year and beyond (as an alumna/alumnus)**:

- Completion of all courses for core and major
- Completion of Program Effectiveness Survey and Program Completer Contact Information Form
- Employer Verification and Satisfaction Survey
- Filing with the FDOE for a license is a separate process for which the graduate is responsible

Required Courses for the Major (64 total credits)

EDUC 201 Educational Foundations (4 credits)
EDUC 203 Career Path (0 credits)
EDUC 204 Practicum I (2 credits)
EDUC 210 Measurement and Assessment in the Classroom (3 credits)
EDUC 220 Instructional Strategies (3 credits)
EDUC 230 Reading Instruction: Principles and Methods (3 credits)
EDUC 240 Classroom Management and Organization (3 credits)
EDUC 250 ESOL Foundations (3 credits)

EDUC 302 Educational Psychology (4 credits)
EDUC 304 Practicum II (2 credits)
EDUC 310 Teaching Social Studies in the Classroom (3 credits)
EDUC 330 Reading Instruction: Assessment and Differentiation (3 credits)
EDUC 340 Teaching Diverse and Exceptional Students (3 credits)
EDUC 350 ESOL: Curriculum and Methods (3 credits)
EDUC 370 Teaching Language Arts in the Classroom (3 credits)
EDUC 380 Teaching Mathematics in the Classroom (3 credits)
EDUC 390 Teaching Science in the Classroom (3 credits)
EDUC 400 Internship with Seminar (14 credits)
EDUC 404 Practicum III (2 credits)

Minor in Education

The Education Minor is a sequence of courses that allows students majoring in another discipline to develop familiarity with the teaching profession. While courses serve as useful preparation for those who would like to enter a teaching career, this minor does not on its own satisfy the requirements for a Florida state teaching license. This program may help students seeking immediate employment in private schools, which may not require state credentials, or other schools that may provide a grace period to earn alternative certification after initial employment. The Ave Maria University student who completes the Minor in Education will have an exceptional, comprehensive liberal arts grounding combined with a major in a discipline of study. In addition to the required courses listed below, students minoring in Education are welcome to take additional Education courses with the approval of the course professor and Education Department Chair, provided all other course prerequisites and requirements are met.

Required Courses for the Minor

EDUC 201 Educational Foundations (4 credits)
EDUC 210 Measurement and Assessment in the Classroom (3 credits)
EDUC 220 Instructional Strategies (3 credits)
EDUC 240 Classroom Management and Organization (3 credits)
EDUC 302 Educational Psychology (4 credits)

Course Descriptions

EDUC 201 EDUCATIONAL FOUNDATIONS

This course is designed to acquaint the student with the basics of the teaching vocation. It will expose teacher candidates 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 of 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, educational standards, and school organization. This course is ESOL infused. Eight (8) field experience hours are required. (4 credits)

EDUC 203 CAREER PATH

This course will help the AMU student decide whether a profession in teaching is the right path for him or her. Potential teacher candidates will prepare for the FTCE General Knowledge Test, prepare to purchase their TK20 software account, prepare to get fingerprint clearance from the school district in which they will be placed, prepare their application for acceptance into the teacher preparation program, complete the application process for internship in the local schools, and reflect on the dispositions important for a career in education. (0 credits)

EDUC 204 PRACTICUM I

This practicum will provide the teacher candidate approximately one full day or two half-days per week in a cooperating local public or private school. Teacher candidates will work with a highly qualified and clinically trained cooperating classroom teacher and administrator(s) to perform duties as required by the teacher and University course instructors. Teacher candidates will use this authentic setting to complete critical assignments from education courses taught during the semester. Teacher candidates will compose a reflection journal during the semester and attend required seminar sessions with their clinical supervisor. (2 credits)

EDUC 210 MEASUREMENT AND ASSESSMENT IN THE CLASSROOM

This course will provide the student with knowledge related to classroom assessment concepts and the principles needed for effective evaluation of student learning outcomes. It will focus on establishing credible performance standards, communicating those standards, providing feedback, and aligning assessments. Construction of various assessment techniques for formative and summative assessments, such as selected response, constructed response, and portfolio will be presented. Assessing students with special needs and English Language Learner (ELL) students will be reviewed, as will principles of validity, reliability, and bias for standardized tests. A deep understanding of the formative assessment cycle and embedded formative assessment will be developed in addition to evaluation of student learning for grade reporting. (3 credits)

EDUC 220 INSTRUCTIONAL STRATEGIES

This course will provide the teacher candidate the opportunity to analyze learning theories and their application in a classroom setting utilizing the adopted state standards. Teacher candidates will learn the process of planning for, and choosing, effective instructional strategies to enhance student learning as well as how to effectively and appropriately integrate different types of technology into the instructional process. Differentiating instruction in order to achieve best outcomes for all students is also covered. Fifteen (15) field experience hours are required. (3 credits)

EDUC 230 READING INSTRUCTION: PRINCIPLES AND METHODS

This course provides the aspiring teacher with the knowledge needed for the effective teaching of reading. This essential knowledge encompasses the careful examination of the hierarchy of skills needed for the stages of the reading process and the cognitive and linguistic systems that are components of this process. Topics include understanding of the sound system (phonetics, phonology), word formation (morphology), syntax, semantics, pragmatics, and the role of context. Attention will be given to the interaction between the writing system and the sound system; understanding and evaluating trends and current approaches, methods, and techniques for the teaching of reading and analysis and discussion of reading research. Teacher candidates will apply, analyze, and examine teaching strategies for decoding and comprehension, as well as techniques for supporting readers as they try out and practice the strategies. Teacher candidates will have the opportunity to reflect, research, and report on reading approaches, methods, and techniques. This course is ESOL infused. Fifteen (15) field experience hours are required. (3 credits)

EDUC 240 CLASSROOM MANAGEMENT AND ORGANIZATION

This course will provide the teacher candidate with classroom management skills, including understanding the major theories animating management of student behavior, discussion of effective classroom rules and procedures, school safety, parental involvement, social and emotional learning, and strategies for creating a positive, safe environment to meet the needs of all students. The teacher candidate will increase cultural competency and discover the importance of building positive relationships with students through learning about the diverse needs of students, such as poverty, cultural influences, language barriers, and disabilities, and how they may affect students differently in the classroom. Resources for the identification and referral of students experiencing mental health challenges are covered. Research-based strategies and techniques for organizing and managing the classroom as well as character-based classroom management are developed. Fifteen (15) field observation hours are required. This course is ESOL infused. (3 credits)

EDUC 250 ESOL: FOUNDATIONS

This course provides knowledge and skills as to how to teach English language learners (ELLs) from diverse cultural backgrounds. Both foreign-born ELLs and U.S.-born ELLs have varied needs as they develop the necessary skills to learn the English language and academics at school. Pre-service teachers will understand how a second language – in this case, English – should be taught and learned in a school where ELLs must learn academic content in English. This involves getting to know ESOL policies, programs, and practices. Topics include how ELLs acquire a second language, how to teach a second language and other content areas to ELLs with diverse cultural backgrounds and at varying English proficiency levels, how to access their academic needs, and how to measure ELLs' progress adequately in assigned content areas. This course includes part of the program's Reading Competencies coursework. Fifteen (15) field observation hours are required. (3 credits)

EDUC 302 EDUCATIONAL PSYCHOLOGY

This course introduces students to psychological theory and research as it applies to education. It emphasizes the psychological approach to learning, including physical, cognitive, social, and moral development as applied to the classroom. Methods of evaluation, transfer, training, developmental patterns of pupils, teacher-student interaction, behavior management, and sociocultural influences are discussed. The philosophical, developmental, and psychological roots of various learning theories and models of teaching are examined. Consideration of Catholic perspectives as they relate to education is encouraged throughout. This course is designed to enable students to prepare for future roles in education and human formation. Cross-listed with PSYC 302. Prerequisite: EDUC 201 or PSYC 201. (4 credits)

EDUC 304 PRACTICUM II

This practicum will provide the teacher candidate approximately one full day or two half-days a week in a cooperating local public school. Teacher candidates will work with a highly qualified and clinically trained cooperating classroom teacher and local administrator(s) to perform duties as required by the teacher and University course instructors. Teacher candidates will use this authentic setting to complete critical assignments from education courses taught during the semester. Teacher candidates will compose a reflection journal during the semester and attend required seminar sessions with their clinical supervisor. (2 credits)

EDUC 310 TEACHING SOCIAL STUDIES IN THE CLASSROOM

This course imparts effective teaching methodologies for teaching social studies in the classroom, specifically focusing on methods and objectives of academic subject matter at the appropriate grade level, student assessment, and current research in education. State adopted standards are introduced as well as strategies for differentiation. Character-based education and content literacy strategies are incorporated. Field observation and instruction will be required. Fifteen (15) field observation hours are required. (3 credits)

EDUC 330 READING INSTRUCTION: ASSESSMENT AND DIFFERENTIATION

This course will provide the aspiring teacher with the opportunity to learn about research and best practices in developmental reading and how to assess the abilities and needs of individual students within the classroom, especially ELL students. Various materials and multisensory activities are developed for whole group, small group, and individual instruction, based on formal and informal assessments. Means for differentiating reading instruction and content literacy strategies tied to state adopted standards are developed. This course is ESOL infused. Fifteen (15) field observation hours are required. (3 credits)

EDUC 340 TEACHING DIVERSE AND EXCEPTIONAL STUDENTS

This course will focus the teacher candidate on recognition and instruction of students who may be or have been identified with learning disabilities or who are considered gifted and talented. Identification of exceptionality, causes of the exceptionality, and proficiency with appropriate instructional and systematic responses, such as the Response to Intervention (RTI) method, will be addressed. Research-based interventions and enhancements to the curriculum are explored, as well as ways to build positive relationships with students with a focus on empathy. Emphasis will be placed on student learning

styles, social and emotional learning considerations, differentiated instruction techniques, and other skills and techniques to best reach, instruct, and inspire students with learning exceptionalities. Understanding how to identify students with mental health challenges, how to support them, and how to refer them for services to gain necessary supports is developed. Fifteen field experience (15) hours are required. This class is ESOL infused. (3 credits)

EDUC 350 ESOL: CURRICULUM AND METHODS
This course will build on the teacher candidate's knowledge of applied linguistics and cross-cultural communication and extend their understanding of the nature and role of language and culture in classrooms. The teacher candidate will be able to plan, instruct, and assess English Language Learners (ELLs) in a K-12 setting. Teacher candidates will examine research-based strategies for supporting English language development as well as promoting comprehension and acquisition of grade-level content. Curriculum development and assessment activities will be tied to content, language, and literacy goals for ELLs. This course includes part of the program's Reading Competencies coursework. This course requires fifteen (15) hours of field experience in a K-12 classroom setting. (3 credits)

EDUC 370 TEACHING LANGUAGE ARTS IN THE CLASSROOM
This course introduces effective teaching methodologies for teaching language arts in the classroom, specifically focusing on multisensory methods and objectives of academic subject matter at the appropriate grade level, evaluating student progress, and current research in education. This course will also review specific and relevant subject matter content. The course includes participation in a school setting. This course is ESOL infused, and includes part of the program's Reading Competencies coursework. Fifteen (15) field observation hours are required. (3 credits)

EDUC 380 TEACHING MATHEMATICS IN THE CLASSROOM
This course introduces effective teaching methodologies for teaching mathematics in the classroom, specifically focusing on methods and objectives of academic subject matter at the appropriate grade level, student assessment, and current research in education. This course will also review specific and relevant subject matter content from the state adopted standards for mathematics. Strategies for differentiation and the usage of technology are learned and practiced. Understanding how to engage students in thinking and writing about math in addition to computational fluency is developed. This course includes participation in a school setting. Fifteen (15) hours of field experience is required. (3 credits)

EDUC 390 TEACHING SCIENCE IN THE CLASSROOM
This course introduces effective teaching methodologies for teaching science in the classroom, specifically focusing on methods and objectives of academic subject matter at the appropriate grade level, student assessment, and current research in education. This course will also review specific and relevant subject matter content according to the state adopted standards. Understanding of hands-on approaches to science instruction, inquiry, and strategies for differentiation are covered. Field observation and instruction will be required. This course includes participation in a school setting. Fifteen (15) field observation hours are required. (3 credits)

EDUC 400 INTERNSHIP WITH SEMINAR
Teacher candidates will spend approximately 14 weeks as full-time intern teachers in a participating elementary school working under the direction of a highly qualified and clinically trained cooperating teacher and school administrator. Teacher candidates will participate in classroom observation as well as have direct teaching responsibility under the guidance of a University faculty member with clinical supervision qualifications. The cooperating teacher will conduct periodic evaluations with pre- and post-conferencing and a focus on providing quality, actionable feedback to the intern. Required seminars at the University provide the teacher candidate with a supportive environment, helpful resources, and thought-provoking presentations and discussions on all aspects of the classroom experience. Teacher candidates will be required to complete a portfolio to demonstrate all of the Florida Educator Accomplished Practices. This course is ESOL infused and includes part of the program's Reading Competencies coursework. (14 credits)

EDUC 402 DIRECTED STUDY

Teacher candidates in the Education Program can fulfill additional field experience or other graduation requirements through a directed study under the supervision of the Education Department Chair or his or her designee. This directed study may include working directly with a highly qualified teacher who oversees the candidate's completion of exercises applicable to subjects taught in the Education Program. Candidates must complete course assignments as prescribed by the Education Department Chair. (4 credits)

EDUC 404 PRACTICUM III

This practicum will provide the teacher candidate approximately one full day or two half-days a week in a cooperating local public school or private school; Teacher candidates will work with a highly qualified classroom teacher and local administration to perform duties as required by the teacher and university course instructors. Teacher candidates will use this authentic setting to complete critical assignments from education courses taught during the semester. Teacher candidates will complete a reflection journal during the semester and attend required seminar sessions with their clinical supervisor. (2 credits)

EDUC 415 CHILDREN'S LITERATURE

This course will provide the opportunity to critically read, analyze, and respond to children's literature while exploring a variety of genres. To serve children well, teachers need to be insightful readers of children's literature, as well as understand the connection between children's literature to oral language and reading development. This course will provide students with the theoretical knowledge and practical experience for enacting an elementary school curriculum for a classroom, including the exploring of social justice themes and multicultural literature, to serve classrooms with diverse student populations. This course employs a genre approach to literature study which includes methods for using children's literature in the classroom through independent reading, read alouds, and collaborative discussions. (4 credits)

Elementary Education (B.A.) - Typical Plan

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
EDUC 201 Educational Foundations	4	MATH 110, 120, 150, or 151	4
RETP 101 Rhetoric and Poetics I	4	RETP 102 Rhetoric and Poetics II	4
HIST 101 Western Civilization I	4	HIST 102 Western Civilization II	4
Elementary Foreign Language	4	Intermediate Foreign Language or Science II with Lab	4
Total	16	Total	16

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
Science I with Lab	4	POLT 203 American Civilization	4
EDUC 203 Career Path	0	EDUC 302 Educational Psychology	4
General Elective	4		
Total	15	Total	16

Junior Year

Fall Semester	Credits	Spring Semester	Credits
EDUC 220 Instructional Strategies	4	EDUC 210 Measurement/Assessment	3
EDUC 230 Reading: Principles	3	EDUC 330 Reading: Assessment	3
EDUC 240 Classroom Management	3	EDUC 340 Teaching Diverse Students	3
EDUC 250 ESOL: Foundations	3	EDUC 350 ESOL: Methods	3
EDUC 204 Practicum I	2	EDUC 304 Practicum II	2
		THEO 400 Living in Christ	4
Total	15	Total	18

Senior Year

Fall Semester	Credits	Spring Semester	Credits
EDUC 310 Teaching Social Studies	3	EDUC 400 Internship with Seminar	14
EDUC 370 Teaching Language Arts	3		
EDUC 380 Teaching Mathematics	3		
EDUC 390 Teaching Science	3		
EDUC 404 Practicum III	2		
PHIL 300 Metaphysics	4		
Total	18	Total	14

Environmental Science

Chair: Dr. Agnes Berki, Professor of Biology
Program Director: Professor Brett Feger, Instructor of Biology

The Environmental Science (B.A.) degree is a science specialization based upon the fundamentals of biology and ecology. Offered by the Department of Biology, the environmental science program is built on the foundation of the B.A. Biology degree but includes additional science courses necessary for a strong comprehensive understanding of ecology and the environment.

Students entering this fast-growing and dynamic field can expect to become involved directly in addressing some of the significant problems related to human impacts on the environment. It also enables students to attend graduate school if they choose, or to succeed in a number of environmental science-related careers. This comprehensive major is designed to meet the needs of students who desire a broadly based education in preparation for field/laboratory careers in such areas as applied environmental ecology, government service, teaching, and private industry/consulting.

Environmental Science prepares graduates to enter the diverse and vigorous environmental job market or advance to a graduate degree program in disciplines including botany, entomology, ecology, environmental engineering science, fisheries, forestry, landscape architecture, political science, resource economics, soil and water science, urban and regional planning, wildlife, or zoology, or to a professional degree program in business, education, journalism, or law.

Student Learning Outcomes for the B.A. in Environmental Science

Goal 1: Students will comprehend some of the significant problems related to human impacts on the environment.

Outcome 1: Students will demonstrate knowledge of the interdisciplinary nature of environmental problems and possible solutions.

Outcome 2: Students will have an understanding of laboratory and field experimentation and different sampling techniques in the environmental 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).

Outcome 5: Students will be able to comprehend and understand significant environmental issues currently impacting society.

Course Descriptions

Biology course descriptions are listed under the Biology Major.

Required Courses for the Major

BIOL 105 Environmental Science I
BIOL 211 Biology I Cellular and Molecular Biology
BIOL 212 Biology II Organismal and Population Biology
BIOL 220 Zoology
BIOL 230 Botany
BIOL 240 General Ecology with laboratory or BIOL 241 General Ecology without laboratory
BIOL 303 Genetics
BIOL 401 Microbiology
BIOL 413 Critical Analysis II or BIOL 497 Directed Research
CHEM 125 General Chemistry I
MATH 150 Functions or MATH 151 Calculus

Two Electives from among the following courses

BIOL 106 Environmental Science II
BIOL 307 Marine Biology
BIOL 310 General and Chemical Oceanography
BIOL 321 Tropical Ecology and Field Biology
BIOL 340 Conservation Biology
BIOL 402 Microbiological Ecology
BIOL 403 Animal Physiology
BIOL 407 Marine Zoology
BIOL 408 Marine Botany
BIOL 438 Aquatic Ecology

Minor in Environmental Science

Requirements

BIOL 105 Environmental Science I
BIOL 211 Biology I Cellular and Molecular Biology
BIOL 212 Biology II Organismal and Population Biology
BIOL 220 Zoology or BIOL 230 Botany
BIOL 240 General Ecology with laboratory or BIOL 241 General Ecology without laboratory

One from among the following courses

BIOL 106 Environmental Science II
BIOL 307 Marine Biology
BIOL 310 General and Chemical Oceanography
BIOL 321 Tropical Ecology and Field Biology
BIOL 340 Conservation Biology
BIOL 402 Microbiological Ecology
BIOL 403 Animal Physiology
BIOL 407 Marine Zoology
BIOL 408 Marine Botany
BIOL 438 Aquatic Ecology with laboratory

Environmental Science (B.A.) - Typical Plan

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
BIOL 211 Biology I	4	BIOL 212 Biology II	4
MATH 150 or MATH 151	4	THEO 105 Sacred Scripture	4
RETP 101 Rhetoric and Poetics I	4	RETP 102 Rhetoric and Poetics II	4
LATN 101 Elementary Latin*	4	General Elective	4
Total	16	Total	16

Sophomore Year

Fall Semester	Credits	Spring Semester	Credits
BIOL 230 Botany	4	BIOL 220 Zoology	4
BIOL 105 Environmental Science I	4	POLT 203 American Civilization	4
THEO 205 Sacred Doctrine	4	General Elective	4
HIST 101 Western Civilization I	4	HIST 102 Western Civilization II	4
Total	16	Total	16

Junior Year

Fall Semester	Credits	Spring Semester	Credits
BIOL 303 Genetics	4	BIOL 401 Microbiology	4
CHEM 125 General Chemistry I	4	BIOL 240 or BIOL 241	4
PHIL 205 Nature and Person	4	Environmental Science Elective**	4
General Elective	4	PHIL 206 Ethics	4
Total	16	Total	16

Senior Year

Fall Semester	Credits	Spring Semester	Credits
THEO 400 Living in Christ	4	BIOL 413 or BIOL 497	1
Environmental Science Elective**	4	PHIL 300 Metaphysics	4
General Elective	4	General Elective	3
General Elective	4	General Elective	4
		General Elective	4
Total	16	Total	16

*Latin is recommended, but not required.

**Includes BIOL 106, BIOL 307, BIOL 310, BIOL 321, BIOL 340, BIOL 402, BIOL 403, BIOL 407, BIOL 408, and BIOL 438.

Exercise Physiology

The Exercise Physiology majors are offered within the Biology Department.

Chair: Dr. Agnes Berki, Professor of Biology
Program Director: Dr. Stephen Wirick, Professor of Exercise Physiology

The Exercise Physiology (B.A.) degree expands the students' application of scientific knowledge to the acute and chronic responses to physical activity, in which implications for the practice of human performance are elucidated. The approach of the curriculum is to provide extensive consideration to modifiers of behavioral adaptation, adherence, and promotion. Students gain a thorough understanding of the evaluation, interpretation, and prescription process to address both individual and population health.

The Exercise Physiology (B.S.) degree provides students with sound academic preparation in the laboratory and applied sciences for graduate programs in exercise physiology, biomechanics, dietetics, strength and conditioning, and athletic training as well as doctoral degrees in medicine, physical therapy, occupational therapy and chiropractic care.

Student Learning Outcomes for the Major in Exercise Physiology

Goal 1: Graduates will acquire knowledge of exercise physiology and related fields, demonstrate basic lab skills, create and implement exercise interventions, and appreciate the importance of physical activity on health.

Outcome 1: Graduates will demonstrate a sound foundational knowledge and understanding of the principles, theories, and content from the exercise science domains: exercise physiology, biomechanics, motor behavior, and nutrition.

Outcome 2: Graduates will demonstrate basic laboratory skills pertaining to assessments, laboratory methods, and sound experimental and analytical practices, data acquisition and reporting in the exercise sciences.

Outcome 3: Graduates will plan, implement, evaluate, report and revise physical activity and/or exercise interventions in clinical, health-related, and training environments.

Outcome 4: Graduates will understand the importance and influence of physical activity and exercise on health and advocate for physically active lifestyles as a means improving quality of life and reducing the risk and prevalence of lifestyle related diseases.

Required Courses for the B.A. in Exercise Physiology

BIOL 100 Medical Terminology
BIOL 200 Nutrition
BIOL 250 Health and Wellness
BIOL 304 Anatomy and Physiology I
BIOL 309 Anatomy and Physiology II
EXER 220 Data Analysis
EXER 250 Strength and Conditioning I
EXER 251 Strength and Conditioning II
EXER 270 Kinesiology and Biomechanics
EXER 300 Exercise Physiology
EXER 350 Care and Prevention of Athletic Injuries

EXER 380 Advanced Sports Nutrition
EXER 430 Cardiometabolic Disease Prevention
EXER 460 Exercise for Special Populations
EXER 432 Principles of Fitness Management
EXER 490 Exercise Assessment
EXER 491 Exercise Prescription
EXER 499 Clinical Experience
PSYC 370 Sport Psychology

Students pursuing the Bachelor of Arts in Exercise Physiology are strongly encouraged to add a minor that supports their future goals and calling.

Required Courses for the B.S. in Exercise Physiology

BIOL 100 Medical Terminology
BIOL 200 Nutrition
BIOL 211 Biology I
BIOL 250 Health and Wellness
BIOL 304 Anatomy and Physiology I
BIOL 309 Anatomy and Physiology II
CHEM 125 General Chemistry I
EXER 220 Data Analysis
EXER 250 Strength and Conditioning I
EXER 270 Kinesiology and Biomechanics
EXER 300 Exercise Physiology
EXER 350 Care and Prevention of Athletic Injuries
EXER 490 Exercise Assessment
EXER 491 Exercise Prescription
EXER 499 Clinical Experience
MATH 150 Functions
PHYS 211 College Physics I
PSYC 201 Principles and Methods of Psychology
PSYC 230* Applied Statistics for Psychology
STAT 230* Applied Statistics

**Students must take either PSYC 230 or STAT 230*

For students looking to pursue graduate programs, the following courses are highly recommended. Students should consult each university's pre-requisites necessary for entry into those programs.

BIOL 212 Biology II
CHEM 126 General Chemistry II
PHYS 212 College Physics II

Minor in Exercise Physiology

BIOL 304 Anatomy and Physiology I
EXER 250 Strength and Conditioning I
EXER 270 Kinesiology and Biomechanics

EXER 300 Exercise Physiology
EXER 490 Exercise Assessment
EXER 491 Exercise Prescription

Course Descriptions

Biology course descriptions are listed under the Biology Major.

EXER 220 DATA ANALYSIS
This course serves to assist students in developing skills in Microsoft Excel including computation, functions, and graphing. In addition, students are introduced to statistical variables used in Exercise Physiology and related fields in order to confidently interpret outcomes presented in research. This course specifically focuses on skills required by professionals in the areas of wellness, performance, and exercise research. Concepts from this foundational course are applied throughout the Exercise Physiology curriculum. (3 credits)

EXER 250 STRENGTH AND CONDITIONING I
With a large focus on the fundamentals of athlete assessment, evaluation, programming, and periodization techniques, this course reviews approaches to anaerobic and aerobic exercise prescription across the training cycle. This course provides practical and theoretical application for human performance. Laboratory activities are held concurrent with lecture. Students are introduced to training techniques for speed, agility, change of direction, Olympic lifting, upper and lower body strength, and conditioning for aerobic and intermittent sports. This course is in partnership with the National Council on Strength and Fitness (NCSF) and directly prepares students for either the NCSF Certified Strength Coach (CSC) or the National Strength and Conditioning Association's Certified Strength and Conditioning Specialist (CSCS) certification. Laboratory activities are concurrent with lecture (2 credits)

EXER 251 STRENGTH AND CONDITIONING II
This course expands upon concepts from EXER 250 to prepare students for a future in athletic performance and certification in the field of strength and conditioning, with a focus on training technique, prevention of musculoskeletal injury, and overtraining. The purpose of the course is to prepare students to prescribe training programs for a spectrum of athletes. Laboratory activities are concurrent with lecture. Prerequisite: EXER 250. (2 credits)

EXER 270 KINESIOLOGY AND BIOMECHANICS
The study of human movement, kinesiology, encompasses multiple sub-disciplines. This course explores concepts of neuromuscular recruitment, control of movement, functional anatomy, and biomechanics. Students are introduced to the fields of kinematics and kinetics and develop skills to perform movement analyses using motion-capture software. Kinematics is descriptive in nature and explains both static and dynamic motion in terms of displacement, velocity, and acceleration. Kinetics explains the underlying forces that cause and/or result from both static and dynamic motion. The purpose of the Kinesiology and Biomechanics course is for students to learn to capture, describe, and interpret human movement in qualitative and quantitative analyses. Prerequisite: BIOL 304. (4 credits)

EXER 300 EXERCISE PHYSIOLOGY
This course provides an in-depth exposure to the interaction of the cardiovascular, respiratory, endocrine, nervous, and musculoskeletal systems during exercise. Instruction emphasizes system responses to acute and chronic exercise, including mechanisms of fatigue, thermoregulation, energy utilization, and adaptation to the exercise stimulus. Concepts serve as a basis for exercise prescription and dietary recommendations for goals of reducing cardiometabolic diseases and optimizing performance. Prerequisite: BIOL 304. (4 credits)

EXER 350 CARE AND PREVENTION OF ATHLETIC INJURIES
Provides students with a broad foundation of sports medicine concepts. While the focus is on injury prevention, students will develop a greater understanding of the terminology and concepts related to acute injury recognition and the care, evaluation and treatment of common sport and fitness related injuries/conditions. Administrative concepts will also be addressed. Students will learn to demonstrate various taping applications and practice clinical skills. Prerequisite: BIOL 304. (4 credits)

EXER 380 ADVANCED SPORTS NUTRITION
Students explore the latest research on recommendations to optimize body function and performance, calculate and manage nutrient timing to accelerate training adaptations, and monitor nutritional status for anabolic adaptations, effective fat loss, and body composition for health and sport performance. This course serves to prepare students for careers and certifications in the field of nutrition and athletic performance. Prerequisites: BIO 200. (3 credits)

EXER 430 CARDIOMETABOLIC DISEASE PREVENTION
This course provides an in-depth look at the biochemical pathways of insulin resistance, inflammation, and oxidative stress. Students explore research on the triggers and consequences of these underlying conditions of cardiometabolic diseases, as well as the roles of nutrition and physical activity on primary and secondary prevention. Through an understanding of the etiology and treatment of some of the most common and costly disease-states in the U.S., this course prepares students for advanced degrees and/or certifications in the fields of healthcare, wellness, and public health. Prerequisite: EXER 300 or permission of instructor. (3 credits)

EXER 432 PRINCIPLES OF FITNESS MANAGEMENT
The investigation and application of business practices for the fitness professional. Areas of study include sales, marketing, service, operations, administration, management, policy development, and risk management for the fitness professional, as well as entrepreneurship, business plan development, and financial planning for the fitness professional. Prerequisite: Junior standing. (3 credits)

EXER 460 EXERCISE FOR SPECIAL POPULATIONS
The purpose of this course is to provide detailed review of key physiological considerations for exercise prescription in populations such as older adults, women, children, as well as those with pathological conditions including diabetes, heart disease, cancer, arthritis, and obesity. This special populations course includes a key focus on the assessment of functional capacity of the older adult and methods of training to prolong independence and maximize quality of life. Prerequisite: EXER 300. (3 credits)

EXER 490 EXERCISE ASSESSMENT
The purpose of this course is to examine the theory and practice of assessment methods for components of fitness across populations. Topics covered include measurement methods for energy expenditure, aerobic capacity, body composition, muscular strength and endurance, flexibility, balance, power, speed, and agility. Throughout the course, students compile their own assessment tool to be used outside of the classroom. Students will learn strategies for developing appropriate exercise assessments and how to assess outcomes to establish dietary recommendations and movement prescriptions. Prerequisites: BIOL 304. (3 credits)

EXER 491 EXERCISE PRESCRIPTION
This course focuses on prioritizing needs and developing appropriate exercise prescriptions using the latest research in the field. Students assess strategies for goal setting, aerobic exercise prescription, resistance training, static and dynamic flexibility, and explore variables such as performance thresholds and heart rate variability. Programming proficiency is assessed by developing need-based exercise prescriptions for adult and older adult populations. Students exit the course with the knowledge to sit for any accredited personal training certification. Prerequisite: EXER 300. (3 credits)

EXER 499 CLINICAL EXPERIENCE IN EXERCISE PHYSIOLOGY

The purpose of this field experience is to provide the student with a practical and professional learning environment. The students will be able to identify career interests in the field of exercise physiology and identify their skills and assets associated with the tasks they are presented with in their placements. They will have an increased awareness of the organizations operating in this field. They will have an opportunity for professional development in a practical setting, which will enhance their marketability and employability. Students must complete at least 90 hours at their chosen internship site. Prerequisite: Permission of instructor. (2 credits)

Exercise Physiology (B.A.) - Typical Plan

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
Foreign Language I	4	BIOL 250 Health and Wellness	3
HIST 101 Western Civilization I	4	HIST 102 Western Civilization II	4
RETP 101 Rhetoric and Poetics I	4	RETP 102 Rhetoric and Poetics II	4
THEO 105 Sacred Scripture	4	THEO 205 Sacred Doctrine	4
Total	16	Total	15

Sophomore Year

Fall Semester	Credits	Spring Semester	Credits
BIOL 304 Anatomy and Phys I w/lab	4	BIOL 309 Anatomy and Phys II w/lab	4
BIOL 100 Medical Terminology	1	EXER 220 Data Analysis	3
BIOL 200 Nutrition	3	EXER 300 Exercise Physiology	3
MATH 110 College Algebra	4	POLT 203 American Civilization	4
PHIL 205 Nature and Person	4	PHIL 206 Ethics	4
Total	16	Total	18

Junior Year

Fall Semester	Credits	Spring Semester	Credits
EXER 250 Strength and Conditioning I	2	EXER 251 Strength and Conditioning II	2
EXER 270 Kinesiology and Biomech	4	EXER 350 Care & Prev. of Athl. Inj.	4
EXER 490 Exercise Assessment	3	EXER 380 Advanced Sports Nutrition	3
EXER 491 Exercise Prescription	3	EXER 499 Clinical Experience	2
Elective	4	Elective	4
Total	16	Total	15

Senior Year

Fall Semester	Credits	Spring Semester	Credits
EXER 432 Principles of Fitness Mgmt.	3	EXER 430 Cardiometabolic Disease	3
PSYC 370 Sport Psychology	4	EXER 460 Exercise for Special Pop.	3
THEO 390 Catholic Bioethics	4	PHIL 300 Metaphysics	4
Elective	4	Elective	4
		Elective	3
Total	15	Total	17

Exercise Physiology (B.S.) - Typical Plan

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
BIOL 211 Biology I w/lab	4	Elective (Recommend BIOL 212)	4
HIST 101 Western Civilization I	4	HIST 102 Western Civilization II	4
RETP 101 Rhetoric and Poetics I	4	RETP 102 Rhetoric and Poetics II	4
THEO 105 Sacred Scripture	4	THEO 205 Sacred Doctrine	4
Total	16	Total	16

Sophomore Year

Fall Semester	Credits	Spring Semester	Credits
BIOL 304 Anatomy and Phys I w/lab	4	BIOL 309 Anatomy and Phys II w/lab	4
BIOL 100 Medical Terminology	1	BIOL 250 Health and Wellness	3
Foreign Language I	4	BIOL 200 Nutrition	3
MATH 150 Functions	4	POLT 203 American Civilization	4
PHIL 205 Nature and Person	4	PHIL 206 Ethics	4
Total	17	Total	18

Junior Year

Fall Semester	Credits	Spring Semester	Credits
CHEM 125 Chemistry I w/lab	4	Elective (Recommend CHEM 126)	4
EXER 270 Kinesiology and Biomech	4	EXER 220 Data Analytics	3
EXER 250 Strength and Conditioning I	2	PSYC 201 Principles of Psychology	4
EXER 490 Exercise Assessment	3	EXER 300 Exercise Physiology	4
STAT 230 Applied Statistics	4	EXER 499 Clinical Experience	2
Total	17	Total	17

Senior Year

Fall Semester	Credits	Spring Semester	Credits
EXER 491 Exercise Prescription	3	EXER 350 Care & Prev. of Athl. Inj.	4
PHYS 211 College Physics I	4	Elective (Recommend PHYS 212)	4
THEO 390 Catholic Bioethics	4	PHIL 300 Metaphysics	4
Elective	4		
Total	15	Total	12

Finance

The Finance Major is offered within the Department of Business.

Chair: Professor John May, Executive-in-Residence and Professor of Practice in Business

Finance is built on the idea that time and uncertainty have value. From this insight, derived from economics and expressed in a language that borrows from economics and accounting, a major in finance teaches students about corporate finance, investments, banking, and quantitative methods. Students learn how corporations and organizations acquire funds and about how they use them, both for the short term and for the long term. Students also learn how the financial system (financial markets and financial institutions) works and how it serves society by making funds available to those who can use them to create value. A Finance major prepares its students to participate in this process of value-creation by giving them specific skills related to corporate financial management and investment analysis, including advanced quantitative skills.

Ave Maria University students learn the basics in a way that is practical and oriented towards what is necessary to actually run a business. Our students develop and sharpen their skills in communication and analysis, in working with others and working with numbers, in seeing the big picture and in drilling down to details. Our students learn how to think – how to think better, more broadly, more flexibly – which is the best preparation for the changing world of business.

The majors emphasize analytical thinking and tools: the intellectual equipment and critical skills needed to understand and excel in business and in most other human endeavors. Ave Maria University students have the unique fortune of building on a foundation of a liberal education, an education on the basic realities about God and the world, man and his relationship with God and nature. Through our liberal arts curriculum, students learn that reality is coherent and intelligible and grow in the habit – in the essential business skill – of looking for patterns and seeing the sense in the apparent contradictions of the world that surrounds them.

Business can be a tremendous force for good if pursued with rectitude of intention and a clear-minded awareness of the truth of the human person. Carried out with an incorrect understanding of its purpose, business can be destructive and corrosive to the community. Indeed, because it involves human action, business cannot be dissociated from morality and cannot be divorced from virtue. Yet habits of moral action must be learned existentially: virtue cannot be acquired through study alone. Ave Maria Business students are blessed to live and study in a context where moral virtue is valued and instilled, where the practices and expectations of the University community encourage students to choose what is right rather than what is convenient.

The Business program at Ave Maria aims to inspire students to become business leaders led by Christian ideals and governed by Christian ideas. Relying on the Catholic faith lived intensely on campus and on the general intellectual formation of the Core Curriculum, what animates the program is the Catholic view of the human person, his nature, and his ultimate destiny. The distinctive character of the program is its belief in the dignity of the human person, in the reality and importance of the common good, in subsidiarity and solidarity, in ownership as stewardship, and in responsibility for the environment. Because students learn to value human beings for what they are, not for what utility they bring, they are able to serve the Church and their society loyally and generously.

Student Learning Outcomes for the Major in Finance

Goal 1: Students will have a robust understanding of the role of finance and how it operates in a range of organizations. They will develop a strong perspective of the institutions in the markets in which finance operates. Among other things, the student will graduate with a strong understanding of the time value of money, financial decision-making, and the key principles in valuing numerous investments as well as how corporations fund themselves both in the public and private markets. Finally, they will have the knowledge of how value is created and destroyed.

Outcome 1: Students will become potential financial professionals who have been trained to see the world with a sound view of the human person and who have been given a strong ethical grounding for their actions.

Outcome 2: Students will acquire the ability and the habit of analytical thinking through a rigorous and demanding course of study in business and in finance that will sharpen their intellectual skills.

Outcome 3: Students will acquire mastery of the specific knowledge and skills of finance, especially knowledge of financial institutions and markets, and use of quantitative methods.

Outcome 4: Students will acquire job-market training, particularly through internships and professional formation that emphasize financial skills, including corporate finance, investments, and banking.

Typical Order of Required Courses for the Major

MATH 150 Functions
FINC 201 Fundamentals of Finance
ECON 201 Principles of Macroeconomics
ECON 202 Principles of Microeconomics
STAT 230 Applied Statistics
ACCT 201 Financial Accounting
BUSN 368 Quantitative Business Analysis

BUSN 303 Management and Ethics
BUSN 340 Business Law I
BUSN 490 Strategic Management/Business Capstone

Finance Courses (20 credits)

FINC 310 Advanced Corporate Finance
FINC 320 Banking, Financial Institutions, and Society
FINC 350 Security Analysis
FINC 355 Private Equity and Investment Banking (Formerly FINC 325)
Elective: Any 4 credits from 200 level or higher Finance, Business, Accounting or Economics Courses

Finance Majors are encouraged to minor in either Math, Computer Science, or Data Analytics. Enrollment in upper-division finance courses requires the declaration of the Finance Major, a minimum 2.5 GPA in the major, and the successful completion of any course-specific prerequisites.

Faculty advisors assist students while they are completing their Core education and Finance courses. Students are assigned to the Business faculty for advising upon declaration of the major.

Minor in Finance

The Minor in Finance gives students adequate exposure to a career path that remains of great interest to participants in the Business program. Students will be required to gain knowledge about the fundamentals of finance and use that to leverage further study and understanding of financial tools, methods, analysis and application. The Excel tool will also receive plenty of focus as their studies evolve in the Finance space.

Demand for the specific skills in Finance have continued to grow as the capital markets evolve yearly, especially in the United States. The minor aims to give students skills necessary to supplement their major area of study, thereby making them more attractive to potential employers while providing tools for growth within a company.

Required Courses for the Minor

MATH 150 Functions
FINC 201 Fundamentals of Finance
ECON 201 Principles of Macroeconomics
ECON 202 Principles of Microeconomics
FINC 310 Advanced Corporate Finance
FINC 320 Banking, Financial Institutions, and Society
Elective: Any 4 credits from 200 or higher level Finance courses

Course Descriptions

FINC 201 FUNDAMENTALS OF 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. Investment strategies in stocks and bonds. Prerequisites: Minimum grade of C in MATH 110, or similar placement . (4 credits)

FINC 310 ADVANCED CORPORATE FINANCE
This course focuses on financial decision making in the modern corporation. The basic issues include time value of money, capital budgeting/corporate investment, capital structure, corporate sources of funding, dividend policy and corporate contingent claims, international finance, and financial risk management. Course concepts are integrated into the standard theories of risk and return, valuation of assets and market structure. Prerequisites: MATH 150 with a minimum grade of C, STAT 230 with a minimum grade of C, FINC 201 with a minimum grade of C. (4 credits)

FINC 320 BANKING, FINANCIAL INSTITUTIONS, AND SOCIETY
An overview of the financial system (banking, investments, and international finance) and its purpose in society. The roles of money and interest rates, financial markets and financial intermediaries, securities (bonds, stocks, and derivatives), and central banks are discussed in the context of global economy. Using an integrated global perspective, the course focuses on the role of a well-functioning financial system in matching resources and needs, acquiring information, reducing risk, and encouraging innovation and entrepreneurship, thus connecting moral flaws and ethical failures with corporate scandals and financial crises. Prerequisites: FINC 310 (4 credits)

FINC 321 Securities Industry Overview
This course is for students exploring a career in brokerage, insurance, or financial planning. It provides an overview of the industry, regulations, compliance, and certification to work in the field. It prepares students for two industry credential exams: Securities Industry Essentials, and Life, Health, and Variable Annuities. Prerequisite: FINC 201 (2 credits)

FINC 322 Financial Industry Regulation
This course is for students exploring a career in brokerage, insurance, or financial planning. It provides an overview of the industry, regulations, compliance, and certification to work in the field. It prepares students for two industry credential exams: Securities Industry State Law Exam (Series 63), and Securities Industry Law Exam (Series 65). Prerequisite: FINC 201 (2 credits)

FINC 350 SECURITY ANALYSIS

The purpose of this course is to provide students with a real world view of the role and activities of a security analyst. In the course, we will build a construct of how capital markets function, teach the tools and the thought process involved with security analysis, and expose the mental limitations participants bring to the activity. The course will focus on three aspects of securities analysis: (1) understanding the process of analyzing companies; (2) understanding the valuation process; and (3) understanding the challenges of achieving success in a highly competitive capital market. Prerequisite or Corequisite: FINC 310. (4 credits)

FINC 351 PORTFOLIO MANAGEMENT

Portfolio management requires a broad array of quantitative and qualitative skills, involving an analysis of both the investment instruments available in the capital market and the objectives and constraints of the ultimate investor. This course covers conventional and state-of-the-art tools currently employed in the asset management industry, examining the process of creating, maintaining, and evaluating profitable investment portfolios. Following the general approach of the Chartered Financial Analyst (CFA) candidate training program, this course is appropriate for anyone contemplating a career as an investment professional, portfolio manager, or security analyst. Prerequisites: FINC 320, STAT 230. (4 credits)

FINC 355 PRIVATE EQUITY AND INVESTMENT BANKING (Formerly FINC 325)

The objective of this course is to offer students a strong working knowledge of the Private Equity and Investment banking industry. We will examine how ethical funds create value for companies, investors and society globally. We will examine the industry from a number of viewpoints including the structure of the industry, the investors, and the techniques and models used to analyze investments. In addition, we will discuss the method used by investors to exit investments. Prerequisites: FINC 350, BUSN 368. (4 credits)

FINC 403 QUANTITATIVE METHODS IN FINANCE

The aim of this course is to introduce students to the quantitative techniques used in the key areas of finance. Building on a strong foundation of econometric models and techniques (which presume a solid knowledge of introductory statistics demonstrated by a high grade in STAT 230) this course emphasizes understanding and properly applying methods, especially regression analysis and finance-specific methods such as the Markowitz portfolio model, share price valuation models, capital market theory and derivative pricing models. Cross-listed with ECON 403. Prerequisites: ECON 201, ECON 202, FINC 201, STAT 230. (4 credits)

FINC 415 SPECIAL TOPICS

The topics for this seminar may vary and are determined by faculty and student interests. (4 credits)

Finance (B.A.) - Typical Plan

Freshman Year

Fall Semester	Credit	Spring Semester	Credits
MATH 150 Functions	4	FINC 201 Fundamentals of Finance	4
RETP 101 Rhetoric and Poetics I	4	RETP 102 Rhetoric and Poetics II	4
PHIL 205 Nature & Person	4	STAT 230 Applied Statistics	4
THEO 105 Sacred Scripture	4	THEO 205 Sacred Doctrine	4
Total	16	Total	16

Sophomore Year

Fall Semester	Credits	Spring Semester	Credits
BUSN 368 Quantitative Bus Analysis	4	ECON 201 Principles of Macroecon	4
FINC 310 Advanced Corporate Finance	4	FINC 320 Banking, Fin Instits & Society	4
HIST 101 Western Civilization I	4	HIST 102 Western Civilization II	4
ACCT 201 Financial Accounting	4	PHIL 206 Ethics	4
Total	16	Total	16

Junior Year

Fall Semester	Credits	Spring Semester	Credits
FINC 350 Security Analysis	4	FINC 355 Private Equity & Invest Bank	4
ECON 202 Princ of Microeconomics	4	POLT 203 American Civilization	4
Natural Science I w/Lab	4	BUSN 303 Management and Ethics	4
Elementary Foreign Language	4	Interm Foreign Lang or Science II w/lab	4
Total	16	Total	16

Senior Year

Fall Semester	Credits	Spring Semester	Credits
Finance Elective*	4	THEO 400 Living in Christ	4
BUSN 340 Business Law I	4	General Elective	4
General Elective	4	BUSN 490 Strategic Management	4
PHIL 300 Metaphysics	4	General Elective	4
Total	16	Total	16

*Any 4 credits 200 level or above from Business, Accounting, Marketing, Finance, or Economics

Global Affairs

The Global Affairs Major is offered within the Department of Economics.

Chair and Program Director: Dr. Gabriel Martinez, Associate Professor of Economics; Director of Online Education

The last five decades have seen an enormous increase in the volume and intensity of interaction across the globe. Politics and economics are global. Economic and political events from other countries have an enormous impact on our lives. Today, very few governments, policymakers, families, and corporations can afford to ignore what happens beyond the country's borders. What does this process of globalization mean? How can we understand it? How can we manage it? Is it a force for good or for ill? The major in Global Affairs adds the principles, concepts, and ideas of a globalized world, opening up the world for students.

Student Learning Outcomes for the Major in Global Affairs

Goal 1: Students will have a strong intellectual foundation with which to think about economic and political interactions that span the planet.

Outcome 1: Students will be familiar with the institutional details of other countries and with the relations between them. They will demonstrate knowledge of relations between nations, including major theoretical perspectives, terminology, and topics in globalization.

Outcome 2: Students will be familiar with the theories and tools of international economics, applying concepts appropriately, using basic principles, theories, and models to analyze and interpret the global economy and to articulate sound policy arguments for and against concrete proposals for global action.

Outcome 3: Students will demonstrate knowledge of the fundamentals of international relations, including differing theoretical approaches, modes of interaction among states, and transnational issues.

Outcome 4: Students will demonstrate knowledge of the fundamentals of comparative politics, including variations among political regimes, economic systems, and cultural divisions within states.

Outcome 5: Students will be able to evidence commitment to clear, methodical, and systematic thinking that gives primacy to intellectual honesty, inquisitiveness, and creativity, expressing themselves effectively through well-structured arguments, the appropriate use of theory and evidence, conventional documentation, and strong communication skills.

Typical Order of Required Courses for the Major

ECON 201 Principles of Macroeconomics
ECON 202 Principles of Microeconomics
POLT 202 Comparative Politics
ECON 380 Global Economics
POLT 205 Introduction to International Relations
STAT 230 Applied Statistics
Intermediate Language

One Elective out of

ECON 301 Intermediate Macroeconomics
ECON 302 Intermediate Microeconomics

One Elective out of

POLT 302 Catholic Political Thought
ECON 315 Catholic Social Teaching and Economic Life

Two Electives out of

POLT 314 U.S. Foreign Policy
POLT 495 Internship in Politics
ECON 316 Markets, State, and Institutions
ECON 320 Economics and Ethics of Development
ECON 322 Globalization and International Trade
ECON 421 International Macroeconomics
Politics or Economics elective (with approval of the program director)

Course Descriptions

Global Affairs course descriptions can be found under their respective majors/disciplines.

Global Affairs (B.A.) - Typical Plan

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
MATH 110 College Algebra	4	STAT 230 Applied Statistics	4
RETP 101 Rhetoric and Poetics I	4	RETP 102 Rhetoric and Poetics II	4
HIST 101 Western Civilization I	4	HIST 102 Western Civilization II	4
Elementary Foreign Language	4	Intermediate Foreign Language	4
Total	16	Total	16

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
Science I with Lab	4	POLT 203 American Civilization	4
ECON 202 Principles of Microecon	4	ECON 201 Principles of Macroecon	4
Total	16	Total	16

Junior Year

Fall Semester	Credits	Spring Semester	Credits
ECON 301 or 302 Intrm Macro or Micro	4	POLT 202 Comparative Politics	4
POLT 205 Introduction to Int'l Relations	4	POLT 302 or ECON 315	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
POLT or ECON elective**	4	THEO 400 Living in Christ	4
ECON 380 Global Economics	4	POLT or ECON elective**	4
PHIL 300 Metaphysics	4	General Elective	4
General Elective	4	General Elective	4
Total	16	Total	16

**ECON 316, 320, 322, or 421, POLT 314 or 495, or Politics or Economics elective with approval of the program director.

Health Science

Chair and Program Director: Dr. Agnes Berki, Professor of Biology

The Health Science (B.A.) degree promotes student interest in an interdisciplinary understanding of medicine and health care. The program will enable students to appreciate the strengths and limits of the natural sciences, social sciences, and humanities as they seek to better understand the myriad of complexities associated with disease, illness, health, suffering, and healing. The Health Sciences degree serves as a pre-professional preparation for the graduate degree required for working in a particular field (such as physical therapy, occupational therapy, podiatry, physician assistant, and others). Baccalaureate graduates may seek employment as a group home staff member, clinical research assistant, quality assurance staff, case manager, or activity director. The present and future employment outlook in most health science fields promises a growth rate much faster than the national average.

Student Learning Goals and Outcomes for the B.A. Health Science Major

Goal 1: Enable students to appreciate the strengths and limits of the natural sciences, social sciences and humanities as they seek to better understand the myriad of complexities associated with disease, illness, suffering, and healing.

Outcome 1: Graduates will understand fundamental biological, chemical, and physical properties underlying all life systems.

Outcome 2: Graduates will integrate specialized knowledge into a larger framework using analytical and conceptual skills to function professionally in health science fields.

Outcome 3: Graduates will demonstrate general competency in diverse intellectual areas, including writing, literacy, quantitative reasoning, critical thinking, and communication.

Outcome 4: Graduates will apply knowledge and skills to solving complex health science issues and problems.

Outcome 5: Graduates will demonstrate a community-based perspective in the health sciences and specifically approach a national and global awareness.

Required Courses for the Major

BIOL 100 Medical Terminology
BIOL 200 Nutrition
BIOL 211 Biology I Cellular and Molecular Biology
BIOL 212 Biology II Organismal and Population Biology
BIOL 250 Health and Wellness
BIOL 303 Genetics
BIOL 304 Anatomy and Physiology I
BIOL 309 Anatomy and Physiology II
BIOL 401 Microbiology
BIOL 413 Critical Analysis II or BIOL 497 Directed Research
CHEM 125 General Chemistry I
CHEM 126 General Chemistry II
MATH 150 Functions or MATH 151 Calculus
PSYC 350 Health Psychology

Minor in Health Science

BIOL 100 Medical Terminology
BIOL 203 Introduction to Microbiology or 401 Microbiology
BIOL 211 Biology I Cellular and Molecular Biology
BIOL 250 Health and Wellness
BIOL 304 Anatomy and Physiology I
BIOL 309 Anatomy and Physiology II
PSYC 350 Health Psychology

Course Descriptions

Course descriptions can be found under the Biology major.

Health Science (B.A.) - Typical Plan

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
BIOL 211 Biology I	4	BIOL 212 Biology II	4
MATH 150 or MATH 151	4	THEO 105 Sacred Scripture	4
RETP 101 Rhetoric and Poetics I	4	RETP 102 Rhetoric and Poetics II	4
LATN 101 Elementary Latin*	4	General Elective	4
Total	16	Total	16

Sophomore Year

Fall Semester	Credits	Spring Semester	Credits
BIOL 303 Genetics	4	BIOL 200 Nutrition	3
CHEM 125 General Chemistry I	4	CHEM 126 General Chemistry II	4
HIST 101 Western Civilization I	4	HIST 102 Western Civilization II	4
THEO 205 Sacred Doctrine	4	POLT 203 American Civilization	4
Total	16	Total	15

Junior Year

Fall Semester	Credits	Spring Semester	Credits
BIOL 304 Anatomy and Physiology I	4	BIOL 309 Anatomy and Physiology II	4
BIOL 250 Health and Wellness	3	BIOL 401 Microbiology	4
BIOL 100 Medical Terminology	1	PHIL 206 Ethics	4
PHIL 205 Nature and Person	4	General Elective	4
General Elective	4		
Total	16	Total	16

Senior Year

Fall Semester	Credits	Spring Semester	Credits
PSYC 350 Health Psychology	4	BIOL 413 or BIOL 497	1
THEO 390 or THEO 400	4	PHIL 300 Metaphysics	4
General Elective	4	General Elective	4
General Elective	4	General Elective	4
		General Elective	4
Total	16	Total	17

*Latin is recommended, but not required.

History

Chair**:** Dr. Mary Blanchard, Assistant Professor of History

The study of history exists because of that special environment in which man lives: time. History is a way of understanding the ways humans and human 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 emphasizes analysis and insight. Most importantly, it teaches one to think historically.

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. As Cicero noted, "To be ignorant of what happened before you were born is to live the life of a child forever."

The History Major begins with a Core program that is required for all undergraduates and has several 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. 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 seeks to instill in students the ability to think historically. This will be accomplished through a solid grounding in the main events of American and European history, with special attention to the role of the Catholic Church in history. Students will also learn to become practitioners of the discipline through a solid education in the methods and history of the profession.

Outcome 1: Students will demonstrate familiarity with the methods and history of the profession.

Outcome 2: Students will demonstrate basic knowledge of the primary events of U.S. History.

Outcome 3: Students will demonstrate a knowledge of the history of Europe from the Middle Ages to the Present.

Outcome 4: Students, upon completion of the History Major, will demonstrate the ability to complete a major project utilizing the skills, methods, and knowledge learned in the course of the major.

Required Courses for the Major

HIST 200-level course in non-US history
HIST 208 History of the United States from the Colonial Era to Reconstruction or HIST 209 History of the United States from Reconstruction
HIST 396 The Historian's Craft
HIST 490 History Seminar or HIST 495 Honors Thesis
Nine Major Courses (four required, five electives*) - at least three of the five electives must be a 300-level or higher class
*Students may choose to take one of the classes in the approved list below as one of their five HIST electives, but *only one* will count towards their history major.

Approved List:
ECON 210: Western Economic History
COMM 303: Classical and Medieval Rhetoric
HUMS 490: Thomas More

Minor in History

To earn a minor in History five electives are required (20 credits).

Minor in Medieval Studies

To earn a minor in Medieval Studies, students must complete 24 credit hours as follows:

Required Courses for the Minor in Medieval Studies (12 credits)

HIST 224 Medieval Europe
LATN 101 Elementary Latin
PHIL 305 Medieval Philosophy

12 Elective Credits, chosen from the following:
- COMM 303 Classical and Medieval Rhetoric
- HIST 311 The Historian and the Saints
- HIST 319 Medieval England
- HIST 362 The Crusades
- HIST 375 The Viking World
- LITR 205 Medieval Literature
- MUSC 101 Gregorian Chant (1 credit)
- MUSC 312 Survey of Western Music History
- PHIL 403 Political Philosophy
- PHIL 406 St. Augustine
- PHIL 407 St. Thomas Aquinas
- POLT 302 Catholic Political Thought
- THEO 306 Catholic Spirituality
- THEO 412 Mary, Mother of God
- THEO 414 St. Thomas Aquinas
- Any LITR special topics class which covers Medieval literature or author(s)

(Other courses may be considered with the approval of the director, Dr. Thomas Maurer.)

Course Descriptions

HIST 101 WESTERN CIVILIZATION I

This course guides students through the development of Western Civilization from the ancient world to the beginning of the early modern world. It encourages students to think historically through exploring the historical roots of contemporary society in the West, including the contributions of the Christian faith, as well as discerning complex and contingent factors that shaped past societies, ideas, and cultures. (4 credits)

HIST 102 WESTERN CIVILIZATION II

This course guides students through the development of Western Civilization from the early modern period to the contemporary world. It encourages students to think historically through exploring the historical roots of contemporary society

in the West, including the contributions of the Christian faith, as well as discerning complex and contingent factors that shaped past societies, ideas, and cultures. (4 credits)

HIST 208 HISTORY OF THE UNITED STATES FROM THE COLONIAL ERA TO RECONSTRUCTION
This course is an intermediate survey of American history from the colonial era to the end of Reconstruction. The major political, social, cultural, religious, economic, and legal developments of the United States will be examined. Themes covered include European and Native American encounters, colonial settlements, religious societies, American exceptionalism, revolution, the U.S. Constitution, republicanism, federalism, church and state, borderlands and the frontier, slavery, Civil War, and Reconstruction. Prerequisites: HIST 101 and 102 or CORE 101 and 102. (4 credits)

HIST 209 HISTORY OF THE UNITED STATES FROM RECONSTRUCTION TO THE PRESENT
This course is an intermediate survey of American history from the end of Reconstruction to the present. The major political, social, cultural, religious, economic, and legal developments of the United States will be examined. Themes covered include business and labor, the New South and the New West, urbanism, the Gilded Age, empire, Progressive Era, World War I, the Jazz Age, the Roaring Twenties, Great Depression, New Deal, World War II, Cold War, Great Society, Liberalism, Conservatism, and terrorism. Prerequisites: HIST 101 and 102 or CORE 101 and 102. (4 credits)

HIST 222 ANCIENT GREECE
Students will explore select topics regarding political, military, cultural and social trends in the history of classical, Hellenistic or Roman era Greek civilization. Prerequisites: HIST 101 and 102 or CORE 101 and 102. (4 credits)

HIST 223 ANCIENT ROME
A survey of the history of Rome from its early Republic days through to the end of the imperial era. Topics may include wars of conquest, the struggle of the orders, the Punic Wars, development of Roman culture, and the crisis of the Republic. Prerequisites: HIST 101 and 102 or CORE 101 and 102. (4 credits)

HIST 224 MEDIEVAL EUROPE
This course will cover Western Europe from the collapse of the Western Roman Empire to the thirteenth century. Prerequisites: HIST 101 and 102 or CORE 101 and 102. (4 credits)

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. Prerequisites: HIST 101 and 102 or CORE 101 and 102. (4 credits)

HIST 228 20TH CENTURY EUROPE
This course is a survey of twentieth-century Europe. All aspects of European history--political, economic, and social--are covered with an emphasis on cultural history. The aim of the course is to trace the trajectory of European history from world predominance in 1900, to the nadir of 1945, to the recovery of the post-World War II era. Topics include the two world wars, the Russian Revolution, the rise of totalitarianism, the Holocaust, the Economic Miracle, and European integration. Special attention will be paid to the relationship between Europe and the United States. Prerequisites: HIST 101 and 102 or CORE 101 and 102. (4 credits)

HIST 311 THE HISTORIAN AND THE SAINTS
This course will explore hagiography (saints' *Lives* or *vitae*) from its inception in the Early Church to the Renaissance. Students will read a number of saints' lives from across this period with the main focus on medieval *vitae*. As a unique genre of writing, these documents can provide insights into social and cultural ideas, historical events, and the changing tastes and expectations of medieval societies. The class will consider the use of these documents as historical sources and explore both the possibilities and the problems for doing so. It will also explore how different texts can be and remain in the same

genre. Besides the primary sources the class will read and discuss seminal works in this subfield of medieval history. Prerequisites: HIST 101 and 102 or CORE 101 and 102. (4 credits)

HIST 319 MEDIEVAL ENGLAND
This course explores the major events that formed the kingdom of England, its society and government. Special emphasis will be placed on the events between 700 and 1300. It discusses the different peoples who raided, conquered, and settled the island, influencing its language and culture. The class will also examine England's links with her insular and continental neighbors. Prerequisites: HIST 101 and 102 or CORE 101 and 102. (4 credits)

HIST 326 AGE OF REVOLUTIONS
This course investigates revolutions in the Atlantic World from the mid-eighteenth to the early nineteenth centuries. The simultaneity and similarities of these revolutions have led historians to view them in a chronological continuity known as the "Age of Revolutions." This course will examine three of these revolutions: the American Revolution that led to the colonies' independence from British dominion, the French Revolution that resulted in the abolition of the aristocracy and monarchy, and the Haitian Revolution that led to colonial independence and the abolition of slavery. Each revolution resulted in new sovereign republics and important legacies for modern politics. This course will explore the causes, conflicts, cultures, ideas, laws, counter revolutions, consequences, and significance of each revolution and the similarities and differences among them. Prerequisites: HIST 101 and 102 or CORE 101 and 102. (4 credits)

HIST 327 FASCISM
Benito Mussolini once claimed that the twentieth century would be a "Fascist Century". By 1945, his regime and that of his ally, Nazi Germany, lay in ruins after unleashing history's most destructive war. Despite this, a fascination for fascism persists into the twenty-first century and the possibility of its re-emergence continues to haunt the West and beyond. This course examines the history and ideology of fascism. Although significant attention will be paid to Fascist Italy and Nazi Germany, the course will also study other selected fascist movements of the interwar era. Neofascist movements since 1945 will also be studied. Emphasis will be placed on critical and historiographical analysis as we aim to uncover the political, social, and cultural dimensions of fascism. Prerequisites: HIST 101 and 102 or CORE 101 and 102. (4 credits)

HIST 350 AMERICAN CATHOLIC HISTORY
Since their first settlement in American Catholics have attempted to understand the complex and dynamic relationship between their religion and their country. American Catholic thought and practice from the early seventeenth century until today have led to divergent and often controversial conclusions about the compatibilities and complementarities, or incongruities and contradictions, between American principles, ideals, and institutions on the one hand, and Catholic faith, teaching, and practice on the other. This course will investigate the breadth and depth of these debates – intellectual, political, ecclesiological, cultural, social, and economic – through a combination of primary documents and scholarly interpretations, all of which illustrate the debates of the past that continue to inform those of the present. Prerequisites: HIST 101 and 102 or CORE 101 and 102. (4 credits)

HIST 362 THE CRUSADES
This course will examine the wars fought between Christendom and Islam for control of the Holy Land. Emphasis will be placed on the historiography and different interpretations of the Crusades. Prerequisites: HIST 101 and 102 or CORE 101 and 102.

HIST 366 THE HISTORY OF THE BRITISH EMPIRE
This course offers a survey of the British Empire from its origins in the 16th century to the era of decolonization after 1945. It analyzes how Britain, a small north European country, was able to conquer, settle and rule an empire that spanned the globe. It assesses how British citizens thought about their empire and how their various forms of imperialism transformed Britain. It further considers the experiences of colonized people and how different regions of the world were affected by

imperial rule. Topics to be discussed may include explorations and colonial encounters, emigrant correspondences and diaries, visual culture (film, photography, paintings, sculptures, and newspaper cartoons), material culture (museums, exhibitions, and advertising), literature (novels, poetry, travel narratives) and indigenous oral histories. Prerequisites: HIST 101 and 102 or CORE 101 and 102. (4 credits)

HIST 367 WAR AND CULTURE IN THE 20th CENTURY
This course will examine the social and cultural impact of war in the twentieth century. Topics include Total War, mass bereavement, war and faith, war and memory, and representations of war in the arts. The course will center on the First and Second World Wars, although there may be occasional topics devoted to other wars. Prerequisites: HIST 101 and 102 or CORE 101 and 102. (4 credits)

HIST 370 FILM AND HISTORY
This course is intended to introduce students to the uses of film as an historical source as well as a means of narrating the past. It presents filmic images as prisms and allegories through which individuals in the past understood their society. Students will be required to critically analyze the ideas and attitudes at work in film and the various stylistic and technical means through which those beliefs are communicated. It also will assess the merits of film as an historical source as well as the ways in which film is a powerful medium that influences how we view the past. Recognizing film as art, the course seeks to further the university's dedication to fostering an appreciation of the arts. Possible topics include War and Film, The American West in Film, Decolonization and Film, Historical Films, etc. Prerequisites: HIST 101 and 102 or CORE 101 and 102. (4 credits)

HIST 372 THE HOLOCAUST
This course will examine the historical background and history of the Holocaust, the systematic persecution and mass murder of six million Jews throughout Germany and Nazi-occupied Europe by the German Nazi government during World War II. In so doing, students will discuss Jewish life in Germany before World War II, the historical roots of Nazi anti-Semitism, Adolf Hitler and the rise of the Nazi Party, the formulation and implementation of Nazi anti-Jewish legislation, including the infamous Nuremburg laws of 1935, the establishment of Jewish ghettos and Nazi death camps, and the planning and carrying out of the "Final Solution," the extermination of Europe's Jews. Special attention will be paid to the memory of the Holocaust and the various means of representing the Holocaust in Western culture. Prerequisites: HIST 101 and 102 or CORE 101 and 102. (4 credits)

HIST 374 RELIGION AND POLITICS IN AMERICA
Religion remains one of the most significant and controversial influences in American politics. Equally important is how American political institutions and ideas have shaped religion in the United States. This course investigates the intersection of religion and politics in America from the colonial period to the present. Readings and discussion will cover the contested religious character of America, the content and parameters of religious freedom, church-state relations, religion in the public square, law and morality, the status of religious minorities, and how religious beliefs have shaped views on war, technology, citizenship, civil rights, and social reform. Prerequisites: HIST 101 and 102 or CORE 101 and 102. (4 credits)

HIST 375 THE VIKING WORLD
This course explores the Vikings, their culture at home in medieval Scandinavia, and their profound impact on the various societies across medieval Europe with which they came into contact. Additionally, the class will introduce students to and allow them to grapple with issues surrounding historical topics with limited surviving written sources. It will also encourage students to consider to what extent historians can make use of literary and material culture alongside more 'traditional' historical sources. Prerequisites: HIST 101 and 102 or CORE 101 and 102.(4 credits)

HIST 376 VICTORIAN SOCIETY AND CULTURE

This course surveys British cultures in the Victorian era from the 1830s to the end of the nineteenth century. The approach emphasizes the transforming role of industrialization, urbanization, technology, and empire on British cultures throughout this period. Some of the topics that may be covered include Victorian novels and short stores, “self-help”, vaudeville and melodrama, autobiography, drinking cultures, crime, childhood, marriage and gender, class, death and mourning, museums and exhibitions, art and photography, education and intellectual life, science and history, spectator sports, as well as present-day myths and debates about the Victorian era. Prerequisites: HIST 101 and 102 or CORE 101 and 102. (4 credits)

HIST 396 THE HISTORIAN’S CRAFT

This course focuses on the background of history as a field of study. It examines the philosophical approaches and methods used by various historians and how this influenced their research. Students will learn to identify major schools of thought in the field in preparation for their own senior research project. Prerequisites: HIST 101 and 102 or CORE 101 and 102. (4 credits)

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. Prerequisites: HIST 101 and 102 or CORE 101 and 102. (4 credits)

HIST 490 HISTORY SEMINAR

The senior seminar is the capstone course for all majors. Examining a topic of their own choosing, students will hone their skills in written and oral argument through the production of an essay of substantial length and a presentation of their research. Prerequisites: HIST 208 or 209, HIST 396, and one HIST 200 level non-US History course. (4 credits)

HIST 495 HONORS THESIS

The History Honors Thesis is an optional course open to History Majors in their senior year. It is intended for students interested in further studies in History or a cognate discipline, or for those who wish to pursue a particular historical topic in some detail. The Senior Thesis is a substantial piece of research, and is assessed based on an essay of no less than 50 pages and a public presentation of research. It requires an element of original research, to be agreed with the individual supervisor. Admission is at the discretion of the Department. The course will be cross-listed with HIST 490. Prerequisites: HIST 208 or 209, HIST 396, and one HIST 200 level non-US History course. (4 credits)

HIST 497 HISTORY INTERNSHIP

The internship is a curricular-related opportunity that allows students to earn between one and four credits while gaining valuable professional experience in public and private institutions engaged in the work of history. Students may not receive retroactive credit for an internship they have already begun or completed. Interns will work a set number of hours over the course of the semester on a schedule approved by the internship supervisor and faculty director. Prerequisites: HIST 101 and 102 or CORE 101 and 102 and two HIST 200 level or higher course. (Variable credit)

History (B.A.) - Typical Plan

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
THEO 105 Sacred Scripture	4	MATH 110, 120, 150 or 151	4
RETP 101 Rhetoric and Poetics I	4	RETP 102 Rhetoric and Poetics II	4
HIST 101 Western Civilization I	4	HIST 102 Western Civilization II	4
Elementary Foreign Language	4	Interm Foreign Lang or Science w/lab	4
Total	16	Total	16

Sophomore Year

Fall Semester	Credits	Spring Semester	Credits
PHIL 205 Nature and Person	4	PHIL 206 Ethics	4
THEO 205 Sacred Doctrine	4	HIST 208 or HIST 209	4
POLT 203 American Civilization	4	History Elective*	4
HIST 200 Level Requirement	4	General Elective	4
Total	16	Total	16

Junior Year

Fall Semester	Credits	Spring Semester	Credits
History Elective*	4	HIST 396 The Historian’s Craft	4
History Elective*	4	History Elective*	4
Science with Lab	4	General Elective	4
General Elective	4	General Elective	4
Total	16	Total	16

Senior Year

Fall Semester	Credits	Spring Semester	Credits
HIST 490 or HIST 495	4	THEO 400 Living in Christ	4
History Elective*	4	PHIL 300 Metaphysics	4
General Elective	4	General Elective	4
General Elective	4	General Elective	4
Total	16	Total	16

*Three of the five History electives must be at the HIST 300 level or higher. HIST 497 can only be taken one time as a History elective.

Humanities & Liberal Studies

Chair: Dr. Travis Curtright, Professor of Humanities and Literature

The Humanities & Liberal Studies Program's reading list is inspired by the Great Books. The major offers its students a broad liberal arts education through a comprehensive study of the Western intellectual tradition as presented in philosophy, literature, theology, history and, to some extent, in the experimental sciences and mathematics. Under optimum circumstances, classes are conducted as seminars with a maximum enrollment of twenty students. This interdisciplinary major allows Ave Maria University to offer its students the opportunity to be nourished in a truly integrated curriculum, as with Great Books colleges and programs elsewhere. The Major in Humanities & Liberal Studies is a properly Catholic discipline for a Catholic University.

Outcome 1: Students will develop knowledge of the connection between the written and spoken word in Shakespearean drama.

Outcome 2: Students will demonstrate mastery of a work of secondary criticism on a primary text selected from the HUMS capstone course.

Outcome 3: Students will be able to write an argumentative essay, exhibiting competence in invention, organization, and style.

Outcome 4: Students will demonstrate skills in oral presentation.

Required Courses for the Major

HUMS 206/LITR 206 Shakespeare
HUMS 311 The Abolition of Man: Christianity and Modernity
HUMS 312 Love, Friendship, and the Future of Being Human
HUMS 370 C.S. Lewis: Theological Apologetics
HUMS 490 Thomas More
POLT 402 Modernity and Post-modernity; POLT 403 Tyranny and Totalitarianism; POLT 404 Technology, Science, and Politics; or LITR 325 Modern Fantasy
12 credits in Humanities electives. The following courses from the Rome program count as Humanities electives and fall under HUMS 415 Special Topics: Humanities IV Roman Culture: Classical and Christian (4 credits) for HUMS 415 (4 credits); Art & Architecture of Rome (4 credits) for HUMS 415 (4 credits); Poetics (4 credits) for HUMS 415 (4 credits).

Sample Electives

COMM 250 Public Speaking and Public Discourse
COMM 303 Classical and Medieval Rhetoric or COMM 305 Contemporary Rhetorical Theory
COMM 330 Shakespeare in Performance
COMM 410 Shakespeare for Actors and Directors
COMM 416 Clowning in Shakespeare
COMM 417 Ensemble Shakespeare
GREK 203 Greek Readings: Prose
HIST 366 The History of the British Empire
HIST 367 War and Culture
HIST 415 Age of Revolutions
HUMS 325 Jane Austen and Samuel Johnson

HUMS 330 Shakespeare in Performance
HUMS 410 Shakespeare for Actors and Directors
HUMS 416 Clowning in Shakespeare
HUMS 417 Ensemble Shakespeare
LATN 204 Golden Age Poetry
LATN 304 Latin Church Fathers
LITR 330 Shakespeare in Performance
LITR 416 Clowning in Shakespeare
LITR 417 Ensemble Shakespeare
PHIL 405 Philosophy of Science
THEA 330 Shakespeare in Performance
THEA 410 Shakespeare for Actors and Directors
THEA 416 Clowning in Shakespeare
THEA 417 Ensemble Shakespeare
THEO 413 Saint Augustine

Given the overlapping character of many courses offered by various departments, courses from any department with substantial interdisciplinary content or within the Western intellectual tradition are eligible as electives or as replacements for required courses, subject to the prior approval from the Department Chair.

Minor in Shakespeare in Performance (SIP)

There is significant interest in the study of Shakespeare in both a textual and performance setting. The minor is interdisciplinary by combining approaches from literature, theater, humanities, and history in the study of one of the great playwrights of Western Civilization. As such, the minor is housed in the Humanities & Liberal Studies program.

Required Courses for the SIP Minor (Two Total)

HUMS 206/LITR 206 Shakespeare
HUMS 330/LITR 330/COMM 330/THEA 330 Shakespeare in Performance*

*Shakespeare in Performance may and should be taken more than once because the course stages different plays and offers new theatrical and production work to students each time. For the same reasons, Shakespeare in Performance is cross-listed in HUMS, LITR, COMM, and THEA and fulfills elective requirements towards the minor.

An audition is required to take the Shakespeare in Performance course and earn the minor.

Elective Courses for the SIP Minor (Four Total)

HUMS 330/LITR 330/COMM 330/THEA 330 Shakespeare in Performance
HUMS 415 Special Topics
THEA 206 Fundamentals of Acting I
THEA 207 Fundamentals of Acting II
THEA 410/HUMS 410/COMM 410 Shakespeare for Actors and Directors
THEA 415 Special Topics
THEA 416/HUMS 416/COMM 416/LITR 416 Clowning in Shakespeare
THEA 417/HUMS 417/COMM 417/LITR 417 Ensemble Shakespeare

The Department Chair may approve other elective courses appropriate for the minor.

Course Descriptions

HUMS 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 his contribution to psychological realism and the development of a modern consciousness. Cross-listed with LITR 206. (4 credits)

HUMS 311 THE ABOLITION OF MAN: CHRISTIANITY AND MODERNITY

With C.S. Lewis's influential work as a guide, this course 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 and postmodern thought. (4 credits)

HUMS 312 LOVE, FRIENDSHIP, AND THE FUTURE OF BEING HUMAN

This course's central concern is the understanding of *humanitas* and its capacity for love and friendship in light of contemporary questions, art, and culture. The course will consider both classical and contemporary texts as well as focused inquiry into areas such as gender and identity, artificial intelligence and communication, storytelling and media, biotechnology and family, and dating and courtship. (4 credits)

HUMS 325 JANE AUSTEN AND SAMUEL JOHNSON

Jane Austen said that Samuel Johnson was her "favorite author in prose," an assessment that invites one to ponder how Johnson influenced Austen's novels. This course begins by focusing on Johnson as a humanist, his ideas about the office of a poet and novelist, and by studying his moral essays and character sketches found in the Rambler and Idler. Afterward, we turn to the novels of Austen, investigating how the two authors may complement or contradict each other. Cross-listed with LITR 415. (4 credits)

HUMS 330 SHAKESPEARE IN PERFORMANCE

The goal of this course is for students to master a single Shakespearean play by staging it from the ground up. Students will produce the play by modeling themselves after an Elizabethan acting troupe that explores the possibilities of classical training in verse, prose, rhetoric, and voice in performance. As members of the troupe, students will be responsible for interpretative choices, set design, costuming, publicizing and marketing themselves and their work, composing and/or integrating music into the production, even ticketing. Cross-listed with LITR/COMM/THEA 330; may repeat for credit. (4 credits)

HUMS 370 C. S. LEWIS: THEOLOGICAL APOLOGETICS

This course immerses students within the theological apologetics depicted in the fiction and non-fiction works of C. S. Lewis, one of the twentieth century's great Christian writers. The students will learn to reflect more deeply upon fundamental theological areas of study, such as God, Creation, the Fall, Redemption, Anthropology, Morality, and Eschatology, while also learning to give an account of the Christian faith (cf. 1 Pet 3:15) in the midst of an often uncomprehending and, at times, hostile audience. Attention will be paid to the connection between Lewis' writings and philosophical and theological authors both within and without the Christian tradition. Cross-listed with THEO 370. Prerequisites: THEO 105, THEO 205. (4 credits)

HUMS 410 SHAKESPEARE FOR ACTORS AND DIRECTORS

The history of directing Shakespeare's plays in America illustrates opposing methodologies: those who use all available means to enliven the play with contemporary resources versus others who examine Shakespeare's texts and original theater practices; the choice between proscenium and thrust stages, or to privilege pictorial and static blocking instead of movement and audience-actor intimacy; directorial concepts grounded in set, costuming, and lighting designs versus what Peter Brook

called “rough theater,” shows for the people and opposed to pretentious stage designs. The professional norms further divide directors from actors, actors from so-called “creatives,” and creatives from voice and speech coaches. This course will question such binary oppositions by offering students the opportunity to train and work as both actors and directors upon a thrust stage according to the structure of Shakespeare’s language and scenes. Cross-listed as THEA/COMM 410. (4 credits)

HUMS 415 SPECIAL TOPICS
With the approval of the Department Chair, courses may be offered on special topics. (4 credits)

HUMS 416 CLOWNING IN SHAKESPEARE
Clowning is a particular type of performance art and requires certain skills of practice and awareness. This course offers an advanced acting methodology with a focus on clowning and humor in Shakespeare’s plays. Students are expected to master basic comedic acting techniques and demonstrate them through performance. Cross-listed as THEA/COMM/LITR 416. (4 credits)

HUMS 417 ENSEMBLE SHAKESPEARE
The purpose of this course is to explore and develop techniques for an ensemble approach to the performance of Shakespeare’s scenes. To do so, we will experiment with how to connect text and movement. Particular attention will be paid to the early modern reception of classical oratory and its application to the stage, and to the system of Stanislavsky in terms of how beat analysis may be useful in script analysis. Cross-listed as THEA/COMM/LITR 417. (4 credits)

HUMS 490 THOMAS MORE
This course investigates Thomas More as English humanist, poet, political philosopher, moralist, rhetorician, and statesman. Through a careful reading of More’s works and a selection of other texts from his circle, it considers his understanding of Christian humanism and its influence. (4 credits)

Theater Electives for the Minor in Shakespeare in Performance

THEA 204 THEATER PRODUCTION PRACTICUM
Students will participate in the production of a play or perform monologues or scenes from one as part of HUMS/LITR 206. This practicum also allows students to work in technical support or performance roles for dramatic productions approved by the Humanities department. Productions vary by semester and are, in part, determined by the talents and abilities of the students who enroll in the course. (0 credits)

THEA 206 FUNDAMENTALS OF ACTING I
This course allows students to work on learning, exploring, cultivating, developing, improving, and expanding their acting skills for use on the university, community theater, or professional (Broadway) stage. The areas explored include team building, sensory and space awareness, physicalization, vocalization, mime, improvisation, character analysis and development, memorization, blocking and stage business, stage movement, and pre-performance prep. A monologue performance is typically assigned as a final project/exam. (4 credits)

THEA 207 FUNDAMENTALS OF ACTING II
An intermediate-level course designed to continue the fundamental acting training begun in Fundamentals of Acting I, with a more intense and in-depth exploration of scene study. The focus will be on acting techniques within the presentational and representational styles utilizing scenes and a monologue drawn from a contemporary American play, a masterpiece of European realism and a classical play from the Elizabethan or Restoration era. (4 credits)

THEA 330 SHAKESPEARE IN PERFORMANCE

The goal of this course is for students to master a single Shakespearean play by staging it from the ground up. Students will produce the play by modeling themselves after an Elizabethan acting troupe that explores the possibilities of classical training in verse, prose, rhetoric, and voice in performance. As members of the troupe, students will be responsible for interpretative choices, set design, costuming, publicizing and marketing themselves and their work, composing and/or integrating music into the production, even ticketing. Cross-listed with HUMS/COMM/LITR 330; may repeat for credit. (4 credits)

THEA 410 SHAKESPEARE FOR ACTORS AND DIRECTORS

The history of directing Shakespeare's plays in America illustrates opposing methodologies: those who use all available means to enliven the play with contemporary resources versus others who examine Shakespeare's texts and original theater practices; the choice between proscenium and thrust stages, or to privilege pictorial and static blocking instead of movement and audience-actor intimacy; directorial concepts grounded in set, costuming, and lighting designs versus what Peter Brook called "rough theater," shows for the people and opposed to pretentious stage designs. The professional norms further divide directors from actors, actors from so-called "creatives," and creatives from voice and speech coaches. This course will question such binary oppositions by offering students the opportunity to train and work as both actors and directors upon a thrust stage according to the structure of Shakespeare's language and scenes. Cross-listed as HUMS/COMM 410. (4 credits)

THEA 415 SPECIAL TOPICS

With the approval of the Department Chair, courses may be offered on special topics. (4 credits)

THEA 416 CLOWNING IN SHAKESPEARE

Clowning is a particular type of performance art and requires certain skills of practice and awareness. This course offers an advanced acting methodology with a focus on clowning and humor in Shakespeare's plays. Students are expected to master basic comedic acting techniques and demonstrate them through performance. Cross-listed as HUMS/COMM/LITR 416. (4 credits)

THEA 417 ENSEMBLE SHAKESPEARE

The purpose of this course is to explore and develop techniques for an ensemble approach to the performance of Shakespeare's scenes. To do so, we will experiment with how to connect text and movement. Particular attention will be paid to the early modern reception of classical oratory and its application to the stage, and to the system of Stanislavsky in terms of how beat analysis may be useful in script analysis. Cross-listed as HUMS/COMM/LITR 417. (4 credits)

Humanities & Liberal Studies (B.A.) - Typical Plan

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
THEO 105 Sacred Scripture	4	MATH 110, 120, 150, or 151	4
RETP 101 Rhetoric and Poetics I	4	RETP 102 Rhetoric and Poetics II	4
HIST 101 Western Civilization I	4	HIST 102 Western Civilization II	4
LATN 101 Elementary Latin*	4	LATN 102 Intermediate Latin* or Science with Lab	4
Total	16	Total	16

Sophomore Year

Fall Semester	Credits	Spring Semester	Credits
PHIL 205 Nature and Person	4	PHIL 206 Ethics	4
THEO 205 Sacred Doctrine	4	POLT 203 American Civilization	4
Science with Lab	4	General Elective	4
HUMS 206/LITR 206 Shakespeare	4	General Elective	4
Total	16	Total	16

Junior Year

Fall Semester	Credits	Spring Semester	Credits
Humanities Elective	4	Humanities Elective	4
General Elective	4	General Elective	4
HUMS 370 C.S. Lewis	4	General Elective	4
HUMS 311 The Abolition of Man	4	HUMS 312 Love, Friendship	4
Total	16	Total	16

Senior Year

Fall Semester	Credits	Spring Semester	Credits
PHIL 300 Metaphysics	4	THEO 400 Living in Christ	4
General Elective	4	General Elective	4
Humanities Elective	4	General Elective	4
HUMS 490 Thomas More	4	POLT 402, POLT 403, POLT 404, or LITR 325	4
Total	16	Total	16

*Latin is recommended, but not required, for the Humanities & Liberal Studies Major.

Literature

Chair: Dr. Justin Bonanno, Assistant Professor of Communications
Program Director: Dr. William Gonch, Assistant Professor of Literature

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.

Ave Maria 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, the sequence of courses required for the degree sets out a method of reading, analyzing, and writing that brings students into an imaginative participation in some of the greatest writers in the Western tradition and liberates them to pursue reading and critical thinking on their own. Because of the vast variety of literary forms, techniques, historical contexts, and individual authorial visions, course content will be fluid, depending on students' interests and pedagogical needs. In all cases, however, Literature classes will focus on close reading and analytic and researched argumentative writing.

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-based and argumentative essays; an acquaintance 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

RETP 101 Rhetoric and Poetics I
RETP 102 Rhetoric and Poetics II

Required Courses for the Major

LITR 206 Shakespeare

LITR 223 How to Read Poetry: Form and Meaning
LITR 224 How to Read a Novel: Form and Meaning
LITR 230 Survey of American Literature
LITR 360 Survey of English Literature
LITR 491 Capstone in Literature
Three electives (including at least one elective in Medieval or Renaissance Literature, one elective in 18th-Century or Modern Literature, and one free elective)

Accepted Free Electives

Any Literature Elective
COMM 200 Media, Society, and the Church
COMM 303 Classical and Medieval Rhetoric
HUMS 325 Jane Austen and Samuel Johnson
HUMS 370 C.S. Lewis: Theological Apologetics
HUMS 490 Thomas More
Other courses may be accepted with the approval of the Director of Literature.

Minor in Literature

To earn a minor in Literature, students must complete LITR 223 How to Read Poetry and four Literature electives.

Minor in Writing

To earn a minor in Writing, students must complete 20 credit hours as follows:

At least one class (4 credits) in rhetorical or literary theory:
COMM 303 Classical and Medieval Rhetoric
COMM 305 Contemporary Rhetorical Theory
LITR 223 Studies in Genre I
LITR 224 Studies in Genre II

Four classes (16 Credits), chosen from the following:
COMM 250 Public Speaking
COMM 300 Writing and Dialogue: Plato to Podcasts
COMM 320/LITR 320 Creative Writing
COMM 340 Writing for Journalism
BUSN 200/COMM 205 Business Communication
Other courses may be considered with the approval of the Program Director including additional theory courses and relevant special topics courses in communication (COMM 418) and special topics in literature (LITR 415)

Course Descriptions

LITR 205 MEDIEVAL AND RENAISSANCE LITERATURE
The course examines the works of some of the most celebrated authors of the Middle Ages to the Renaissance in their literary and historical contexts. Various themes may be traced – including the dream-vision convention; pilgrimage as a means to seeking truth; the evolution of notions of earthly and spiritual love; the role of religion in the lives of the authors and in their works; and the role of the author and the meaning of authorship – through both poetry and prose genres. (4 credits)

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 his contribution to psychological realism and the development of a modern consciousness. (4 credits)

LITR 223 HOW TO READ POETRY: FORM AND MEANING
This course provides students with an in-depth introduction to the art of poetry. Students will systematically explore the key elements of poetic art (voice, image, suggestion, metaphor, and form) with examples drawn from the high points of English-language poetry. Students will develop skills in critical reading and writing – focusing on what literary language says explicitly and what it suggests through both content and form. Coursework includes essays in close reading and researched analysis, exams on poems and literary terms, memorization and performance of poems, and a creative writing assignment. (4 credits)

LITR 224 HOW TO READ A NOVEL: FORM AND MEANING
This course provides students with an in-depth introduction to the art of fiction, with particular emphasis on the novel. Students will systematically explore the key elements of narrative (plot, character, point of view, setting, style, symbolism, theme) in seminal English-language novels and/or novels in translation. Students will develop skills in critical reading and writing – focusing on what literary language says explicitly and what it suggests through both content and form. Coursework includes essays in close reading and researched analysis, oral presentations, and exams on works of fiction and literary terms. (4 credits)

LITR 230 SURVEY OF 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. (4 credits)

LITR 320 CREATIVE WRITING
The course focuses on understanding and engaging the creative process. Students, both experienced and inexperienced, will compile a portfolio, share their writing, and engage in workshops and peer-review. By the end of the course, students will produce a body of work that can be the basis for further development. Possible topics include fiction, non-fiction, memoir, drama, poetry, etc. May repeat for credit. Cross-listed with COMM 320 (4 credits)

LITR 325 MODERN FANTASY
This course explores the birth of Fantasy as both a literary genre and a means of cultural influence. More than a simple flight of fancy, Fantasy is considered as a literary and rhetorical response to the materialism of modernity. Students begin with an overview of British Folk-Lore Studies in the nineteenth century, examining scholars who characterized myths and fairytales as products of primitive minds striving to understand the natural world. We then engage the works of pioneering British “fairytale” authors who challenged this view, championed the faculty of the imagination, and directly influenced J.R.R. Tolkien, C.S. Lewis, and the rest of the Inklings. Finally, we look at the creative and critical output of the Inklings themselves and consider how the roots of Fantasy continue to influence culture through other media like film and television. Throughout the course, we will attempt to construct a Philosophy of Fairyland and consider what light it might shed on and for our contemporary world. Cross-listed with COMM 325. (4 credits)

LITR 330 SHAKESPEARE IN PERFORMANCE
The goal of this course is for students to master a single Shakespearean play by staging it from the ground up. Students will produce the play by modeling themselves after an Elizabethan acting troupe that explores the possibilities of classical training in verse, prose, rhetoric, and voice in performance. As members of the troupe, students will be responsible for interpretative

choices, set design, costuming, publicizing and marketing themselves and their work, composing and/or integrating music into the production, even ticketing. Cross-listed with THEA 330 and HUMS 330; may repeat for credit. (4 credits)

LITR 360 SURVEY OF ENGLISH LITERATURE
The study of major trends in English literature including representative texts from Early Modern English, Restoration and 18th Century, English Romantic, Victorian, and Modernist authors. Topics may include the history of the development of the English language, the effect of the Reformation in England, the rise of science and the Industrial Revolution, the development of reading among the middle and lower classes, the literary changes due to Modernism and World War I. (4 credits)

LITR 370 FILM AND HISTORY
This course is intended to introduce students to the uses of film as an historical source as well as a means of narrating the past. It presents filmic images as prisms and allegories through which individuals in the past understood their society. Students will be required to critically analyze the ideas and attitudes at work in film and the various stylistic and technical means through which those beliefs are communicated. It also will assess the merits of film as an historical source as well as the ways in which film is a powerful medium that influences how we view the past. Recognizing film as art, the course seeks to further the university's dedication to fostering an appreciation of the arts. Possible topics include War and Film, The American West in Film, Decolonization and Film, Historical Films, etc. Cross-listed with HIST 370. (4 credits)

LITR 415 SPECIAL TOPICS
This course may be dedicated to particular themes, authors, genres, or time periods appropriate to the advanced study of literature. (4 credits)

LITR 417 ENSEMBLE SHAKESPEARE
The purpose of this course is to explore and develop techniques for an ensemble approach to the performance of Shakespeare's scenes. To do so, we will experiment with how to connect text and movement. Particular attention will be paid to the early modern reception of classical oratory and its application to the stage, and to the system of Stanislavsky in terms of how beat analysis may be useful in script analysis. Cross-listed as HUMS/COMM/THEA 417. (4 credits)

LITR 491 CAPSTONE IN LITERATURE
The final synthesizing review of literature, which will include an overview of major theorists as they may be applied to the range of English and American literary texts covered in the course of the degree program. Students will produce a substantial researched literary argument on a topic of their choosing and present it orally to the class. (4 credits)

LITR 495 LITERATURE INTERNSHIP
The internship is a curricular-related opportunity that allows students to earn between one and four credits while gaining valuable professional experience in public and private institutions engaged in the work of literature. Students may not receive retroactive credit for an internship they have already begun or completed. Interns will work a set number of hours over the course of the semester on a schedule approved by the internship supervisor and faculty director. (Variable credit)

Literature (B.A.) - Typical Plan

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
THEO 105 Sacred Scripture	4	MATH 110, 120, 150, or 151	4
RETP 101 Rhetoric and Poetics I	4	RETP 102 Rhetoric and Poetics II	4
HIST 101 Western Civilization I	4	HIST 102 Western Civilization II	4
LATN 101 Elementary Latin*	4	LATN 102 Intermediate Latin* or Science with Lab	4
Total	16	Total	16

Sophomore Year

Fall Semester	Credits	Spring Semester	Credits
LITR 223 Studies in Genre I	4	LITR 224 Studies in Genre II	4
THEO 205 Sacred Doctrine	4	POLT 203 American Civilization	4
Science with Lab	4	General Elective	4
LITR 206 Shakespeare	4	LITR 230 Survey of American Literature	4
Total	16	Total	16

Junior Year

Fall Semester	Credits	Spring Semester	Credits
LITR 360 Survey of English Literature	4	Literature Elective[1]	4
PHIL 205 Nature and Person	4	Literature Elective[1]	4
General Elective	4	PHIL 206 Ethics	4
General Elective	4	General Elective	4
Total	16	Total	16

Senior Year

Fall Semester	Credits	Spring Semester	Credits
THEO 400 Living in Christ	4	PHIL 300 Metaphysics	4
Literature Elective[1]	4	LITR 491 Capstone in Literature	4
General Elective	4	General Elective	4
General Elective	4	General Elective	4
Total	16	Total	16

*Latin is recommended, but not required, for the Literature Major.

[1]At least one elective in Medieval or Renaissance Literature and one elective in 18th-Century or Modern Literature is required.

Managerial Economics & Strategic Analysis

Chair and Program Director: Dr. Gabriel Martinez, Associate Professor of Economics; Director of Online Education

The major in Managerial Economics & Strategic Analysis (MESA) is designed for students who wish to apply economic analysis to the problems and realities of the business world. MESA focuses on issues at the level of the firm and the individual, as well as issues of pricing, bringing products to market, and law. The major allows students to focus on the economic issues of firms and corporations and to relate these principles, tools, and concepts to the relevant aspects of business.

Student Learning Goals and Outcomes for the Major in Managerial Economics & Strategic Analysis

Goal 1: Students will know how to analyze the problems and realities of the business world with detailed knowledge and by applying economic principles, tools, and concepts to the issues of firms and corporations.

Outcome 1: Students will be able to use the basic principles, theories, and models of business economics, especially those relating to strategic thinking, to analyze, interpret, and forecast business trends and processes as an aid to management.

Outcome 2: Students will have a general understanding of the laws of the United States as they relate to business activities, operations and transactions.

Outcome 3: Students will be able to understand fundamental concepts and principles of management, including the basic roles, skills, and functions of business management.

Outcome 4: Each student will be able to demonstrate knowledge and understanding of core accounting fundamentals, and to evaluate the financial position of organizations using standard analytic tools of applied financial analysis.

Outcome 5: Students will be able to discuss economic proposals with strong communication skills, appropriate use of theory and evidence.

Outcome 6: Students will be able to conduct undergraduate-level research with the appropriate skills, tools, and methodology.

Typical Order of Required Courses for the Major

ECON 201 Principles of Macroeconomics
ECON 202 Principles of Microeconomics
ACCT 201 Financial Accounting
STAT 230 Applied Statistics
ECON 302 Intermediate Microeconomics
BUSN 303 Management and Ethics
ECON 332 Strategic Thinking and Game Theory
ECON 390 Corporate Economics
And two economics electives; or one economics elective and one of these courses: BUSN 340 Business Law I, ACCT 202 Managerial Accounting, MKTG 200 Marketing.

Course Descriptions

Course descriptions can be found under their major.

Managerial Economics & Strategic Analysis (B.A.) - Typical Plan

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
MATH 110 College Algebra	4	STAT 230 Applied Statistics	4
RETP 101 Rhetoric and Poetics I	4	RETP 102 Rhetoric and Poetics II	4
HIST 101 Western Civilization I	4	HIST 102 Western Civilization II	4
Elementary Foreign Language	4	Intermediate Foreign Language or Science with Lab	4
Total	16	Total	16

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
Science with Lab	4	POLT 203 American Civilization	4
ECON 202 Principles of Microecon	4	ECON 201 Principles of Macroecon	4
Total	16	Total	16

Junior Year

Fall Semester	Credits	Spring Semester	Credits
ACCT 201 Financial Accounting	4	BUSN 303 Management and Ethics	4
General Elective	4	ECON 302 Intermediate Microecon	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
ECON 332 Strategic Thinking	4	Economics Elective	4
Business** or Economics Elective	4	THEO 400 Living in Christ	4
PHIL 300 Metaphysics	4	General Elective	4
General Elective	4	General Elective	4
Total	16	Total	16

** Business electives include BUSN 340 Business Law I, ACCT 202 Managerial Accounting, and MKTG 200 Marketing.

Marine Biology

Chair: Dr. Agnes Berki, Professor of Biology
Program Director: Dr. Samuel Shephard, Associate Professor of Biology

The Marine Biology (B.S.) Degree is a science specialization in marine based biological organisms and ecology. Offered by the Department of Biology, the Marine Biology program is built on the foundation of the B.S. Biology degree but includes additional science courses necessary for a strong marine biology degree.

Students entering this dynamic field can expect to become involved directly in addressing some of the significant problems related to human impact on critical marine environments. This comprehensive major is designed to meet the needs of students who desire a broadly based education in preparation for field/laboratory careers in such areas as applied marine biology, marine ecology, graduate programs, government service, teaching, and private industry/consulting.

Student Learning Outcomes for the B.S. in Marine Biology

Goal 1: Students will comprehend some of the significant problems related to human impact on the Marine environment.

Outcome 1: Students will demonstrate knowledge of the interdisciplinary nature of marine related problems and possible solutions

Outcome 2: Students will have an understanding of laboratory and field experimentation and different sampling techniques in marine environments.

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 gain experience performing original scientific research in Marine Biology.

Outcome 5: 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).

Outcome 6: Students will be able to comprehend and understand significant marine issues currently impacting society.

Required Courses for the Major

BIOL 211 Biology I Cellular and Molecular Biology
BIOL 212 Biology II Organismal and Population Biology
BIOL 220 Zoology
BIOL 230 Botany
BIOL 240 General Ecology with laboratory or BIOL 241 General Ecology without laboratory
BIOL 303 Genetics
BIOL 307 Marine Biology
BIOL 310 General and Chemical Oceanography
BIOL 321 Tropical Ecology and Field Biology
BIOL 401 Microbiology
BIOL 497 Directed Research

CHEM 125 General Chemistry I
CHEM 126 General Chemistry II
CHEM 221 Organic Chemistry I
PHYS 211 or 221 Physics I

Two Electives from among the following courses

BIOL 402 Microbiological Ecology
BIOL 403 Animal Physiology
BIOL 407 Marine Zoology
BIOL 408 Marine Botany
BIOL 438 Aquatic Biology

Minor in Marine Biology

Requirements

BIOL 211 Biology I Cellular and Molecular Biology
BIOL 220 Zoology or BIOL 230 Botany
BIOL 240 General Ecology with laboratory or BIOL 241 General Ecology without laboratory
BIOL 307 Marine Biology

Two from among the following courses

BIOL 310 General and Chemical Oceanography
BIOL 321 Tropical Ecology and Field Biology
BIOL 402 Microbiological Ecology
BIOL 403 Animal Physiology
BIOL 407 Marine Zoology
BIOL 408 Marine Botany
BIOL 438 Aquatic Ecology

Course Descriptions

Marine Biology course descriptions are listed under the Biology Major.

Marine Biology (B.S.) - Typical Plan

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
BIOL 211 Biology I	4	BIOL 212 Biology II	4
MATH 150 or MATH 151	4	THEO 105 Sacred Scripture	4
RETP 101 Rhetoric and Poetics I	4	RETP 102 Rhetoric and Poetics II	4
LATN 101 Elementary Latin*	4	General Elective	4
Total	16	Total	16

Sophomore Year

Fall Semester	Credits	Spring Semester	Credits
CHEM 125 General Chemistry I	4	CHEM 126 General Chemistry II	4
BIOL 230 Botany	4	BIOL 220 Zoology	4
HIST 101 Western Civilization I	4	HIST 102 Western Civilization II	4
THEO 205 Sacred Doctrine	4	BIOL 240 or BIOL 241	4
Total	16	Total	16

Junior Year

Fall Semester	Credits	Spring Semester	Credits
BIOL 303 Genetics	4	BIOL 401 Microbiology	4
BIOL 307 Marine Biology	4	BIOL 310 Gen Chem Oceanography	4
CHEM 221 Organic Chemistry I	4	Marine Biology Elective**	4
PHIL 205 Nature and Person	4	PHIL 206 Ethics	4
Total	16	Total	16

Senior Year

Semester	Credits	Spring Semester	Credits
Marine Biology Elective**	4	POLT 203 American Civilization	4
General Elective	3	THEO 400 Living in Christ	4
PHYS 211 or PHYS 221	4	PHIL 300 Metaphysics	4
BIOL 321 Tropical Ecology Field Bio	4	General Elective	4
BIOL 497 Directed Research[#]	1		
Total	16	Total	16

*Latin is recommended, but not required, to fulfill the language requirement for the Marine Biology Major.

**Marine Biology electives include BIOL 402, BIOL 403, BIOL 407, BIOL 408, and BIOL 438.

[#]More than 1 semester of directed research is recommended for those who wish to attend graduate school.

Marketing

The Marketing Major is offered within the Department of Business.

Chair: Professor John May, Executive-in-Residence and Professor of Practice in Business

The major in Marketing teaches students to think about brands strategically, communicate the institutional brand, study and draw conclusions from consumer behavior, evaluate marketing strategies and issues ethically, and implement marketing strategies in online settings. As marketing focuses upon consumers or client organizations and their needs, its goals are to identify these needs, to provide a product or service meeting those needs, and to analyze how and where products can be positioned to best reach consumers.

Marketing includes marketing research: the discipline of identifying customers' desires, which increasingly involves statistical techniques, and matching suitable products to satisfy those needs. Microeconomic and psychological concepts and techniques are also involved in the selection of a price structure, perceived by the customer as fair, which contributes to the firm's profit goals. Moreover, marketing involves product placement, or putting the product where it can be easily accessible to consumers. It also entails the pursuit of sales by developing relationships with buyers that will facilitate the purchasing decision. Hence, the field of marketing encompasses product development, pricing, distribution, promotional elements and relationship building. Without the sales and marketing function, organizations cannot generate revenue, which, in turn, means a firm cannot serve persons and the broader community well.

The distinctive character of this program is its commitment to marrying the art of marketing with a commitment to communicate truth in all matters. Within the context of a Catholic liberal arts university, it also upholds the responsibility of those within business generally and marketing in particular to value the dignity of the human person, the common good, subsidiarity and solidarity, as well as to respect ownership as stewardship. Marketing can be a significant vocation through which to serve humankind and the Church in the pursuit of truth.

Student Learning Outcomes for the Major in Marketing

Goal 1: Students will be capable of identifying the target market, describing an organization's unique selling proposition, and able to develop a plan to implement a promotional, pricing and distribution strategy for a product or service.

Outcome 1: Students will learn to manage the marketing process and create value for the organizational and all stakeholders.

Outcome 2: Students will demonstrate multi-channel communication skills including oral, written, audio/visual and digital.

Outcome 3: Students will apply consumer behavioral theories in projects and live case studies.

Outcome 4: Students will evaluate and assess the legal and ethical ramifications of their actions and decisions.

Outcome 5: Students will leverage digital tools to support successful business decision-making, organizational communication, business operations and customer relations.

Typical Order of Required Courses for the Major

BUSN 201 Principled Entrepreneurship
ACCT 201 Financial Accounting
ACCT 202 Managerial Accounting
ECON 201 Principles of Macroeconomics
ECON 202 Principles of Microeconomics
FINC 201 Fundamentals of Finance
STAT 230 Applied Statistics
BUSN 303 Management and Ethics
BUSN 340 Business Law I
BUSN 368 Quantitative Business Analysis
MKTG 200 Marketing (previously offered as BUSN 304)
MKTG 335 Consumer Behavior
MKTG 350 Marketing Research
MKTG 450 Advertising and Digital Marketing
BUSN 490 Strategic Management/Business Capstone

Minor in Marketing

A minor in Marketing 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 Marketing consists of the following courses:

Required Courses for the Minor

MKTG 200 Marketing
MKTG 335 Consumer Behavior
MKTG 350 Marketing Research
MKTG 450 Advertising and Digital Marketing
STAT 230 Applied Statistics

Course Descriptions

Course descriptions can be found under their major.

MKTG 200 MARKETING (previously offered as BUSN 304)
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. (4 credits)

MKTG 335 CONSUMER BEHAVIOR
This course covers the buyer decision process, which serves as a framework for the analysis of how and why products and services are purchased and used, and also considers how marketing strategies of organizations are affected by consumer decisions. The course explores psychological knowledge on consumer insight related to obvious needs and wants, as well as deeper, perhaps unconscious motives that drive human behavior. It considers cognitive and neurological factors that influence the relationship between marketing and purchase behavior, as well as theoretical and technical contributions of psychological science toward prediction of emerging human needs and effective marketing strategy. Ethical implications of this endeavor are evaluated with regard to Catholic social teaching. Cross-listed with PSYC 335. Prerequisite: BUSN 303 or PSYC 201 or COMM 200 or MKTG 200. (4 credits)

MKTG 350 MARKETING RESEARCH

The market research process involves designing, conducting, and using marketing research studies. This course provides extensive coverage of the components of a market research project, qualitative research, survey and experimental designs and data analysis with statistical software packages. Prerequisite: MKTG 200, C or better in STAT 230. (4 credits)

MKTG 450 ADVERTISING AND DIGITAL MARKETING

This course focuses the essential promotional element of advertising with specific emphasis on the use of digital marketing at both strategic and tactical levels, including such topics as e-Commerce, e-CRM (Digital Customer Relations Management), search engine marketing (SEM), search engine optimization (SEO), interactive marketing, retargeting, mobile advertising and social media. The course has a practical orientation and includes hands-on examination of some of the tools of the trade. (4 credits)

Marketing (B.A.) - Typical Plan

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
BUSN 201 Principled Entrepreneurship	4	MATH 110 College Algebra	4
RETP 101 Rhetoric and Poetics I	4	RETP 102 Rhetoric and Poetics II	4
HIST 101 Western Civilization I	4	HIST 102 Western Civilization II	4
THEO 105 Sacred Scripture	4	THEO 205 Sacred Doctrine	4
Total	16	Total	16

Sophomore Year

Fall Semester	Credits	Spring Semester	Credits
PHIL 205 Nature and Person	4	PHIL 206 Ethics	4
ECON 201 Principles of Macroecon	4	ECON 202 Principles of Microecon	4
MKTG 200 Marketing	4	STAT 230 Applied Statistics	4
Elementary Foreign Language	4	Intermediate Foreign Language or Science with Lab	4
Total	16	Total	16

Junior Year

Fall Semester	Credits	Spring Semester	Credits
BUSN 303 Management and Ethics	4	ACCT 202 Managerial Accounting	4
ACCT 201 Financial Accounting	4	FINC 201 Fundamentals of Finance	4
Science with Lab	4	POLT 203 American Civilization	4
General Elective	4	General Elective	4
Total	16	Total	16

Senior Year

Fall Semester	Credits	Spring Semester	Credits
MKTG 335 Consumer Behavior	4	MKTG 450 Advertising and Digital Mktg	4
MKTG 350 Marketing Research	4	BUSN 490 Strategic Management	4
BUSN 368 Quantitative Bus Analysis	4	BUSN 340 Business Law I	4
PHIL 300 Metaphysics	4	THEO 400 Living in Christ	4
Total	16	Total	16

Mathematics

Chair: Dr. Richard Dittus, Sr., Instructor of Mathematics

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.

The Mathematics Program aims to convey three distinct aspects 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

Goal 1: Provide a strong, flexible, effective 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.

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 following list: MATH 110 College Algebra; MATH 120 Finite Mathematics; MATH 150 Functions; MATH 151 Calculus I.

Mathematics Major

The Mathematics Major consists of seven required mathematics courses, three elective mathematics courses, and two required physics courses. Mathematics Majors are required to take (or otherwise obtain credit for) the standard Latin sequence. The enriched appreciation for formal grammar coming from the study of Latin aids one in mathematical reasoning and computer programming. The habits of mind (clarity and precision) necessary for careful parsing of text are essential for the understanding of mathematical principles and theories, and the development of models to investigate particular situations.

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 Courses for the Major

CSCI 151 Introduction to Computer Programming
MATH 151 Calculus I
MATH 250 Calculus II
MATH 251 Vector Calculus
MATH 310 Algebraic Structures or MATH 311 Linear Structures
MATH 330 Probability
MATH 490 Senior Seminar

Required Core Courses in the Sciences and Foreign Language

Two of the following: PHYS 221, PHYS 222, or PHYS 223
LATN 101 Elementary Latin
LATN 102 Intermediate Latin

Elective Major Courses (three required)

CSCI 152 Discrete Structures and Functional Programming
CSCI 251 Algorithms and Programming
CSCI 350 Automata Theory
MATH 201 History of Mathematics
MATH 231 Mathematical Statistics and Design of Experiments
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 Geometric Topology
MATH 370 Introduction to Actuarial Mathematics
MATH 491 Undergraduate Research

Note: Students double majoring in Mathematics and Economics may select at most two of the following courses as part of their mathematics electives:

ECON 403 Introduction to Econometrics
MATH 231 Mathematical Statistics and Design of Experiments

STAT 230 Applied Statistics

Minor in Mathematics

The mathematics minor program consists of a total of at least six courses in mathematics. MATH 150 counts as one of the six, whereas MATH 110 or MATH 120 do not.

Minor in Actuarial Science

The actuarial science minor program consists of a total of seven courses including:
ACCT 201 Financial Accounting
CSCI 151 Introduction to Computer Programming
ECON 201 Principles of Macroeconomics
FINC 201 Fundamentals of Finance
MATH 151 Calculus I
MATH 231 Mathematical Statistics and Design of Experiments
MATH 370 Introduction to Actuarial Mathematics

Course Descriptions

MATH 110 COLLEGE ALGEBRA
A survey of equations involving linear, quadratic, polynomial, rational, exponential, and logarithmic functions. Systems of equations and applications. (4 credits)

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. (4 credits)

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. Prerequisite: MATH 110 or placement. (4 credits)

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. Prerequisite: MATH 150 or placement. (4 credits)

MATH 201 HISTORY OF MATHEMATICS
The history of mathematics from its origins to the present with an emphasis on significant problems and their solutions. Prerequisite: MATH 151 or permission of instructor. (4 credits)

MATH 231 MATHEMATICAL STATISTICS AND DESIGN OF EXPERIMENTS
This course provides students in mathematics, the sciences, and other fields with a mathematically rigorous introduction to elementary topics in statistics. Specific topics include probability and random variables, statistical inferences (estimation, testing, hypotheses, nonparametric methods, multiple regressions, variance), fundamental principles of experiment design. Both classical and Bayesian statistical methods are considered. Computer exercises will be used to illustrate the material. Prerequisite MATH 151. (4 credits)

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. Prerequisite: MATH 151. Offered Spring Semester. (4 credits)

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. Prerequisite: MATH 250. Offered Fall Semester. (4 credits)

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. Prerequisite: MATH 250. (4 credits)

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. Prerequisite: MATH 251. (4 credits)

MATH 311 LINEAR STRUCTURES
A study of abstract linear algebra. Topics include vector spaces, linear transformations, matrices, eigenvalues, canonical forms, inner product spaces, the Spectral Theorem. Prerequisite: MATH 251. (4 credits)

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. Prerequisite: MATH 251. (4 credits)

MATH 330 PROBABILITY
An introduction to probability theory. Topics include sample spaces, discrete and continuous random variables, density functions, conditional probability, probability distributions, and the Central Limit Theorem. Prerequisite: MATH 250. (4 credits)

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. Prerequisite: MATH 310 or MATH 311. (4 credits)

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. Prerequisite: MATH 251. (4 credits)

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. Prerequisite: MATH 252. (4 credits)

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. Prerequisite: MATH 251. (4 credits)

MATH 361 GEOMETRIC TOPOLOGY
An easy introduction to the geometry and topology of knots, links, surfaces, and three-dimensional manifolds. Topics may include the shape of the universe, spaces of various dimensions, topological and geometrical equivalence, orientability, and Euler characteristic, the classification of surfaces, products of spaces, euclidean and non-Euclidean geometries, Reidemeister moves, colorings, Alexander and Jones polynomials. Prerequisite: MATH 310 or MATH 311. (4 credits)

MATH 370 INTRODUCTION TO ACTUARIAL MATHEMATICS
An introduction to the rudiments of Actuarial Mathematics which will help prepare students for the FAM (Fundamentals of Actuarial Mathematics) exam of the Society of Actuaries. Topics include an introduction to life insurance, survival models, life table methodology and mortality trends, valuation of insurance benefits, life annuities, premium calculations, and joint life and last survivor benefits. Prerequisite: MATH 231. (4 credits)

MATH 415 SPECIAL TOPICS IN MATHEMATICS
This course is designed to accommodate advanced students who have a particular interest in areas not covered in the regular curriculum. It may be taught as a directed independent study or as a seminar, depending on enrollment. Prerequisites vary with topic. (4 credits)

MATH 490 SENIOR SEMINAR
Student presentations of selected mathematical problems and directed readings. Senior status required. Offered Fall Semester. (4 credits)

MATH 491 UNDERGRADUATE RESEARCH
Student-Faculty collaboration on research projects of mutual interest. Permission of the department required. (4 credits)

MATH 497 MATH INTERNSHIP
The internship is a curricular-related opportunity that allows students to earn between one and four credits while gaining valuable professional experience in public and private institutions engaged in the work of mathematics. Students may not receive retroactive credit for an internship they have already begun or completed. Interns will work a set number of hours over the course of the semester on a schedule approved by the internship supervisor and faculty director. (Variable credit)

Mathematics (B.A.) - Typical Plan

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
MATH 151 Calculus I	4	MATH 250 Calculus II	4
LATN 101 Elementary Latin	4	LATN 102 Intermediate Latin	4
RETP 101 Rhetoric and Poetics I	4	RETP 102 Rhetoric and Poetics II	4
THEO 105 Sacred Scripture	4	THEO 205 Sacred Doctrine	4
Total	16	Total	16

Sophomore Year

Fall Semester	Credits	Spring Semester	Credits
MATH 251 Vector Calculus	4	Math Elective	4
PHYS 221 University Phys: Mechanics	4	PHYS 222 University Phys: Materials	4
CSCI 151 Intro to Comp Programming	4	POLT 203 American Civilization	4
HIST 101 Western Civilization I	4	HIST 102 Western Civilization II	4
Total	16	Total	16

Junior Year

Fall Semester	Credits	Spring Semester	Credits
MATH 310 or MATH 311	4	MATH 330 Probability	4
Math Elective	4	Math Elective	4
PHIL 205 Nature and Person	4	PHIL 206 Ethics	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
General Elective	4	PHIL 300 Metaphysics	4
General Elective	4	General Elective	4
General Elective	4	General Elective	4
Total	16	Total	16

Mathematics (B.A.) and Computer Science (B.S.)-Typical Plan I

The first year of this plan is similar to the first year of the typical plan for the Mathematics program. This plan is suited for students who pursue a degree in Mathematics from the first year and find an interest in Computer Science during their freshman year. This plan becomes more CSCI-intensive as the student progresses.

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
MATH 151 Calculus I	4	MATH 250 Calculus II	4
LATN 101 Elementary Latin	4	LATN 102 Intermediate Latin	4
RETP 101 Rhetoric and Poetics I	4	RETP 102 Rhetoric and Poetics II	4
THEO 105 Sacred Scripture	4	CSCI 152 Discrete Structures and FP	4
Total	16	Total	16

Sophomore Year

Fall Semester	Credits	Spring Semester	Credits
MATH 251 Vector Calculus	4	MATH 330 Probability	4
PHYS 221 University Phys: Mechanics	4	PHYS 222 University Phys: Materials	4
CSCI 151 Intro to Comp Programming	4	THEO 205 Sacred Doctrine	4
HIST 101 Western Civilization I	4	HIST 102 Western Civilization II	4
Total	16	Total	16

Junior Year

Fall Semester	Credits	Spring Semester	Credits
MATH 310 or MATH 311	4	CSCI 270 Web/Mobile App Dev	4
CSCI 251 Algorithms and Programming	4	CSCI 252 Data Structures & Algorithms	4
POLT 203 American Civilization	4	CSCI 350 Automata Theory	4
PHIL 205 Nature and Person	4	PHIL 206 Ethics	4
Total	16	Total	16

Senior Year

Fall Semester	Credits	Spring Semester	Credits
MATH 490 Senior Seminar	4	Math Elective	4
CSCI 370 Programming Languages	4	CSCI 470 Art Intell & Machine Learning	4
CSCI 390 Op Systems and Blockchains	4	CSCI 490 Comp Networks and Security	4
THEO 400 Living in Christ	4	PHIL 300 Metaphysics	4
Total	16	Total	16

Mathematics (B.A.) and Computer Science (B.S.)-Typical Plan II

This plan is suitable for students who plan to major in both programs from the start or are at least willing from the beginning to major in one and minor in the other. The main advantage of this plan is that CSCI 251 and MATH 251 are both taken in the sophomore year, which is desirable since passing those courses allows students to take most other courses in the respective programs.

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
MATH 151 Calculus I	4	MATH 250 Calculus II	4
CSCI 151 Intro to Comp Programming	4	CSCI 152 Discrete Structures and FP	4
LATN 101 Elementary Latin	4	LATN 102 Intermediate Latin	4
RETP 101 Rhetoric and Poetics I	4	RETP 102 Rhetoric and Poetics II	4
Total	16	Total	16

Sophomore Year

Fall Semester	Credits	Spring Semester	Credits
MATH 251 Vector Calculus	4	MATH 330 Probability	4
PHYS 221 University Phys: Mechanics	4	PHYS 222 University Phys: Materials	4
CSCI 251 Algorithms and Programming	4	CSCI 252 Data Struct and Algos	4
THEO 105 Sacred Scripture	4	THEO 205 Sacred Doctrine	4
Total	16	Total	16

Junior Year

Fall Semester	Credits	Spring Semester	Credits
MATH 310 or MATH 311	4	CSCI 350 Automata Theory	4
CSCI 270 Web/Mobile App Dev	4	POLT 203 American Civilization	4
HIST 101 Western Civilization I	4	HIST 102 Western Civilization II	4
PHIL 205 Nature and Person	4	PHIL 206 Ethics	4
Total	16	Total	16

Senior Year

Fall Semester	Credits	Spring Semester	Credits
MATH 490 Senior Seminar	4	Math Elective	4
CSCI 370 Programming Languages	4	CSCI 470 Art Intell & Machine Learning	4
CSCI 390 Op Systems and Blockchains	4	CSCI 490 Comp Network and Security	4
PHIL 300 Metaphysics	4	THEO 400 Living in Christ	4
Total	16	Total	16

Music

Chair: Dr. Taylor Ferranti, Associate Professor of Music

The Music Department provides a course of study in music within the liberal arts framework. By teaching music as a liberal art, the department appeals to an ancient tradition that places music among the most important disciplines for forming the intellect. To this end, our program pursues the acquisition of practical skills along with a rigorous intellectual formation in musical thought. The curriculum serves this end by focusing on three principal areas of musical discipline: applied music study (lessons on the major instrument, voice, or composition), music theory, and music history. The first three years of the major focus on these three areas of competency. In the third and fourth years of study, students begin to focus on their areas of interest or specialization.

Student Learning Goals and Outcomes for the Major in Music

Goal 1: Students completing the Major in Music will achieve a level of competency in the areas of applied music, music theory, and music history and culture.

Outcome 1: Students will achieve performance experience and repertoire exposure commensurate with the Bachelor of Arts framework by means of individual and ensemble instruction.

Outcome 2: Students will demonstrate a foundational grasp of the elements, structures, and theoretical frameworks of classical music, along with practical training in the aural and performative aspects of musical phenomena.

Outcome 3: Students will demonstrate knowledge of the development of musical style and its contemporaneous intersection with the broader currents of culture, society, philosophy, and religion.

Admission

Admission to the Music Department is dependent upon the successful completion of an audition in piano, organ, or voice. On-site auditions are highly recommended and should be scheduled through the Music Department.

Applied Music

The doorway to a life in music is almost universally opened by the study of a musical instrument, singing, or composition. The development of each student's individual performance capabilities is central to the development of the complete musician. Applied music study provides the context in which music students can actualize both the affective and intellectual faculties of their musical personalities.

While individual development is crucial to the formation of every musician, collaborative experience with others is the forum where musicianship is most intensely refined. The choral program is the Music Department's most visible presence in the University community, and a proud ambassador of the University's academic and spiritual values.

Music Theory

The theoretical training offered by the music curriculum is designed to provide the intellectual and affective skills not only to inform the students' approach to performance, but also to allow them to handle the raw materials of music with a view toward composition. Since the Middle Ages, the creation of music has been seen as both a mathematical and linguistic act, wedding the cerebral and visceral capacities of man into a beautiful, unified event. In pursuit of this ideal, the instruction in harmony and counterpoint avoids the encyclopedic approach, seeking rather the understanding of the elements of music in

themselves. The goal of the department's theoretical preparation is the free exercise of musical imagination within the tradition of Western music.

Music History

The Music History sequence seeks to develop a sense of cultural history in general, as well as a detailed knowledge of the development of musical style through the ages. In so far as the Music Theory sequence fosters the craft of musical composition, the historical survey provides the music student with a grasp of the organic contingency that exists among the various periods and styles of music. By studying the history of Western music, the twenty-first-century musician finds language to articulate his own musical identity and the context in which to receive and promote the gift of our musical heritage.

Class Piano

Familiarity with the keyboard is an important portal into the theoretical framework on which Western music is based. Moreover, the practical advantages of keyboard fluency for all students are widely acknowledged by the masters. In view of this, the major in music includes a meta-curricular component in which keyboard skills are cultivated both in classroom instruction and through non-curricular requirements during the four-year course of study in the major.

Required Courses for the Major

MUSC 104 Music Theory I
MUSC 105 Music Theory II
MUSC 106 Aural Skills I
MUSC 107 Aural Skills II
MUSC 108 Class Piano I
MUSC 109 Class Piano II
MUSC 111-114 Applied Voice, Organ, Piano, or Composition (8 credits required)
MUSC 204 Music Theory III
MUSC 206 Aural Skills III
MUSC 208 Class Piano III
MUSC 312 Survey of Western Music History
MUSC 430 Conducting I
MUSC 431 Conducting II
MUSC 440 Senior Recital or MUSC 441 Senior Project or MUSC 443 Senior Internship
8 credits of Choir (MUSC 200, MUSC 101M/W). Placement by audition. Note that access to subsidized applied music fees for majors and minors for a given semester requires participation in a mixed ensemble as determined by the department.
2 credits of Chamber Choir (MUSC 410/411)

Please note: On rare occasions, majors with a strong musical foundation may wish to attempt a test out exam for a course. These exams are offered in Music Theory, Aural Skills, and Class Piano courses.

Non-Curricular Requirements

Recital Attendance
Studio Classes

Minor In Music

A minor in music gives non-music majors an opportunity to develop a sub-specialty within the liberal arts landscape. The minor in music will develop performance skills, along with the theoretical and historical knowledge related to the field of

music. Music studies will further prepare the student to participate in the cultural life of Christian civilization, both as a practitioner and as an advocate for musical art.

Required Courses for the Minor in Music

MUSC 104 Music Theory I
MUSC 105 Music Theory II
MUSC 106 Aural Skills I
MUSC 107 Aural Skills II
MUSC 108 Class Piano I
MUSC 109 Class Piano II
MUSC 111-114 Applied Voice, Organ, Piano, or Composition (4 credits required)
Any music elective (2 credits required)

Recommended: MUSC 101M/MUSC 101W
MUSC 200 Concert Choir
MUSC 400 Vocal Pedagogy
MUSC 401 Music Technology
MUSC 410 Chamber Choir
MUSC 430 Conducting I
MUSC 431 Conducting II

Course Descriptions

Fees apply for applied music courses.

MUSC 101 GREGORIAN CHANT IN LITURGY AND HISTORY
An introduction to the history, notation, theory, repertoire, and liturgical place of Gregorian chant. Prerequisite: None, no audition required. (1 credit)

MUSC 101M MEN'S SCHOLA GREGORIANA
Performance Ensemble, 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. (0-1 credit)

MUSC 101W WOMEN'S SCHOLA GREGORIANA
Performance Ensemble, 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. (0-1 credit)

MUSC 102 BEGINNING VOICE CLASS
This course is designed to help students acquire basic vocal skills and knowledge of the anatomy of the human voice. In addition, students will learn to produce a functionally healthy sound and be taught basic musicianship skills. (1 credit)

MUSC 104 MUSIC THEORY I
Lecture, 4 hours. Development of music writing and listening skills through the study of music fundamentals, species counterpoint, harmony, and analysis of repertoire. Prerequisite: None for majors and minors. Admission by diagnostic test at the beginning of the Fall semester for new music students; MUSC 106 and MUSC 108 taken concurrently. (3 credits)

MUSC 105 MUSIC THEORY II
Lecture, 4 hours. Development of music writing and listening skills through the study of music fundamentals, species counterpoint, harmony, and analysis of repertoire. Prerequisites: MUSC 104; MUSC 107 and MUSC 109 taken concurrently. (3 credits)

MUSC 106 AURAL SKILLS I
Lecture/Laboratory, 4 hours. Melodic, rhythmic and harmonic materials of Western music. Includes sight singing, explanations, drills, melodic/rhythmic/harmonic dictation, and listening analysis. Prerequisites: MUSC 104 and MUSC 108 taken concurrently, or permission of instructor. (1 credit)

MUSC 107 AURAL SKILLS II
Lecture/Laboratory, 4 hours. Continuation of MUSC 106 Melodic, rhythmic and harmonic materials of Western music. Includes sight singing, explanations, drills, melodic/rhythmic/harmonic dictation, and listening analysis. Prerequisites: completion of MUSC 106; MUSC 105 and MUSC 108 taken concurrently, or permission of instructor. (1 credit)

MUSC 108 CLASS PIANO I
This class provides a complete orientation to the keyboard skills including scales and simple harmonic progressions in all keys, both major and minor, and elementary piano repertoire, and intended for students with no-to basic piano proficiency. (0.5 credits)

MUSC 109 CLASS PIANO II
This course is a continuation of the skills acquired in MUSC 108, designed to develop keyboard and musicianship skills, scale and arpeggio playing, sight-reading, transposing simple melodies, ensemble playing, accompanying, and late elementary to early intermediate piano repertoire. Prerequisite: MUSC 108. (0.5 credits)

MUSC 111 APPLIED VOICE
Performance/Private Lesson, 1 half-hour or hour lesson weekly (length dependent upon whether student is a major or minor/non-major). Development of skills and musicianship through the study of vocal technique and literature. Prerequisite: Audition and permission of instructor. (1 credit). May repeat for credit. A laboratory fee is assessed for this course for each student. Fees are subject to change; a fee schedule is published annually. (0.5-1 credits)

MUSC 112 APPLIED ORGAN
Performance/Private Lesson, 1 hour lesson weekly. Development of skills and musicianship through the study of organ technique and literature. Includes instruction in hymn playing and accompaniment. Prerequisite: Audition and permission of instructor. (1 credit). May repeat for credit. A laboratory fee is assessed for this course. Fees are subject to change; a fee schedule is published annually. (0.5-1 credits)

MUSC 113 APPLIED PIANO
Performance/Private Lesson 1 hour lesson weekly. Development of skills and musicianship through the study of piano technique and literature. Prerequisites: Audition and permission of instructor. (1 credit). May repeat for credit. A laboratory fee is assessed for this course for each student. Fees are subject to change; a fee schedule is published annually. (0.5-1 credits)

MUSC 114 APPLIED COMPOSITION
Private Lesson, 1 hour lesson weekly. Development of skills and musicianship through the study of compositional technique and literature. Prerequisite: Permission of instructor (1 credit). May be repeated for credit. A laboratory fee is assessed for this course for each student. Fees are subject to change; a fee schedule is published annually. (0.5-1 credits)

MUSC 115 APPLIED BRASS & APPLIED WINDS

Private Lesson on trumpet, French horn, trombone, tuba, baritone, flute, clarinet, saxophone, oboe, or bassoon. This course is designed for all levels of ability, including beginners. Students will learn and demonstrate proper embouchure, breathing efficiency, accurate hand position, tongue placement and speed of tonguing on their instrument. Students will acquire aspects of interpretation, various stylistic practices, and understanding of musical phrasing. Students will study various repertoire in a variety of technical and lyrical playing. Students will acquire an understanding and practical approach of rhythm, internal pulse, and sight-reading. Students will gain insightful practices strategies and develop a self-critical ear. Students will gain experience in public performance. (0.5-1 credit)

MUSC 116 APPLIED PERCUSSION

Private lesson on snare drum, bass drum, marimba, drumset and world percussion. This course is designed for all levels of ability including beginners. Throughout the semester students will learn and demonstrate proper drum rudiments, accurate hand position, rhythmic precision on a variety of percussion instruments. Students will acquire aspects of interpretation, various stylistic practices, and understanding of musical phrasing. Students will study various repertoires in a variety of technical and lyrical playing and maintain a vast repertoire of musical vocabulary. Students will have an understanding and practical approach of rhythm, internal pulse, and sight-reading. The students will gain insightful practices strategies and develop a self-critical ear. Students will gain experience in public performance. (0.5-1 credit)

MUSC 117 APPLIED STRINGS

Applied Strings will introduce the student to the study materials and solo literature of violin, viola, and cello. Emphasis will be placed on the fundamentals of string performance and pedagogy. The course will cover scales, arpeggios, technical studies, etudes, double stops, positions, shifting, and bowing styles. Standard repertoire from all periods of music will be explored. (0.5-1 credit)

MUSC 118 MARCHING BAND ENSEMBLE

Open to all students with woodwind, brass, percussion, or color guard experience, the Gyrene Marching Band serves as both a performance-based academic course and a service organization. Centered on the musical development of its members, students in this course will: 1) perform music of a wide variety of styles and genres; 2) develop time management, organization, and leadership skills; and 3) serve Ave Maria University and Ave Maria by providing a spirited atmosphere at athletic, campus, and community events. Scholarships for involvement are available. All interested students must contact the director prior to enrolling. (1 credit)

MUSC 200 AMU CONCERT CHOIR

Performance Ensemble. This ensemble provides students with the fundamentals of artistic choral ensemble singing as well as the development of vocal and choral skills. Repertoire may include (but is not limited to) Gregorian chant, sacred polyphony, large choral works, Mass settings, hymns, cantatas, motets, anthems, secular works, etc. May repeat for credit. Prerequisite: Open to all students by audition. (1 credit)

MUSC 201 INTRODUCTION TO MUSIC

A course for non-music majors that explores music as one of the fine arts and as an integral part of liberal arts studies. The course will increase students' enjoyment and understanding of music. Students will approach music as both an intellectual and emotional activity and will gain knowledge of the elements of music theory, history and performance. (2 credits)

MUSC 204 MUSIC THEORY III

Lecture, 4 hours. Musical form and analysis of the Baroque and Classical Eras: Principles of eighteenth-century counterpoint, harmony and Classical styles. Completes the study of Common Practice Period Harmony. Compositions in prescribed styles. Prerequisites: MUSC 104, MUSC 105; MUSC 206 and MUSC 208 taken concurrently. (4 credits)

MUSC 206 AURAL SKILLS III

Lecture/Laboratory, 4 hours. Continuation of aural development based in the melodic, rhythmic and harmonic materials of Western Music. Includes sight singing, explanations, drills, melodic/rhythmic/harmonic dictation, and listening analysis. Emphasis is placed on chromatic deviations and other material coordinated with the content of MUSC 204. Prerequisites: MUSC 104, MUSC 105, MUSC 106, MUSC 107, MUSC 108, MUSC 109. (1 credit)

MUSC 208 CLASS PIANO III

This course is designed to broaden the technical, practical, and musical skills including transposing simple pieces to a variety of keys, realizing figured bass, accompanying and improvising simple melodies and accompaniments. Prerequisites: MUSC 108, MUSC 109. (0.5 credits)

MUSC 212 LYRIC DICTION

Students will learn familiarity and fluency in the use of IPA (International Phonetic Alphabet) in order to achieve clarity, accuracy and expressiveness in singing and coaching singers (pianists). Ability to use IPA for transcription of texts in Latin, Italian, English, German, French and Spanish. The goal is proficiency in clear and efficient articulation of vowels and consonants and familiarity with basic pronunciation rules in European languages. (2 credits)

MUSC 304 ADVANCED ANALYSIS AND COMPOSITION

Musical form and analysis of the Baroque and Classical Eras: Principles of eighteenth-century counterpoint, harmony and Classical styles. Completes the study of common practice period harmony. Compositions in prescribed styles. Prerequisites: MUSC 104, MUSC 105. (4 credits)

MUSC 305 HERITAGE OF SACRED MUSIC

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. (4 credits)

MUSC 307 OPERA MUSIC/THEATER WORKSHOP

This performance ensemble addresses all aspects of opera and music theater production with a focus on music preparation, character study and performance. Students typically perform in at least two evenings of opera and/or scenes during the semester. (1 credit)

MUSC 312 SURVEY OF WESTERN MUSIC HISTORY

History of Western music from plainchant through the Baroque period. Prerequisite: MUSC 204. (4 credits)

MUSC 400 VOCAL PEDAGOGY

This course is open to music majors and minors. Elements of vocal production in singing, basic vocal anatomy, acoustics, vocal registers, the speaking voice, and vocal health will be studied. Different teaching methodologies will be examined, and students will be introduced to great singers from the advent of recorded song through the present day. (2 credits)

MUSC 401 MUSIC TECHNOLOGY

This course provides a basic overview of digital audio, computer-generated notation, and MIDI. Skills and concepts learned in this course will provide a foundation and basic understanding of music technology necessary for application in other courses of the music curriculum. (2 credits)

MUSC 410 CHAMBER CHOIR
A competitive ensemble that focuses on the development of ensemble vocal skills, stylistic sensitivity, and musicianship through the study of challenging choral literature. Course taken concurrently with MUSC 411. Prerequisite: Audition. May repeat for credit. (1 credit)

MUSC 411 COLLEGIUM MUSICUM
A competitive ensemble course that is taken concurrently with MUSC 410 Chamber Choir. Students are coached to perform vocal repertoire in ensemble, on a one-per-part basis, and without conductor. This will include works from various eras and emphasize the development of musical autonomy in performance contexts. Prerequisite: Admittance to MUSC 410 Chamber Choir. May repeat for credit. (1 credit).

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. Prerequisites: MUSC 204, MUSC 312, and permission of instructor. (1-4 credits)

MUSC 420 GREGORIAN CHANT
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 105, or permission of instructor. (2 credits)

MUSC 430 CONDUCTING I
A practical introduction to the discipline of conducting with an emphasis on gesture and the integration of musicianship, artistry, and leadership on the podium. A detailed investigation of the battery of skills required of a conductor will comprise a major portion of this course. Students will study and conduct repertoire from both the choral and instrumental genres. Prerequisite: MUSC 204, enrollment in MUSC 200 or MUSC 410 concurrently. (1 credit)

MUSC 431 CONDUCTING II
This course builds on the conducting skills developed in Conducting I. Students will study and conduct repertoire from both the choral and instrumental genres. Prerequisite: MUSC 430, enrollment in MUSC 410 concurrently. (1 credit)

MUSC 440 SENIOR RECITAL
Senior Capstone. Directed independent study. Select musical literature for and prepare a full solo recital of a minimum of 40 minutes duration or half solo recital of a minimum of 20 minutes duration on the student's principal instrument. Prepare written program with program notes. Prerequisite: Students must obtain permission of Applied Music instructor and apply to the faculty for capstone approval. (2-4 credits)

MUSC 441 SENIOR PROJECT
Senior Capstone. Prepare an in-depth research paper on musical topic of choice or complete a supervised compositional project. Prerequisite: Students must obtain permission of sponsoring instructor and apply to the faculty for capstone approval. (4 credits)

MUSC 442 RECITAL
Senior Capstone. This capstone project combines elements of both public recital performance and a thesis preparation. The public presentation of this project should demonstrate performance mastery of at least 15 minutes of music as well as an oral presentation that elucidates some aspect of the music performed for an audience of informed scholars and professors. Prerequisite: Students must obtain permission of sponsoring instructor and apply to the faculty for capstone approval. (4 credits)

MUSC 443 SENIOR INTERNSHIP

Senior Capstone; Directed Independent Study. The internship is designed to be completed during the senior year of a study. The internship will place music majors in parish/church positions where they will be mentored by, assist, and experience real-world musical training alongside established local music directors. The internship position is open to all piano, voice, organ, and composition concentrations. (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. Prerequisites: MUSC 204, MUSC 312, and permission of instructor. (1-2 credits)

Music (B.A.) - Typical Plan

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
MUSC 111-115 Applied Lessons	1*	MUSC 111-115 Applied Lessons	1*
MUSC 200, 101M/W Ensemble	1*	MUSC 200, 101M/W Ensemble	1*
RETP 101 Rhetoric and Poetics I	4	RETP 102 Rhetoric and Poetics II	4
HIST 101 Western Civilization I	4	HIST 102 Western Civilization II	4
Elementary Foreign Language	4	Intermediate Foreign Language or Science with Lab	4
Total	14	Total	14

Sophomore Year

Fall Semester	Credits	Spring Semester	Credits
MUSC 111-115 Applied Lessons	1 or 2*	MUSC 111-115 Applied Lessons	1 or 2*
MUSC 200, 101M/W Ensemble	1 or 2*	MUSC 200, 101M/W Ensemble	1 or 2*
MUSC 104 Theory I	3	MUSC 105 Theory II	3
MUSC 106 Aural Skills I	1	MUSC 107 Aural Skills II	1
MUSC 108 Class Piano I	0.5	MUSC 109 Class Piano II	0.5
POLT 203 American Civilization	4	MATH 110/150/151	4
THEO 105 Sacred Scripture	4	THEO 205 Sacred Doctrine	4
PHIL 205 Nature and Person	4	PHIL 206 Ethics	4
Total	18.5	Total	18.5

Junior Year

Fall Semester	Credits	Spring Semester	Credits
MUSC 111-115 Applied Lessons	1	MUSC 111-115 Applied Lessons	1
MUSC 200, 101M/W, 410 Ensemble	1	MUSC 200, 101M/W, 410 Ensemble	1
MUSC 204 Music Theory III	3	MUSC 312 Survey of Western Mus Hist	4
MUSC 206 Aural Skills III	1	General Elective	4
MUSC 208 Class Piano III	0.5	General Elective	4
Science with Lab	4	General Elective	4
General Elective	4		
Total	14.5	Total	18

Senior Year

Fall Semester	Credits	Spring Semester	Credits
MUSC 111-115 Applied Lessons	1	MUSC 111-115 Applied Lessons	1
MUSC 200, 101M/W, 410 Ensemble	1	MUSC 200, 101M/W, 410 Ensemble	1
MUSC 430 Conducting I	1	MUSC 431 Conducting II	1
MUSC 410/411	1	MUSC 410/411	1
Music Elective	2	MUSC 440/MUSC 441/MUSC 443	1
General Elective	4	THEO 400 Living in Christ	4
General Elective	4	PHIL 300 Metaphysics	4
		General Elective	4
Total	14	Total	17

*Students who begin major in sophomore year will be able to register for two-credit versions of ensembles. Majors are required to have at least six ensemble credits for degree completion.
Required courses for Music Minor include Applied Lessons (4), Ensemble (2), Music Electives (2), Music Theory/Aural Skills I and II/Class Piano I and II, (9).

Nursing

Chair: Dr. Aileen Staller, RN, DNP, APRN, Associate Professor of Nursing

The Bachelor of Science in Nursing (B.S.N.) degree is designed as a four-year nursing program. In the first two years, students in the pre-nursing track complete the Core Curriculum and pre-nursing science requirements and then apply to the Nursing Major. Upon successful admission to the nursing program, students spend years three and four taking almost exclusively nursing courses. Ave Maria University is approved by the Florida Board of Nursing to offer the B.S.N. degree and is accredited by the Accreditation Commission for Education in Nursing (ACEN).

Student Learning Goals and Outcomes for the Major in Nursing

Goal 1: To instill in students' professional values and standards.

Outcome 1: Graduates will practice based on professional values and standards learned through the arts and sciences of nursing and related disciplines.

Goal 2: To develop quality improvement skills.

Outcome 2: Graduates will participate in quality improvement and safety plans integral to care of patients, families and communities.

Goal 3: To develop students' evidence-based nursing practice skills.

Outcome 3: Graduates will implement evidence-based nursing practice in the delivery and management of health care.

Goal 4: To develop students' knowledge of technology and informatics.

Outcome 4: Graduates will evaluate the impact of current and emerging technology on the delivery of safe and quality health care.

Goal 5: To develop students' leadership skills.

Outcome 5: Graduates will utilize leadership skills to promote quality patient centered care and achieve organizational outcomes.

Goal 6: To develop students' communication and collaboration skills in healthcare settings.

Outcome 6: Graduates will communicate effectively with all members of the healthcare team to promote health across the lifespan and to facilitate safe patient-centered transitions of care.

Goal 7: To develop students' health promotion and prevention skills.

Outcome 7: Graduates will participate in health promotion and prevention activities to improve population health.

Goal 8: To develop students' awareness of patient centered care.

Outcome 8: Graduates will assume responsibility for personal and professional behavior, ethical practice, and patient advocacy especially for vulnerable populations.

Goal 9: To develop students' critical thinking skills.

Outcome 9: Graduates will employ critical thinking behaviors and clinical judgment to optimize patient-centered outcomes.

Limited Access Program

Nursing (B.S.N.) is a degree program that requires a supplemental application due to limited access. A Limited Access Program is one where both program admission and registration in program classes are restricted to students meeting pre-determined criteria and maximum capacity is based on available resources. Not all applicants may be accepted. The University offers alternate, related degrees including Biology, Health Science, and Exercise Physiology, which are not Limited Access Programs. Please refer to the Nursing Program website for program prerequisites and application procedures. Additional nursing program fees of $501.51 applies per student, per year.

Admission

To be considered for acceptance into the four-year Bachelor of Science in Nursing program, the following is required:

- Prior admission to Ave Maria University
- Application for admission due to the Department of Nursing by December 1 annually
- A minimum overall GPA of 3.1 and completion of 48 credits (this is the minimum GPA, not a guarantee of admission - all applications will be reviewed and considered)
- Students may only re-take prerequisite courses once if they did not earn a satisfactory grade on their first attempt
- All students, including transfers, must complete AMU freshman and sophomore Core Curriculum courses and nursing prerequisite courses prior to entrance to the Nursing Program
- Grade of C (73%) or greater for science and nursing pre-requisite courses (science courses must be completed before entrance to the program)
- Submit an essay (300-500 words) which includes an introduction of the applicant, why the applicant wishes to pursue a career in Nursing, any healthcare experiences, and any community service work, passions, and accomplishments
- An admission examination for the TEAS (Test of Essential Academic Skills) is required before the application deadline.
- Completion of Nursing Application
- Completion of Health and Regulatory Requirements with submission prior to the start of classes.
- Transfer students attempting to transfer in NURS courses must complete at least 32 credit hours at AMU to be eligible for graduation. In addition, transfer students may be required to pass a AMU final exam for every nursing course equivalent from a previous school in order to earn credit for those courses.

Curriculum Rationale

The curriculum has been developed in a manner that addresses professional and content area competencies, that assessment methodologies that are in place for B.S.N. candidates, and that pedagogical principles are embedded in the appropriate courses. The B.S.N. program is a total of 130 credits as described below.

The B.S.N. curriculum is based on Essentials of Baccalaureate Education for Professional Nursing Practice (American Association of Colleges of Nursing, 2008). Graduates of Ave Maria University's B.S.N. program will be equipped with the knowledge and leadership skills requisite to advance the profession and assist patients, families, and communities in the management of care. These concepts unify the curriculum and are the focus of each clinical course. Each course addresses the roles of the nurse, specifically the nurse as a member of the profession, provider of care and leader/manager of care. The curriculum incorporates professional standards such as the American Nurses Association (ANA) Code of Ethics, the

Institute of Medicine Recommendations, the Joint Commission on Accreditation Standards, and Quality and Safety Education in Nursing (QSEN), to the extent that these are in conformity with Catholic biomedical principles and applications.

The concepts of critical thinking, evidence-based practice, communication, collaboration, professional leadership, cultural humility, professional values, and information technology are introduced in the first nursing course and emphasized throughout the curriculum. Nursing courses focus on enhancing the nursing students' critical thought process. Evidence-based nursing practice is introduced in the first nursing course and emphasized throughout the curriculum.

Students intending to major in Nursing will proceed through the full sequence of the Core Curriculum. The Nursing Program shares the ideals and aims of liberal education which permeate the entire University. The Core provides an indispensable foundation for the study of the nursing. The Nursing Program values the Core especially for providing a broad orientation to the unity of truth, the understanding of the human person as expressed in the Catholic intellectual tradition, and the just ordering of society as developed in Western Civilization. In addition, the collective coursework of the Core inculcates the skills and habits necessary for studies within the art and science of nursing, such as critical thinking, evidence-based practice, communication, mathematical and scientific analysis, and above all, prudence.

Nursing and Catholic Mission

The nursing program at Ave Maria University adheres to the *Charter for Health Care Workers* issued by the Pontifical Council for Pastoral Assistance to Health Care Workers (1995). The following excerpts express the mission of nursing within, first, the ecclesial mission of the care of the human person and, second, the requisite moral principles and applications:

1. The work of health care persons is a very valuable service to life. It expresses a profoundly human and Christian commitment, undertaken and carried out not only as a technical activity but also as one of dedication to and love of neighbor. It is "a form of Christian witness." "Their profession calls for them to be guardians and servants of human life" (Evangelium Vitae 89). Life is a primary and fundamental good of the human person. Caring for life, then, expresses, first and foremost, a truly human activity in defense of physical life.

   It is to this that professional or voluntary health care workers devote their activity. These are doctors, nurses, hospital chaplains, men and women religious, administrators, voluntary care givers for those who suffer, those involved in the diagnosis, treatment and recovery of human health. The principal and symbolic expression of "taking care" is their vigilant and caring presence at the sickbed. It is here that medical and nursing activity expresses its lofty human and Christian value…

3. …To speak of mission is to speak of vocation: the response to a transcendent call which takes shape in the suffering and appealing countenance of the patient in his care. To care lovingly for a sick person is to fulfill a divine mission, which alone can motivate and sustain the most disinterested, available and faithful commitment, and gives it a priestly value. "When he presents the heart of his redemptive mission, Jesus says: 'I came that they may have life, and have it abundantly' (Jn 10:10). It is precisely in this 'life' that all the aspects and stages of human life achieve their full significance" (Evangelium Vitae 1). …

5. …the therapeutic ministry of health care workers is a sharing in the pastoral and evangelizing work of the Church. Service to life becomes a ministry of salvation, that is, a message that activates the redeeming love of Christ. "Doctors, nurses, other health care workers, voluntary assistants, are called to be the living image of Christ and of his Church in loving the sick and the suffering:" witnesses of "the gospel of life."

   Service to life is such only if it is faithful to the moral law, which expresses exigently its value and its tasks. Besides technico-professional competence, the health care worker has ethical responsibilities. "The ethical law, founded on

respect for the dignity of the person and on the rights of the sick, should illuminate and govern both the research phase and the application of the findings." In fidelity to the moral law, the health care worker actuates his fidelity to the human person whose worth is guaranteed by the law, and to God, whose wisdom is expressed by the law.

6. He draws his behavioral directives from that field of normative ethics which nowadays is called bioethics. Here, with vigilant and careful attention, the magisterium of the Church has intervened, with reference to questions and disputes arising from the biomedical advances and from the changing cultural ethos. This bioethical magisterium is for the health care worker, Catholic or otherwise, a source of principles and norms of conduct which enlighten his conscience and direct him—especially in the complexity of modern bio-technical possibilities—in his choices, always respecting life and its dignity.

7. The continuous progress of medicine demands of the health care worker a thorough preparation and ongoing formation so as to ensure, also by personal studies, the required competence and fitting professional expertise. Side-by-side with this, they should be given a solid "ethico-religious formation," which "promotes in them an appreciation of human and Christian values and refines their moral conscience." There is need "to develop in them an authentic faith and a true sense of morality, in a sincere search for a religious relationship with God, in whom all ideals of goodness and truth are based. All health care workers should be taught morality and bioethics. To achieve this, those responsible for their formation should endeavor to have chairs and courses in bioethics put in place." …

9. The sphere of action of health care workers consists, in general, of what is contained in the terms and concepts of health and medicine especially. The term and concept of health embraces all that pertains to prevention, diagnosis, treatment and rehabilitation for greater equilibrium and the physical, psychic and spiritual well-being of the person. The term and concept of medicine, on the other hand, refers to all that concerns health policy, legislation, programming and structures.…

   The meeting and the practical synthesis of the demands and duties arising from the concepts of health and medicine are the basis and way for humanizing medicine. This must be present both at the personal-professional level—the doctor-patient relationship—and at the socio-policy level so as to safeguard in institutional and technological structures the human-Christian interests in society and the institutional and technological infrastructures. The first but not without the second, since such humanization as well as being a love-charity task is "an obligation of justice." "[This humanization strengthens] the bases of the 'civilization of life and love,' without which the life of individuals and of society itself loses its most genuinely human quality" (Evangelium Vitae 27).

These excerpts from the *Charter for Health Care Workers* articulate the vision for nursing that is to inform the Program of Nursing at Ave Maria University. The Nursing Program should build upon the Christian understanding of the human person as taught in the Core Curriculum. It should highlight the care of the sick and suffering as a participation in the love of Christ. It should teach and reinforce principles and conclusions of Catholic biomedical ethics. It should promote the true health of the human person. It should foster dedication and excellence in the skills, knowledge, and habits necessary for the nursing profession. The nature of nursing as service to the life of the human person demands such dedication and excellence.

Required Core Curriculum Courses

BIOL 304 Anatomy and Physiology I
BIOL 309 Anatomy and Physiology II
Foreign Language I (Elementary and Intermediate)
HIST 101 Western Civilization I
HIST 102 Western Civilization II
MATH 110 College Algebra or Higher

PHIL 205 Nature and Person
PHIL 206 Ethics (may be taken in junior year with nursing courses)
POLT 203 American Civilization
RETP 101 Rhetoric and Poetics I
RETP 102 Rhetoric and Poetics II
THEO 105 Sacred Scripture
THEO 205 Sacred Doctrine
THEO 390 Catholic Bioethics

Required Prerequisite Courses

BIOL 203 Introduction to Microbiology
CHEM 105 Chemistry for Health Sciences or CHEM 125 General Chemistry I
NURS 200 Clinical Nutrition
PSYC 201 Principles and Methods of Psychology
PSYC 301 Human Development and Learning

Required Courses for the Major

NURS 215 Introduction to Professional Nursing
NURS 310 Fundamentals of Nursing
NURS 310L Fundamentals in Nursing Lab
NURS 315 Health Assessment
NURS 315L Health Assessment Lab
NURS 330 Pathophysiology for Nursing Practice
NURS 335 Applied Pharmacology
NURS 340 Adult Health and Illness I (Previously NURS 415)
NURS 340L Adult Health and Illness 1 Clinical (Previously NURS 415 Clinical)
NURS 350 Psychiatric-Mental Health Nursing
NURS 350 Psychiatric-Mental Health Nursing Clinical
NURS 360 Research for Evidence-Based Nursing Practice (Previously NURS 460)
NURS 410 Community Health Nursing
NURS 410L Community Health Nursing Clinical
NURS 420 Nursing Care of Women
NURS 420L Nursing Care of Women Clinical
NURS 430 Nursing Care of Children
NURS 430L Nursing Care of Children Clinical
NURS 440 Adult Health and Illness II
NURS 440 Adult Health and Illness II Clinical
NURS 450 Leadership and Management
NURS 450 Leadership and Management Clinical
NURS 455 Professional Nursing Review

Total credit hours: 130

BSN Degree Sequence of Courses

Students who are admitted to the BSN program will enter with a cohort and remain with that cohort throughout the program. In order to begin taking nursing courses, the prerequisite courses and all required core courses listed in the AMU BSN Program Admission Requirements in the AMU BSN Student Handbook must be successfully completed.

Course Descriptions

NURS 200 CLINICAL NUTRITION

This course introduces the student to basic nutritional science necessary for proper growth and development and overall health maintenance across the lifespan. Through application of clinical dietary and nutritional principles dietary requirements related to changing individual and family needs, food choices, cultural variations, health behaviors and prevention of chronic disease nutrition related health will be explored. The relationship between diet and physical activity, the role of medical nutrition therapy and food safety will be addressed. Prerequisites: Admission to the Nursing program. (2 credits)

NURS 215 INTRODUCTION TO PROFESSIONAL NURSING

Provides students with an introduction to professional nursing, historical trends and nursing roles and responsibilities in the contemporary health care environment. The identity of the professional nurse and therapeutic nurse-patient relationships will be discussed. Principles of therapeutic communication and collaboration will be addressed. The roles of Caregiver, Advocate, Leader, Mentor, Researcher, Educator and Collaborator will be discussed. Legal and ethical dilemmas and policy and procedural issues will be introduced. Critical thinking and problem solving skills will be challenged with real life scenarios. Prerequisites: Admission to the Nursing program, NURS 200. (2 credits)

NURS 310 FUNDAMENTALS OF NURSING

Students will focus on the concepts, skills, observations, and attitudes fundamental to professional nursing practice within a framework of clinical decision-making. Emphasis is placed on critical thinking, the establishment of the therapeutic nurse-patient relationship, and the development of the student's comprehension of the physiologic and psychological responses to health and illness. Concurrent course is NURS 310L where fundamental nursing skills are practiced and the clinical component is offered. Prerequisites: Admission to the Nursing program, NURS 200. (3 credits)

NURS 310L FUNDAMENTALS OF NURSING LAB

The focus of this course is to prepare students with the entry into practice skills necessary to care for patients in acute care, long term care and community settings. A comprehensive laboratory experience using nursing process application, faculty demonstrations, student return-demonstrations, and performance testing is paired with an inpatient emersion experience in the last 4 weeks of the course. Concurrent course is NURS 310. There are 45 lab hours and 45 supervised clinical hours or in lab simulation associated with this course. Prerequisites: Admission to the Nursing program, NURS 200. (2 credits)

NURS 315 HEALTH ASSESSMENT

Students will focus on the assessment of health status and development of interviewing and physical examination skills. Discussion about optimal self-care behaviors will be emphasized initially and then the focus will progress to the principles of health promotion, disease prevention and health teaching. Therapeutic communication skills, overall health assessment, and assessment of cultural and socio-economic aspects of health will be emphasized. Students will learn to critically evaluate assessment findings and differentiate between normal and alterations seen with actual or potential health problems. Concurrent course is NURS 315L where health assessment skills are practiced in a laboratory setting. Prerequisites: Admission to the Nursing program, NURS 200. (1 credit)

NURS 315L HEALTH ASSESSMENT LAB

The focus of this laboratory course is on developing therapeutic interviewing skills and psychomotor physical examination skills. Emphasis will be placed on performing a health history, differentiating subjective and objective findings, and assessing cultural and socio-economic aspects of health. Students will critically evaluate assessment findings and differentiate between normal and abnormal findings related to actual or potential health problems. Concurrent course is NURS 315. This course requires 45 laboratory hours where health history and assessment skills can be practiced. Prerequisites: Admission to the Nursing program, NURS 200. (2 credits)

NURS 330 PATHOPHYSIOLOGY FOR NURSING PRACTICE

This course explores the mechanisms involved in the pathogenesis of body systems throughout the lifespan. Emphasis is on understanding pathophysiology as an alteration in normal physiological functioning of individuals and the presentation of selected pathophysiology and subsequent symptomatology in diverse individuals across the lifespan. The scientific approach will provide understanding of the mechanisms of disease as they are related to clinical decision-making for health promotion, risk reduction, and disease management. Prerequisites: Admission to the Nursing program, NURS 200. (3 credits)

NURS 335 APPLIED PHARMACOLOGY

The purpose of this course is to examine pharmacotherapeutic agents used in the treatment of illness and the promotion, maintenance and restoration of wellness in diverse individuals across the lifespan. Focuses on the basic drug classification, concepts and principles of pharmacology with special consideration for the nursing role in developing a comprehensive approach to the clinical application of drug therapy using the nursing process. Nursing implications relative to the utilization of drug therapy are examined. Dosage calculations are evaluated for competency. Prerequisites: Admission to the Nursing program, NURS 200. (3 credits)

NURS 340 ADULT HEALTH AND ILLNESS I

Focus is on the development of selected competencies for nursing care assessment and management of adults with common diseases/illnesses. Risk reduction, recovery, and rehabilitation of patients with selected disease processes and common clinical problems are also addressed. Management of patients with peri-operative considerations, alterations in pain control, fluid and electrolytes balance, cardiovascular, respiratory, endocrine, hematological, and immunological systems, gastrointestinal, renal, integumentary, neurological, musculoskeletal, male reproductive, and infectious disease systems is discussed. Concurrent course is NURS 340L where students will participate in a variety of clinical experiences managing patients with acute and chronic health problems. Prerequisites: NURS 200, NURS 215, NURS 310, NURS 315, NURS 330, NURS 335. (3 credits)

NURS 340L ADULT HEALTH AND ILLNESS CLINICAL

The focus of this course is on nursing care of the adult including older adults with acute and chronic illnesses in a clinical setting. Students will be guided in critical thinking using therapeutic interventions learned in lab and application of research findings relevant to the care of adults with acute and chronic illnesses. The nursing process, analysis and interpretation of data and decision making serve as the conceptual foundations for applying knowledge and using therapeutic interventions in a variety of supervised inpatient settings. Concurrent course is NURS 340. Culturally congruent care and societal influences of care will be emphasized. There are 90 supervised clinical hours associated with this course. Prerequisites: NURS 200, NURS 215, NURS 310, NURS 315, NURS 330, NURS 335. (2 credits)

NURS 350 PSYCHIATRIC-MENTAL HEALTH NURSING

An introduction to theory and concepts of Psychiatric-Mental Health nursing with emphasis on the therapeutic use of self and self-awareness to enhance relationships with mental health consumers as well as developing the professional nurse's role in working with the community. The therapeutic nurse-patient relationship will provide the basis for exploring factors which contribute to stress, maladaptive behavior, and mental illness. The student will also explore the role of Psychiatric-Mental Health nurses working collaboratively with the community and an interdisciplinary team. Conceptual frameworks that focus on mental health care will be studied in both the classroom and clinical settings. Concurrent course is NURS 350L where selected inpatient mental health settings, outpatient mental health settings, and community-based agencies will be utilized for clinical practice. Prerequisites: NURS 200, NURS 215, NURS 310, NURS 315, NURS 330, NURS 335. (3 credits)

NURS 350L PSYCHIATRIC MENTAL HEALTH CLINICAL

The focus of this course is on nursing care of individuals with mental health problems. Students will be guided in critical thinking using research based therapeutic interventions learned in the classroom, lab, and clinical settings that are relevant to the care of individuals with acute and chronic mental health illnesses. The nursing process, analysis and interpretation of

data and decision making serve as the conceptual foundations for applying knowledge and using therapeutic interventions in a variety of supervised outpatient and community mental health settings. Culturally congruent care and societal influences of care will be emphasized in the development of treatment plans. Concurrent course is NURS 350. There are 90 supervised clinical hours associated with this course. Prerequisites: NURS 200, NURS 215, NURS 310, NURS 315, NURS 330, NURS 335. (2 credits)

NURS 360 RESEARCH FOR EVIDENCE-BASED NURSING PRACTICE
This course will introduce the student to the theoretical and research bases on which practice is built. The course focuses on the use of both qualitative and quantitative research in nursing practice. Students will examine the knowledge that guides nursing interventions, evidence-based practice, outcomes research and critique published research reports. The importance of reviewing the nursing literature in order to make informed practice decisions will be addressed. Ethical issues as they relate to research and practice will be discussed. Prerequisites: NURS 200, NURS 215, NURS 310, NURS 315, NURS 330, NURS 335. (3 credits)

NURS 410 COMMUNITY HEALTH NURSING
Focus is on the nursing management of older adults and an introduction to theory and concepts of community health nursing. Contemporary theories of gerontology, aging, physiological/psychological functioning and the impact of developmental changes, illness, and dysfunction will be emphasized. Students will focus on the care of vulnerable populations in the community and will be guided in exploring the role of the community health nurse as part of a collaborative interdisciplinary team in the community. This course prepares students for active and responsible community participation as professional nurses. Concurrent course is NURS 410L where students will participate in a variety of clinical experiences. Prerequisites: NURS 200, NURS 215, NURS 310, NURS 315, NURS 330, NURS 335, NURS 350, NURS 415, NURS 460. (3 credits)

NURS 410L COMMUNITY HEALTH CLINICAL
This course focuses on population health in a community setting emphasizing primary, secondary and tertiary prevention of health problems. Students will be guided in critical thinking using research based therapeutic interventions learned in the classroom, lab and community settings that are relevant to delivery of care to individuals, families, groups and aggregate communities. The nursing process, analysis and interpretation of data and decision making serve as the conceptual foundations for applying knowledge, establishing collaborative relationships with community agencies and using therapeutic interventions including case management for populations with specific health care needs. A variety of community settings will be used to provide students with opportunities to apply epidemiological principles and assess community health care needs. Concurrent course is NURS 410. Culturally congruent care and societal influences of care will be emphasized in the development of treatment plans. There are 90 supervised clinical hours associated with this course. Prerequisites: NURS 200, NURS 215, NURS 310, NURS 315, NURS 330, NURS 335, NURS 350, NURS 415, NURS 460. (2 credits)

NURS 420 NURSING CARE OF WOMEN
Focusing on the development of competencies for safe and effective nursing care of women and the maternal/newborn dyad. Emphasis is on the nurse's role in health assessment, health promotion, and promotion of adaptive processes for women within the context of the family. Key concepts of social, cultural, economic, political, and ethical factors that affect health promotion, disease prevention, alterations in health and risk reduction for women and the childbearing family are examined. Concurrent course is NURS 420L where students will participate in a variety of obstetrics and women's care settings for clinical practice experience. Prerequisites: NURS 200, NURS 215, NURS 310, NURS 315, NURS 330, NURS 335, NURS 350, NURS 340, NURS 360. (3 credits)

NURS 420L NURSING CARE OF WOMEN CLINICAL
The focus of this course is on the care of mothers within the context of childbearing, childbirth and the dynamics of a childbearing family. A variety of clinical experiences in labor/delivery, nursery, postpartum, inpatient pediatrics will be offered. Students will be guided in critical thinking using therapeutic interventions learned in lab, simulation and clinical experiences

and application of research findings relevant to the care of women and their families. The nursing process, analysis and interpretation of data and decision making serve as the conceptual foundations for applying knowledge and using therapeutic interventions in a variety of supervised inpatient settings. Concurrent course is NURS 420. Culturally congruent care and societal influences of care will be emphasized. There are 90 supervised clinical hours associated with this course. Prerequisites: NURS 200, NURS 215, NURS 310, NURS 315, NURS 330, NURS 335, NURS 350, NURS 340, NURS 360. (2 credits)

NURS 430 NURSING CARE OF CHILDREN

Focus is on the development of competencies for safe and effective nursing care of children. Emphasis is placed on the nurse's role in health assessment, health promotion, and promotion of adaptive processes for the child. Key concepts for social, cultural, economic, political, and ethical factors that affect health promotion, disease prevention, alterations in health and risk reduction for children are examined. Growth and development theories are contrasted and discussed in relation to assessment and care planning. Concurrent course is NURS 430L where students will participate in a variety of clinical experiences managing care for children and their families. Prerequisites: NURS 200, NURS 215, NURS 310, NURS 315, NURS 330, NURS 335, NURS 350, NURS 410, NURS 340, NURS 420, NURS 440, NURS 360. (3 credits)

NURS 430L NURSING CARE OF CHILDREN CLINICAL

The focus of this course is on caring for children from infancy through adolescents in a variety of inpatient, outpatient and community settings. Emphasis will be on health promotion, developmental assessment and education. Students will be guided in critical thinking using therapeutic interventions learned in previous clinicals and application of research findings relevant to the care of children and their families. The nursing process, analysis and interpretation of data and decision making serve as the conceptual foundations for applying knowledge and using therapeutic interventions in a variety of supervised inpatient and outpatient settings. Concurrent course is NURS 430. Culturally congruent care and societal influences of care will be emphasized. There are 90 supervised clinical hours associated with this course. Prerequisites: NURS 200, NURS 215, NURS 310, NURS 315, NURS 330, NURS 335, NURS 350, NURS 410, NURS 340, NURS 420, NURS 440, NURS 360. (2 credits)

NURS 440 ADULT HEALTH AND ILLNESS II

Focusing on the assessment and management of adults with unstable and complex system alterations, the course builds on previously learned knowledge of natural and human sciences, health assessment, conceptual foundations of nursing practice and skills, and technologies required to practice professional nursing. Emphasis is placed on the assessment of functioning, adaptation, and recovery for patients with high acuity illnesses and chronic health problems. Previously learned and advanced nursing concepts reflecting the uniqueness of a person’s health experience will be integrated into planning and providing holistic nursing care to adults experiencing acute illness. Concurrent course is NURS 440L where students will participate in variety of clinical experiences managing patients with acute, critical and chronic health problems. Prerequisites: NURS 200, NURS 215, NURS 310, NURS 315, NURS 330, NURS 335, NURS 350, NURS 340, NURS 360. (3 credits)

NURS 440L ADULT HEALTH AND ILLNESS II CLINICAL

The focus of this course is on nursing care of the adult including older adults with critical, acute and chronic illnesses in a clinical setting. This course builds on NURS 415 and NURS 415L. Students will be guided in critical thinking using therapeutic interventions learned in previous clinical settings and application of research findings relevant to the care of adults with critical, acute and chronic illnesses. The nursing process, analysis and interpretation of data and decision making serve as the conceptual foundations for applying knowledge and using therapeutic interventions in a variety of supervised inpatient settings. Concurrent course is NURS 440. Culturally congruent care and societal influences of care will be emphasized. There are 90 supervised clinical hours associated with this course. Prerequisites: NURS 200, NURS 215, NURS 310, NURS 315, NURS 330, NURS 335, NURS 350, NURS 340, NURS 360. (2 credits)

NURS 450 LEADERSHIP AND MANAGEMENT

Focus is on the professional nurse's role in applying the principles of leadership and management in clinical environments, the role of the nurse leader and the influence on safe nursing practice will be discussed and explored. Barriers to practice, regulatory, legislative and political processes relating to professional practice will also be examined. Emphasis will be on understanding nursing leadership roles and inter- and intra-professional collaboration in the development and application of technology to increase efficiency of healthcare services and improve patient outcomes. Concurrent course is NURS 450L where leadership and management experiences in a clinical setting with preceptor is provided. Prerequisites: NURS 200, NURS 215, NURS 310, NURS 315, NURS 330, NURS 335, NURS 350, NURS 410, NURS 340, NURS 420, NURS 440, NURS 360. (3 credits)

NURS 450L LEADERSHIP AND MANAGEMENT CLINICAL

The focus of this course is on the development of leadership skills necessary to transition into professional nursing practice. This capstone clinical course builds on theoretical and practical knowledge learned throughout the nursing program. A preceptorship is designed for students to refine their decision making and clinical intervention skills with emphasis on responsibility and accountability of the nursing role within the health care system. Students will be guided in critical thinking using therapeutic interventions learned in previous clinical settings and application of research findings relevant to the care of individuals and populations. The nursing process, analysis and interpretation of data and decision making serve as the conceptual foundations for applying knowledge and using therapeutic interventions in a variety of supervised inpatient settings. Concurrent course is NURS 450. Culturally congruent care and societal influences of care will be emphasized. There are 96 supervised clinical hours associated with this course. Prerequisites: NURS 200, NURS 215, NURS 310, NURS 315, NURS 330, NURS 335, NURS 350, NURS 410, NURS 340, NURS 420, NURS 440, NURS 360. (2 credits)

NURS 455 PROFESSIONAL NURSING REVIEW

Engaging, interactive review course covering the concepts required for licensure examination and entry into the practice of professional nursing. Review of common disease processes, clinical presentation, treatments, and interventions. Includes review of application process of National Council Licensure Examination for Registered Nurses (NCLEX- RN), compact licensure, test plan, assessment of knowledge deficits, and remediation. Prerequisites: NURS 200, NURS 215, NURS 310, NURS 315, NURS 330, NURS 335, NURS 350, NURS 410, NURS 340, NURS 420, NURS 440, NURS 360. (2 credits)

Nursing (B.S.N.) - Typical Plan

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
MATH 110 College Algebra*	4	BIOL 203 Introduction to Microbiology	4
Elementary Foreign Language	4	CHEM 105 or CHEM 125	4
HIST 101 Western Civilization I	4	HIST 102 Western Civilization II	4
RETP 101 Rhetoric and Poetics I	4	RETP 102 Rhetoric and Poetics II	4
Total	16	Total	16

Sophomore Year

Fall Semester	Credits	Spring Semester	Credits
PHIL 205 Nature and Person	4	POLT 203 American Civilization	4
THEO 105 Sacred Scripture	4	THEO 205 Sacred Doctrine	4
PSYC 201 Principles and Methods	4	PSYC 301 Human Development	4
BIOL 304 Anatomy and Physiology I	4	BIOL 309 Anatomy and Physiology II	4
		NURS 200 Clinical Nutrition**	2
Total	16	Total	18

Junior Year

Fall Semester	Credits	Spring Semester	Credits
NURS 310 Fundamentals of Nursing	3	NURS 350 Psychiatric-Mental Health	3
NURS 310L Fundamentals of Nrsg Clin	2	NURS 350L Psychiatric-Mental Hlth Clin	2
NURS 330 Pathophysiology	3	NURS 340 Adult Health and Illness I	3
NURS 315 Health Assessment	1	NURS 340L Adult health and Illness Clin	2
NURS 315L Health Assessment Clin	2	NURS 360 Evidence Based Practice	3
NURS 215 Intro to Prof Nursing	2	PHIL 206 Ethics	4
NURS 335 Applied Pharmacology	3		
Total	16	Total	17

Senior Year

Fall Semester	Credits	Spring Semester	Credits
NURS 410 Community Health	3	THEO 390 Catholic Bioethics	4
NURS 410L Community Health Lab	2	NURS 430 Care of Children	3
NURS 420 Care of Women	3	NURS 430L Care of Children Clin	2
NURS 420L Care of Women Clin	2	NURS 450 Leadership and Management	3
NURS 440 Adult Health/Illness II	3	NURS 450L Leadership and Mgmt Clin	2
NURS 440L Adult Health/Illness II Clin	2	NURS 455 Professional Nursing Review	2
Total	15	Total	16

Total Credits: 130

*Students who wish to take CHEM 125 must take MATH 150 or higher.
**Students must apply and be admitted to the nursing program before enrolling in NURS 200 Clinical Nutrition. This course is offered in the Spring semester.

Philosophy

Chair: Dr. Joseph Trabbic, Associate Professor of Philosophy

Philosophy at Ave Maria University is understood according to its original meaning as the love and pursuit of wisdom. It is deeply rooted in the human person's desire to know truth, the truth about himself and the world around him. Our wonder at ourselves and the world moves us to ask questions about them, and philosophy seeks answers to these questions and to articulate these answers in a systematic and rigorous way.

In seeking these answers philosophy ultimately arrives at "first principles." By these first principles we come understand our nature, how we should live, the nature of the world around us, and, to some extent, the divine (which is *the* first principle). The study of these things is the task of the primary philosophical disciplines, namely, logic, natural philosophy (which includes the study of the human person), moral philosophy, and metaphysics. Courses in the last three disciplines form a part of the University's core curriculum and are at the heart of the philosophical education we offer to our philosophy majors and minors.

Our philosophy program recognizes that the pursuit of 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 Catholic thinkers, first of all St. Thomas Aquinas, and, along with him, St. Augustine, Boethius, St. Anselm, St. Bonaventure, St. John Henry Newman, Jacques Maritain, Reginald Garrigou-Lagrange, Edith Stein, Karol Wojtyla, and Elizabeth Anscombe, among others. Professors and students of philosophy at the University seek to think in continuity with this great Catholic tradition, studying it closely and taking guidance from it. The important thinkers with whom they are more likely to have serious disagreements, such as Descartes, Hume, Kant, Hegel, Nietzsche, Wittgenstein, and Heidegger will not be neglected. We seek to consider the contributions of Jewish, Islamic, and non-Western philosophers as well.

Our philosophy program likewise recognizes that in Catholicism philosophy has always had an important and unique relationship with theology, with philosophy being valued as both a propaedeutic to the faith and a foundation for the clarification and analysis carried out by theology of the truths revealed by God. But it has also been understood that philosophy itself can benefit from revelation, at least materially. For example, as Pope John Paul II points out in *Fides et ratio*, revelation clearly proposes certain truths that, although philosophy could have discovered them on its own, it might never have done so. Revelation can also confirm philosophically knowable truths about which we might still be personally uncertain.

Because of the special relationship between philosophy and theology, the Church's magisterium has always considered philosophy to be an appropriate matter for it to speak about. Our program accordingly takes cognizance of important magisterial pronouncements on philosophy, particularly Vatican I's *Dei Filius*, Pope Leo XIII's *Aeterni Patris*, Pope Pius XII's *Humani generis*, and Pope John Paul II's already-mentioned *Fides et ratio*.

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 competence in the philosophy of being.

Outcome 2: Students will evidence the ability to distinguish the nature and meaning of 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 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: Students will demonstrate examples of the difference between faith and reason.

Core Courses

PHIL 205 Nature and Person
PHIL 206 Ethics
PHIL 300 Metaphysics

Required Courses for the Major

LATN 101 Elementary Latin
LATN 102 Intermediate Latin
PHIL 203 Logic
PHIL 205 Nature and Person
PHIL 206 Ethics
PHIL 300 Metaphysics
PHIL 302 Ancient Philosophy
PHIL 305 Medieval Philosophy
PHIL 412 Modern and Contemporary Philosophy
PHIL 490 Senior Seminar*
Two Elective Major Courses
*****A 4000-5000 word thesis will be written senior year in PHIL 490.

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 student must complete six philosophy courses—three Core philosophy courses (PHIL 205, PHIL 206, PHIL 300), PHIL 203, and two others of the student's choice. It is suggested that the student specify his courses to have a concentration complementing his chosen major.

PHIL 415 Special Topics Courses

A course designated PHIL 415 is assigned to courses which either (a) are being offered for the first time, or (b) are being offered on a one-off basis, affording the professor and students the opportunity to explore a topic of their choice not covered in the regular course offerings. The 415 designation does not necessarily indicate that the course is a 400 level course. The level of the particular course will be indicated by the prerequisites listed. The PHIL 415 courses are generally 4 credit courses.

Course Descriptions

PHIL 203 LOGIC

Taking the Aristotelian approach as fundamental, this course introduces students to logic understood as the art and science of correct reasoning. It will help them to think and argue more clearly as well as to analyze effectively the arguments and ideas of others. The course is structured around an analysis of the operations of the intellect, viz. understanding, judgment, and reasoning and the proper products of these operations, viz. the term, proposition, and syllogism. (4 credits)

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, the human person, and God. Focusing especially on the human person as microcosm of being, and person as "that which is most perfect in all of nature," this course incorporates study of the principles of nature as well as certain core metaphysical principles. Topics considered include the principal powers within and immortality of the human soul, the difference between body and soul and their unity in the human person, substance and accident, the principles of change, the four causes, and the human person's relation to God. Among the authors studied are Plato, Aristotle, Augustine, Aquinas, and Descartes. (4 credits)

PHIL 206 ETHICS

This course introduces students to philosophical issues pertaining to the moral life. Topics covered include the ultimate end of the human person, happiness, the structure of the human act, the nature of morality, natural law, conscience, virtue, society, family, and the state. Topics in applied ethics are also considered. Students will study representative accounts of theistic ethics, natural law ethics, virtue ethics, deontology, and utilitarianism. Relevant metaphysical principles pertaining to ethical analysis will be covered. Authors studied include Aristotle, Aquinas, Kant, and Mil. Prerequisite: PHIL 205. (4 credits)

PHIL 300 METAPHYSICS

In metaphysics human reason reaches the most fundamental of the first principles of reality, including *the* first principle, God. Consequently, metaphysics has from antiquity been considered the supreme form of knowledge, as wisdom *par excellence*, and as the *scientia rectrix* or "ruling discipline." It is also foundational for the Catholic synthesis of faith and reason since it demonstrates the reasonableness of faith. Principally following the Aristotelian and Thomistic approach to metaphysics, in this course students acquire a deeper understanding of being, act and potency, form and matter, substance and accident, essence and existence, causality, participation, and analogy. They also examine arguments for God's existence, consider the attributes of his essence, come to understand the world's dependence on God as creator and the nature of divine providence, and grapple with the problem of evil. Metaphysics' relationship to other disciplines is taken into account, in particular its relationship to theology and the natural sciences. Modern developments in metaphysics and challenges to it are

also addressed. With respect to the latter, special attention is paid to anti-theistic arguments. Prerequisites: PHIL 205, PHIL 206. (4 credits)

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. Prerequisites: PHIL 205, PHIL 206. (4 credits)

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. Prerequisites: PHIL 205, PHIL 206. (4 credits)

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 (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. Prerequisites: PHIL 205, PHIL 206. (4 credits)

PHIL 308 PHILOSOPHY OF KNOWLEDGE
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. Authors studied may include Plato, Aristotle, Augustine, Aquinas, Descartes, Hume, Kant, and Newman. Prerequisites: PHIL 205, PHIL 206. (4 credits)

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. (4 credits)

PHIL 311 PHILOSOPHY OF MOTHERHOOD
This course investigates the phenomenon and vocation of motherhood, both earthly and spiritual, from a philosophical perspective. It links its specific inquiry to the concept and history of the family, engaging with ancient and medieval thinkers into the modern and contemporary period. Within its philosophical framework, the course examines concrete issues in the empirical sciences (especially evolutionary biology and psychology), as well as the social sciences (economics and sociology), history, and politics. The course assumes the overarching significance of theology, and considers in depth the relation between philosophical inquiry concerning human maternity and the theological reality of *Theotokos* – Mary, the Mother of God. Authors studied include St. Edith Stein, St. John Paul II, Gertrud von le Fort, St. Gregory of Nyssa, Aristotle, Plato, St. Thomas Aquinas, Locke, Hobbes, Alasdair MacIntyre, Germaine Greer, and Damaris Masham. (4 credits)

PHIL 315 PHILOSOPHY OF ART AND BEAUTY

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. Prerequisites: PHIL 205, PHIL 206. (4 credits)

PHIL 318 PHILOSOPHY OF CULTURE

This course examines the essence and meaning of modern and contemporary human culture. Based on the study of the assigned text, the student will have the opportunity to assess how various cultural forms found in literature, film, art, and music display accounts of the human quest for purpose and meaning. The course will concentrate on analyzing the relationship between wisdom-centered, i.e. theistic, and non-wisdom centered, i.e. non-theistic, manifestations of culture. The student will study how these approaches often exist side-by-side and engage one another at times fruitfully, at times polemically. Authors such as the following will be considered in the course: Kierkegaard, Hegel, Newman, Dostoyevsky, Nietzsche, Sartre, Camus, C. Dawson, L. Strauss, S. Weil, G. Marcel, and K. Wojtyla (John Paul II). Prerequisites: PHIL 205, PHIL 206. (4 Credits)

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. Prerequisites: PHIL 205, PHIL 206, PHIL 302, PHIL 305. (4 credits)

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. Prerequisites: PHIL 205, PHIL 206. (4 credits)

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. Prerequisites: PHIL 205, PHIL 206, PHIL 302. (4 credits)

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. Prerequisites: PHIL 205, PHIL 206, PHIL 302, PHIL 305. (4 credits)

PHIL 408 FRANCISCAN PHILOSOPHY

This course aims to introduce the student to the tradition of Franciscan thought. This tradition exists both as imbedded in the scholasticism of the high middle ages, but also distinguishes itself as an approach to reality with its own unique character. The student will read the work of Bonaventure, Scotus, and Ockham, who are the major representatives of this intellectual tradition. Prerequisites: PHIL 205, PHIL 206, PHIL 302. (4 credits)

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. Prerequisites: PHIL 205, PHIL 206. (4 credits)

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. Prerequisites: PHIL 205, PHIL 206, PHIL 302. (4 credits)

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). Prerequisites: PHIL 205, PHIL 206, PHIL 302. (4 credits)

PHIL 412 MODERN AND CONTEMPORARY PHILOSOPHY

This course begins with a survey of the philosophy of the modern period beginning with Descartes and rationalism (Leibniz, Spinoza), the response of the empiricist tradition (Locke, Berkeley, Hume), and the culmination of this period in the "critical" philosophy of Kant. Students will then study representative thinkers of continental philosophy, including Hegel and his metaphysical idealism, the fathers of existentialism Nietzsche and Kierkegaard, and major figures of the 20th century such as Husserl and Heidegger; and of analytic philosophy, such as Frege, Russell, Wittgenstein, Moore, the Logical Positivists, and Ordinary Language Philosophers. Some attention will typically be given to contributions by Catholic philosophers to these movements such as Max Scheler; Edith Stein; Elizabeth Anscombe. Prerequisites: PHIL 205, PHIL 206. (4 credits)

PHIL 415 SPECIAL TOPICS

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. (4 credits)

PHIL 490 SENIOR SEMINAR

In this course students are guided through the various stages of preparing and presenting their senior thesis in philosophy. In each stage the students will present their work in the seminar and their completed thesis in public at the end of the semester. Prerequisite: Normal progress in Philosophy through mid-Senior year. (4 credits)

Philosophy (B.A.) - Typical Plan

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
THEO 105 Sacred Scripture	4	MATH 110, 120, 150, or 151	4
RETP 101 Rhetoric and Poetics I	4	RETP 102 Rhetoric and Poetics II	4
HIST 101 Western Civilization I	4	HIST 102 Western Civilization II	4
LATN 101 Elementary Latin*	4	LATN 102 Intermediate Latin*	4
Total	16	Total	16

Sophomore Year

Fall Semester	Credits	Spring Semester	Credits
General Elective	4	PHIL 206 Ethics	4
PHIL 205 Nature and Person	4	THEO 205 Sacred Doctrine	4
Science with Lab	4	POLT 203 American Civilization	4
General Elective	4	General Elective	4
Total	16	Total	16

Junior Year

Fall Semester	Credits	Spring Semester	Credits
PHIL 203 Logic	4	PHIL 305 Medieval Philosophy	4
PHIL 302 Ancient Philosophy	4	PHIL 300 Metaphysics	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
Philosophy Elective	4	Philosophy Elective	4
PHIL 412 Modern and Contemp Phil	4	PHIL 490 Senior Seminar	4
THEO 400	4	General Elective	4
General Elective	4	General Elective	4
Total	16	Total	16

*Latin is required.

Physics & Engineering

Chair: Dr. Stephen Thong, Associate Professor of Chemistry
Physics Program Director: Dr. Daniel Sadasivan, Assistant Professor of Physics

The sense of wonder that comes from the contemplation of reality is the first step in the long road toward knowing the truth about ourselves and the world around us. In the university, we encounter truths that are universal and knowledge which transcends mere utility gained through the experiences and labor of many generations of scholars.

The universal truths may be classified as Divine, human, and natural and incorporated into ordered bodies of knowledge by the theological and philosophical, human, and natural sciences, respectively. The study of these three areas is the basis of an authentic liberal arts education, one that aims to form minds in the pursuit of truth and virtue. Modernity has falsely separated these and placed them in opposition. We believe that all sciences can work together in a fruitful dialogue that respects the proper place of each.

Physics was born from the contemplation of the rationality of the material world. A Physics Major at Ave Maria University provides students with the opportunity to read the book of nature and to know the beauty of its Author.

Scientific advancement, and the concomitant technological development that such progress engenders, provide ongoing expansion of means for the practice of the corporal works of mercy, at both the societal and individual levels. The study of physics enables some individuals to realize their vocations and garner productive employment.

Engineering is applied Physics. It is the scientific technical field which involves the design, build, testing, and practical application of Physics principles, for the purpose of solving societal problems in innovative ways. This minor is intended for students having a keen interest in robotic and mechatronic systems. Students will learn about engineering modeling, analysis and design, CAD software, sensor and actuator dynamics, programming, and system control. These courses outline modern engineering methodologies, in practical, hands-on ways. Students with this minor are well prepared for advanced manufacturing and industrial jobs requiring knowledge of automation. This minor may be readily combined with adjacent majors of Physics and Computer Science.

Student Learning Goals and Outcomes for the Major in Physics

Goal 1: The students who opt for the Physics Major receive a deep and rich exposition of theoretical, experimental, and computational science. The Physics major aims to provide a rigorous and modern introduction to the physical and chemical sciences and mathematics in an environment that incorporates classroom teaching, class-associated laboratory experiences, an introduction to the scientific literature and an emphasis on independent research. Together, these strategies and opportunities foster the development of independent thinking and complex problem solving skills, along with the technical proficiency characteristic of the effective scientist in the physical sciences.

Outcome 1: Acquisition: Physics Majors shall acquire an understanding of the fundamental laws and principles operative in physics.

Outcome 2: Vocation: Physics Majors shall be equipped for a variety of post-baccalaureate endeavours.

Outcome 3: Experimentation: Physics Majors shall develop experimental performance skills of data collection, analysis with attention to precision, and design criticism.

Outcome 4: Research: Physics Majors shall gain an appreciation for the value of physics research.

Outcome 5: Students will demonstrate an ability to communicate scientific knowledge, both orally and in writing, in registers appropriate to both fellow scientists and laypeople.

Overview of the Physics Major Program

The Physics Major curriculum consists of a set of required classes in Physics [PHYS], Mathematics [MATH], and Chemistry [CHEM], along with a student-chosen suite of elective courses. Elective courses allow students to tailor the program to meet their personal, academic, and professional goals. At least four electives must be drawn from a list of PHYS courses to satisfy the minimal requirements for the major.

Five general electives are available in the Physics BA and students may elect to obtain a minor in any of the disciplines represented in the University's Core Curriculum or further their interests in physics, mathematics, computer science or chemistry. A dual major in Mathematics or Computer Science BS is also possible.

Required Courses for the Major

CHEM 125 General Chemistry I
CSCI 151 Introduction to Computer Programming
MATH 151 Calculus I
MATH 250 Calculus II
MATH 251 Vector Calculus
MATH 252 Ordinary Differential Equations
PHYS 221 University Physics: Mechanics
PHYS 222 University Physics: Materials
PHYS 223 University Physics: Electricity and Magnetism
PHYS 321 Modern Physics
PHYS 490 Advanced Laboratory OR ENGR 202 Mechatronics

Elective Courses (Choose at least 16 credits)

CSCI 350 Automata Theory
PHYS 197 Undergraduate Research
PHYS 226 Mathematical Methods for Introductory Physics I
PHYS 297 Undergraduate Research
PHYS 310 Mechatronics
PHYS 330 Intermediate Mechanics
PHYS 341 Thermodynamics and Statistical Mechanics
PHYS 350 Intermediate Electromagnetism
PHYS 355 Electric Circuits with laboratory
PHYS 361 Quantum Mechanics I
PHYS 362 Quantum Mechanics II
PHYS 386 Simulations in Physics
PHYS 397 Undergraduate Research
PHYS 400 Cyberphysical Systems and Electronics
PHYS 415 Special Topics
PHYS 497 Undergraduate Research

Minor in Physics

The physics minor program is intended for students who wish to acquire some of the benefits of a physics education while majoring in another field of study. The minor program consists of six courses: MATH 151, MATH 250 (Calculus I/II), PHYS 221, PHYS 222, while the remaining two may be taken from the set of all physics classes numbered PHYS 223 and higher. Each physics research module, including PHYS 197, PHYS 297, PHYS 397, and PHYS 497, counts as half a physics elective.

Minor in Engineering

The engineering minor comprises the following 6 courses:

ENGR 101 Introduction to Robotics
ENGR 202 Mechatronics
ENGR 303 Electronics
ENGR 404 Automation and Controls
CSCI 151 Introduction to Computer Programming
MATH 151 Calculus I

Course Descriptions

ENGR 101 INTRODUCTION TO ROBOTICS

An introductory level course in robotics, with emphasis in the practical implementation of actuators and sensors through microcontroller programming. The course material covers topics of electronics, mechanisms, analog and digital sensors, and electromechanical devices. All exercises are hands-on in nature and involve the building of robotic devices to accomplish particular tasks. No previous knowledge of programming is required. The course has a lecture and lab component. This course satisfies the core science requirement. Prerequisites: None. (4 credits)

ENGR 202 MECHATRONICS

This course emphasizes robotic design of static and dynamic systems. Topics include analysis and building of mechanisms using the SolidWorks CAD engineering software and 3D printing hardware. Filtering and digital PID control algorithms are covered and implemented on critically stable systems. The course has a lecture and lab component. Prerequisites: ENGR 101. (4 credits)

ENGR 303 ELECTRONICS

This course goes in-depth into the study of electronic components and circuitry, utilizing Electronic Design Automation (EDA) software. Emphasis on semiconductor devices and their applications, including operational amplifier circuits for filtering and control, transistors, rectifiers, signal conditioning, and IC boards. The course has a lecture component. Prerequisites: None. (4 credits)

ENGR 404 AUTOMATION AND CONTROLS

This course covers the topics of automatic control theory of dynamic systems. Modeling, analysis, and design of mechanical, thermal, hydraulic, and electromechanical systems leads to the design of dynamic controllers, including PID control and lead/lag compensators. Analysis is done with simulation software in the frequency and time domain. The course has a lecture component. Prerequisites: ENGR 202, MATH 151. (4 credits)

PHYS 105 ASTRONOMY

Astronomy is one of the original liberal arts. Its unique history and current application make it interesting and useful for students of any major. This course introduces students to basic astronomical and astrophysical concepts. Topics briefly covered include: the causes of planetary motion and phases of the moon, Newton's and Kepler's laws, Formation of celestial

bodies, standard candles and determination of stellar distance and speed, quantum mechanics and spectral lines, radiative processes of stars, cosmology, blackholes, general relativity, time-travel, and wormholes. (4 credits)

PHYS 197 UNDERGRADUATE RESEARCH
Student-faculty collaboration on research projects of mutual interest. Prerequisite: Permission of the instructor. (Variable credits)

PHYS 211 COLLEGE PHYSICS I
Mechanics is foundational to physics and includes the study of both the description and causes of motion. This algebra-based introduction to kinematics and dynamics includes the topics of rectilinear and rotational motion, forces, energy methods and conservation laws (with laboratory). Prerequisites: MATH 150 or equivalent. (4 credits)

PHYS 212 COLLEGE PHYSICS II
Existing knowledge of physics is applied and extended to study materials. This algebra-based examination of the behavior of fluids and solids includes the topics of oscillatory and wavelike motion, sound, fluid dynamics, standing waves, optics, thermal physics and thermodynamics (with laboratory). Prerequisite: PHYS 211 or permission of the instructor (4 credits)

PHYS 221 UNIVERSITY PHYSICS: MECHANICS
Mechanics is foundational to physics and includes the study of both the description and causes of motion. This calculus-based introduction to kinematics and dynamics includes the topics of rectilinear and rotational motion, forces, energy methods and conservation laws (with laboratory). Prerequisite: MATH 151 or permission of the instructor. Optional co-requisite: PHYS 226 (4 credits)

PHYS 222 UNIVERSITY PHYSICS: MATERIALS
Existing knowledge of physics is applied and extended to study materials. This calculus-based examination of the behavior of fluids and solids includes the topics of oscillatory and wavelike motion, sound, fluid dynamics, standing waves, optics, thermal physics and thermodynamics. Prerequisites: PHYS 221, MATH 151, or permission of the instructor. Optional co-requisite: PHYS 226 (4 credits)

PHYS 223 UNIVERSITY PHYSICS: ELECTRICITY AND MAGNETISM
Maxwell’s unification of electricity and magnetism was a revolutionary development in classical physics. Topics include electric force, field, potential and current, capacitance, resistance; magnetism, induction, AC/DC circuits, and Maxwell’s equations along with their vacuum solutions (with laboratory). Prerequisites: PHYS 221, MATH 250, or permission of the instructor. (4 credits)

PHYS 226 MATHEMATICAL METHODS FOR INTRODUCTORY PHYSICS I
Topics include vectors; vector operations and products; coordinate transformations; matrices: matrix operations, determinant and trace; matrix techniques for solution of systems of linear equations; practical differential and integral calculus; solutions of common ordinary differential equations (exponential decay and growth, simple harmonic oscillation); partial derivatives (grad, div, curl); and multivariate integrations. Prerequisite: MATH 151, or permission of the instructor. (2 credits)

PHYS 297 UNDERGRADUATE RESEARCH
Student-faculty collaboration on research projects of mutual interest. Prerequisite: Permission of the instructor. (Variable credits)

PHYS 321 MODERN PHYSICS
Topics include Origins and necessity of quantum theory, wave and matrix mechanics of simple one-dimensional quantum systems, and an introduction to the special and general theories of relativity. Prerequisites: PHYS 221, MATH 151. (4 credits)

PHYS 330 INTERMEDIATE MECHANICS
Topics include central force potentials, Lagrangian and Hamiltonian formulations of dynamics, fluids. Prerequisites: PHYS 221, and either PHYS 222 or PHYS 223. (4 credits)

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. Prerequisite: PHYS 222. (4 credits)

PHYS 350 INTERMEDIATE ELECTROMAGNETISM
Topics include Maxwell's equations in differential form, electrodynamics, electromagnetic waves, special relativity. Prerequisite: PHYS 223. (4 credits)

PHYS 355 ELECTRIC CIRCUITS
Topics include DC, AC, and transient electrical circuit analysis, involving passive elements such as resistors, capacitors, transformers, etc. Circuit theories and analysis techniques developed in lecture are studied in the laboratory. Pspice is used to simulate circuits and predict experimental results. Experimental data is analyzed and interpreted using Excel (with laboratory). Prerequisites: PHYS 223, MATH 250, MATH 270, or permission of the instructor. (4 credits)

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. Prerequisite: PHYS 321 is recommended but may be taken concurrently. (4 credits)

PHYS 362 QUANTUM MECHANICS II
Topics include fermions and bosons, perturbation theory (time independent and time dependent), variational methods, WKB approximation, scattering. Prerequisite: PHYS 361. (4 credits)

PHYS 386 SIMULATIONS IN PHYSICS
Topics include random walks in one and more dimensions, monte carlo methods, ising model. Prerequisite: MATH 270. (4 credits)

PHYS 397 UNDERGRADUATE RESEARCH
Student-faculty collaboration on research projects of mutual interest. Prerequisite: Permission of the instructor. (Variable credits)

PHYS 415 SPECIAL TOPICS
This course shall be offered when there is a conjunction of demand for, and the availability of expert instruction in, a specialized area of physics. Prerequisite: Contingent on subject matter and permission of the instructor. (1-4 credits)

PHYS 416 SPECIAL TOPICS
This course shall be offered when there is a conjunction of demand for, and the availability of expert instruction in, a specialized area of physics. Prerequisite: Contingent on subject matter and permission of the instructor. (1-4 credits)

PHYS 420 PHYSICAL CHEMISTRY
Physical Chemistry is the field that studies how observable phenomena from chemistry can be explained through physics. This one-semester course summarizes the basis of chemistry from the ground up, beginning with a study of atoms and molecules and applying this knowledge of the microscopic level to understand matter at the macroscopic level. Topics include the discrete nature of light, quantum mechanics, NMRs, the equipartition theorem, entropy, the laws of thermodynamics,

Gibbs free energy, phase changes, and the partition function. This course is cross-listed with CHEM 420. Prerequisites: PHYS 222. (4 credits)

PHYS 490 ADVANCED LABORATORY
Certain classic experiments were seminal in the development of our modern understanding of the fundamental properties of nature. This is a laboratory course with a historical aspect. Topics include measuring: e/m, e, h, c, G, and R. Prerequisites: PHYS 221, PHYS 222, PHYS 223, PHYS 321, or permission of the instructor. (4 credits)

PHYS 497 UNDERGRADUATE RESEARCH
Student-faculty collaboration on research projects of mutual interest. Prerequisite: Permission of the instructor. (Variable credits)

PHYS 499 DIRECTED READING IN PHYSICS
A guided survey of a specialized area of physics. Prerequisite: Contingent on subject matter and permission of the instructor. (1-4 credits)

Physics (B.A.) - Typical Plan

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
MATH 151 Calculus I	4	MATH 250 Calculus II	4
CHEM 125 General Chemistry I	4	PHYS 221 University Phys: Mechanics	4
HIST 101 Western Civilization I	4	HIST 102 Western Civilization II	4
RETP 101 Rhetoric and Poetics I	4	RETP 102 Rhetoric and Poetics II	4
Total	16	Total	16

Sophomore Year

Fall Semester	Credits	Spring Semester	Credits
PHYS 222 University Physics: Materials	4	CSCI 151	4
PHYS 223 University Physics: E&M	4	PHYS 321 Modern Physics	4
MATH 251 Vector Calculus	4	THEO 105 Sacred Scripture	4
Elementary Language	4	General Elective	4
Total	16	Total	16

Junior Year

Fall Semester	Credits	Spring Semester	Credits
MATH 252 Ordinary Different Equations	4	Physics Elective	4
Physics Elective	4	POLT 203 American Civilization	4
PHIL 205 Nature and Person	4	PHIL 206 Ethics	4
THEO 205 Sacred Doctrine	4	General Elective	4
Total	16	Total	16

Senior Year

Fall Semester	Credits	Spring Semester	Credits
THEO 400 Living in Christ	4	ENGR 202 Mechatronics	4
Physics Elective	4	Physics Elective	4
General Elective	4	PHIL 300 Metaphysics	4
General Elective	4	General Elective	4
Total	16	Total	16

Physics Major or Computer Science major with a minor in Engineering

A Major in Physics with a minor in engineering provides students with a practical application of physics as an engineer. Engineering is the scientific technical field which involves the design, build, testing, and practical application of Physics principles, for the purpose of solving societal problems in innovative ways. This minor is intended for students having a keen interest in robotic and mechatronic systems. Students will learn about engineering modeling, analysis and design, CAD software, sensor and actuator dynamics, programming, and system control. These courses outline modern engineering methodologies, in practical, hands-on ways. Students with this minor will have a practical exposure to automation and engineering design principles.

Students should follow the suggested plan outlined below to obtain a Physics major with a minor in engineering.

Physics Major with a Major in Math or Computer Science

The students who opt for the Physics Major receive a deep and rich exposition of theoretical, experimental, and computational science. The Physics major aims to provide a rigorous and modern introduction to the physical and chemical sciences and mathematics in an environment that incorporates classroom teaching, class-associated laboratory experiences, an introduction to the scientific literature and an emphasis on independent research.

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.

Combining the Physics Major with a Major or Minor in Mathematics provides opportunities to foster the development of independent thinking and complex problem-solving skills, along with the technical proficiency characteristic of the effective scientist in the physical sciences. The dual Major/Major, or Major/Minor Program will prepare a student for a wide spectrum of vocations.

To achieve a Major in Physics with a Minor in Mathematics it is recommended to complete all the Required Courses plus the four Elective Courses for the Physics major and add on a minimum of two additional Mathematics courses.

To achieve a Major in Physics with a Major in Mathematics it is recommended to complete all the Required Courses plus the four Elective Courses for the Physics major and add on all the Required Courses plus the four Elective Courses for the Mathematics major. See the Suggested Plan on the following pages.

To achieve a dual major in Physics and Computer Science, a student must take the prerequisite courses in both majors as shown in the following suggested plan.

Physics (B.A.) with Minor in Engineering - Typical Plan

This plan is suitable for Physics majors planning to minor in Engineering.

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
MATH 151 Calculus I	4	MATH 250 Calculus II	4
CHEM 125 General Chemistry I	4	PHYS 221 University Phys: Mechanics	4
HIST 101 Western Civilization I	4	HIST 102 Western Civilization II	4
RETP 101 Rhetoric and Poetics I	4	RETP 102 Rhetoric and Poetics II	4
Total	16	Total	16

Sophomore Year

Fall Semester	Credits	Spring Semester	Credits
PHYS 222 University Physics: Materials	4	CSCI 151	4
PHYS 223 University Physics: E&M	4	PHYS 321 Modern Physics	4
MATH 251 Vector Calculus	4	THEO 105 Sacred Scripture	4
ENGR 101 Robotics	4	ENGR 202 Mechatronics	4
Total	16	Total	16

Junior Year

Fall Semester	Credits	Spring Semester	Credits
MATH 252 Ordinary Different Equations	4	Physics Elective	4
ENGR 303 Electronics	4	POLT 203 American Civilization	4
PHIL 205 Nature and Person	4	PHIL 206 Ethics	4
THEO 205 Sacred Doctrine	4	ENGR 404 Automation and Controls	4
Total	16	Total	16

Senior Year

Fall Semester	Credits	Spring Semester	Credits
THEO 400 Living in Christ	4	ENGR 202 Mechatronics	4
Physics Elective	4	Physics Elective	4
Foreign Language	4	PHIL 300 Metaphysics	4
Physics Elective	4	General Elective	4
Total	16	Total	16

Computer Science (B.S.) with Engineering minor - Typical Plan

This plan is suitable for Computer Science majors planning to minor in Engineering.

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
CSCI 151 Intro to Comp Programming	4	CSCI 152 Discrete Structures and FP	4
MATH 151 Calculus I	4	General Elective	4
LATN 101 Elementary Latin	4	LATN 102 Intermediate Latin II	4
RETP 101 Rhetoric and Poetics I	4	RETP 102 Rhetoric and Poetics	4
Total	16	Total	16

Sophomore Year

Fall Semester	Credits	Spring Semester	Credits
CSCI 251 Algorithms and Programming	4	CSCI 252 Data Structures & Algorithms	4
THEO 105 Sacred Scripture	4	ENGR 202 Mechatronics	4
ENGR 101 Robotics	4	PHYS 221 University Phys: Mechanics	4
HIST 101 Western Civilization I	4	HIST 102 Western Civilization II	4
Total	16	Total	16

Junior Year

Fall Semester	Credits	Spring Semester	Credits
CSCI 350 Automata Theory	4	CSCI 370 Programming Languages	4
PHYS 222 University Phys: Materials	4	ENGR 404 Automation and Controls	4
ENGR 303 Electronics	4	THEO 205 Sacred Doctrine	4
PHIL 205 Nature and Person	4	PHIL 206 Ethics	4
Total	16	Total	16

Senior Year

Fall Semester	Credits	Spring Semester	Credits
CSCI 390 Op Systems and Blockchains	4	CSCI 270 Web/Mobile App Dev	4
PHYS 321 Modern Physics	4	CSCI 470 Art Intell & Machine Learning	4
THEO 400 Living in Christ	4	CSCI 490 Comp Networks and Security	4
POLT 203 American Civilization	4	PHIL 300 Metaphysics	4
Total	16	Total	16

The following are dual major plans for Physics BA and Mathematics BA or Computer Science BA

Physics (B.A.) with Mathematics (B.A.) Dual Major/Degree - Suggested Plan

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
MATH 151 Calculus I	4	MATH 250 Calculus II	4
CHEM 125 General Chemistry I	4	PHYS 221 University Phys: Mechanics	4
HIST 101 Western Civilization I	4	HIST 102 Western Civilization II	4
RETP 101 Rhetoric and Poetics I	4	RETP 102 Rhetoric and Poetics II	4
Total	16	Total	16

Sophomore Year

Fall Semester	Credits	Spring Semester	Credits
PHYS 222 University Physics: Materials	4	Math Elective	4
PHYS 223 University Physics: E&M	4	CSCI 151 Introduction to Comp Prog	4
MATH 251 Vector Calculus	4	Physics Elective	4
LATN 101 Elementary Latin	4	LATN 102 Intermediate Latin	4
Total	16	Total	16

Junior Year

Fall Semester	Credits	Spring Semester	Credits
MATH 252 Ordinary Different Equations	4	Physics Elective	4
Physics Elective	4	MATH 330 Probability	4
MATH 310 or MATH 311	4	POLT 203 American Civilization	4
PHIL 205 Nature and Person	4	THEO 105 Sacred Scripture	4
PHYS 497 Directed Research	2	PHYS 497 Directed Research	2
Total	18	Total	18

Senior Year

Fall Semester	Credits	Spring Semester	Credits
MATH 490 Senior Seminar	4	ENGR 202 Mechatronics	4
PHIL 206 Ethics	4	Math Elective	4
Math Elective	4	PHIL 300 Metaphysics	4
THEO 205 Sacred Doctrine	4	THEO 400 Living in Christ	4
PHYS 497 Directed Research	2	PHYS 497 Directed Research	2
Total	18	Total	18

Note: Taking more than 128 total credits (16 credits per semester) may affect scholarships. Check with Financial Aid to confirm eligibility.

Physics (B.A.) with Computer Science (B.S.) Dual Major/Degree - Suggested Plan

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
MATH 151 Calculus I	4	MATH 250 Calculus II	4
CHEM 125 General Chemistry I	4	PHYS 221 University Phys: Mechanics	4
CSCI 151 Introduction Comp Prog	4	CSCI 152 Discrete Structures and FP	4
RETP 101 Rhetoric and Poetics I	4	RETP 102 Rhetoric and Poetics II	4
Total	16	Total	16

Sophomore Year

Fall Semester	Credits	Spring Semester	Credits
CSCI 250 Algorithms and Programming	4	CSCI 251 Data Structures & Algorithms	4
PHYS 223 University Physics: E&M	4	PHYS 222 University Physics: Materials	4
MATH 251 Vector Calculus	4	THEO 105 Sacred Scripture	4
LATN 101 Elementary Latin	4	LATN 102 Intermediate Latin	4
PHYS 321 Modern Physics	4	Physics Elective	4
Total	20	Total	20

Junior Year

Fall Semester	Credits	Spring Semester	Credits
HIST 101 Western Civilization I	4	HIST 101 Western Civilization II	4
MATH 252 Ordinary Different Equations	4	CSCI 350 Automata Theory	4
CSCI 270 Web/Mobile App Dev	4	POLT 203 American Civilization	4
PHIL 205 Nature and Person	4	THEO 205 Sacred Doctrine	4
PHYS 497 Directed Research	2	PHYS 497 Directed Research	2
Total	18	Total	18

Senior Year

Fall Semester	Credits	Spring Semester	Credits
CSCI 370 Programming Languages	4	PHYS 490 Advanced Laboratory	4
PHIL 206 Ethics	4	CSCI 470 Art Intell & Machine Learning	4
CSCI 390 Op Systems and Blockchains	4	PHIL 300 Metaphysics	4
THEO 400 Living in Christ	4	CSCI 470 Comp Networks and Security	4
PHYS 497 Directed Research	2	PHYS 497 Directed Research	2
Total	18	Total	18

Note: Taking more than 128 total credits (16 credits per semester) may affect scholarships. Check with Financial Aid to confirm eligibility.

Political Economy & Government

Chair: Dr. Seana McGuire Sugrue, Ambassador Michael Novak Chair of Politics
Program Director: Dr. Seana McGuire Sugrue, Ambassador Michael Novak Chair of Politics

The Major in Political Economy & Government prepares students to understand and participate in public debates that affect our life as a nation. The economics courses prepare students to understand the costs and the benefits of market forces and of government action. The politics courses reveal the basic principles and the intricacies of policymaking. Together, they prepare students to be informed, intelligent participants in our democracy.

The Major in Political Economy & Government is designed for students who wish to understand the political principles and economic tools and concepts involved in domestic policymaking. They will apply advanced economic analysis to concrete policy proposals. They will understand the process of creating policies.

Student Learning Goals and Outcomes for the Major in Political Economy & Government

Goal 1: Students will possess knowledge of the normative principles and purposes of politics, as well as the framework of American government within which public policy is made; they will be capable of making sound, well-integrated, and well-informed arguments about the national economy, applying higher-order thinking skills (analysis, synthesis, and evaluation) to problems affecting political economy and government.

Outcome 1: Students will demonstrate knowledge of Political Thought, including Catholic thought.

Outcome 2: Students will demonstrate knowledge of American Government, the United States Constitution, and the process by which public policy is made.

Outcome 3: Students will be able to describe the history and institutions of the U.S. economy, as well as trends and indicator data for the economy.

Outcome 4: Students will be able to identify, describe, and articulate standard economic terminology, concepts, models, and arguments, and to apply standard statistical tools and mathematical tools used in economics.

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

Outcome 6: Students will demonstrate the ability to speak effectively in front of peers and make oral arguments.

Outcome 7: Students will demonstrate the capacity to draw upon knowledge across disciplines in policy debates, especially knowledge of politics and economics.

Required Courses for the Major

ECON 201 Principles of Macroeconomics
ECON 202 Principles of Microeconomics
POLT 201 Introduction to Political Thought
POLT 301 American Government
POLT 304 Constitutional Law
STAT 230 Applied Statistics

One Elective out of

ECON 301 Intermediate Macroeconomics
ECON 302 Intermediate Microeconomics

One Elective out of

POLT 302 Catholic Political Thought
THEO 315 Catholic Social Teaching

One Elective out of

POLT 305 Public Policy
POLT 311 Entrepreneurship and Civil Society
POLT 314 U.S. Foreign Policy

One additional elective in Economics

Other courses in the same areas of politics and economics may be substituted with the approval of the program director.

Course Descriptions

Course descriptions can be found under their major.

Political Economy & Government (B.A.) - Typical Plan

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
MATH 110, 150, or 151	4	STAT 230 Applied Statistics	4
RETP 101 Rhetoric and Poetics I	4	RETP 102 Rhetoric and Poetics II	4
HIST 101 Western Civilization I	4	HIST 102 Western Civilization II	4
Elementary Foreign Language	4	Intermediate Foreign Language or Science II with Lab	4
Total	16	Total	16

Sophomore Year

Fall Semester	Credits	Spring Semester	Credits
PHIL 205 Nature and Person	4	PHIL 206 Ethics	4
POLT 201 Intro to Political Thought	4	POLT 203 American Civilization	4
THEO 105 Sacred Scripture	4	THEO 205 Sacred Doctrine	4
ECON 201 Principles of Macroecon	4	ECON 202 Principles of Microecon	4
Total	16	Total	16

Junior Year

Fall Semester	Credits	Spring Semester	Credits
POLT 301 American Government	4	ECON 301 or ECON 302	4
POLT 304 Constitutional Law	4	THEO 315 or POLT 302	4
Science I with Lab	4	General Elective	4
General Elective	4	General Elective	4
Total	16	Total	16

Senior Year

Fall Semester	Credits	Spring Semester	Credits
THEO 400 Living in Christ	4	Economics Elective	4
PHIL 300 Metaphysics	4	POLT 305 or POLT 311 or POLT 314	4
General Elective	4	General Elective	4
General Elective	4	General Elective	4
Total	16	Total	16

Politics

Chair: Dr. Seana McGuire Sugrue, Ambassador Michael Novak Chair of Politics

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.

The program is guided by the four subfields of the study of politics: political philosophy, American politics, international relations, and comparative politics. These four fields complement each other. Political philosophy promotes inquiry into the nature of justice, authority, forms of social order, law, political regimes, and international relations. American government promotes the study of constitutional law, the history of American politics, public and foreign policy, and comparative politics. 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. Courses in international relations and comparative politics are moved by considerations of justice and the attempt to evaluate normatively regimes. The four fields provide broad and principled yet exact knowledge of political life. The curriculum 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 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.

Required Courses for the Major

POLT 201 Introduction to Political Thought
POLT 202 Comparative Politics

POLT 203 American Civilization
POLT 205 Introduction to 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 305 Public Policy
POLT 310 Media and Politics
POLT 311 Entrepreneurship and Civil Society
POLT 314 U.S. Foreign Policy
POLT 320 American Political Thought
POLT 402 Modernity and Post-Modernity
POLT 403 Tyranny and Totalitarianism
POLT 404 Technology, Science, and Politics
POLT 415 Special Topics in Politics
POLT 495 Internship in Politics

Minor in Politics

A Minor in Politics is available. The minor requires POLT 201, POLT 203, and POLT 302. In addition, the student must complete three additional politics courses.

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. (4 credits)

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. (4 credits)

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. (4 credits)

POLT 205 INTRODUCTION TO INTERNATIONAL RELATIONS
This course provides an introduction to historical transformations that have created international systems, to states and other actors within world politics, and to diplomacy, war, trade, and international institutions as mediums of interaction in world affairs. The course explores theoretical paradigms by which to understand international relations, including variants of realism and liberalism, as it offers a historical overview of major developments in world history, especially from the 19th century to the present day. Students are introduced to current scholarly debates within the field of international relations and are

expected to assess critically these debates in light of the core concepts, various theoretical approaches and historical knowledge to which they are introduced. Topics discussed include causes of war, just war theory, international political economy, the development gap, human rights, non-state actors, transnational concerns, and rising state powers in the 21st century. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

POLT 310 MEDIA AND POLITICS
This course examines the changing relationship among the people, mass media, and national politics. How have these relationships changed, and how have they stayed the same? How have the introduction and spread of new technology altered how the public acquires information—or who has access to it? Do media and media professionals affect the information they distribute, or are they neutral? (4 credits)

POLT 311 ENTREPRENEURSHIP AND CIVIL SOCIETY
Contemporary political discussion of markets has focused on the isolation and amorality of unconstrained capitalism and the coercion and totalitarian nature of unconstrained socialism. Both are undesirable in theory, but the theories themselves overlook the more complicated reality in the corruption of both market institutions celebrated by capitalists and government institutions celebrated by socialists. This course sails between the Scylla and Charybdis by investigating the role markets play in civil society with an emphasis on localism, social responsibility, and long-term health of the community—broadly understood. (4 credits)

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. (4 credits)

POLT 320 AMERICAN POLITICAL THOUGHT
The Federalist Papers are widely considered to be the best defense and explanation of the American Constitution and Alexis De Tocqueville's Democracy in America the best book about democracy and America ever written. By way of a close reading of both texts we seek an understanding of the American regime. In the second half of the course we will turn to Benjamin Franklin, Allan Bloom, and Mark Twain to discern the distinctly American character that emerges within the constitutional republican state and democratic society. (4 credits)

POLT 402 MODERNITY AND POST-MODERNITY
Some claim that the modern rationalist project has culminated in a crisis of lost confidence in reason and the rise of relativism and historicism. This course will examine the most ardent and perceptive critics of the modern project, beginning with Nietzsche, Karl Marx, and Martin Heidegger, and go on to examine the so-called "postmodern" solutions to that crisis. (4 credits)

POLT 403 TYRANNY AND TOTALITARIANISM
What is a tyrant? How and why do countries succumb to totalitarian control? In this course we seek to understand the phenomenon of tyranny and totalitarianism and its psychological and ideological roots. We will do so through an examination of the totalitarian ideologies of Communism, Fascism, and Islamic Fundamentalism, and literary depictions of totalitarian life in George Orwell, and Aldous Huxley. (4 credits)

POLT 404 TECHNOLOGY, SCIENCE, AND POLITICS
This class will investigate a series of questions concerning the intersection of science, technology, and politics. First, we need to understand the meaning of technology? We will seek an answer beyond the idea of technology as tools or instruments. We seek to go to the root of modern man's technological drive by investigating the origins of the modern scientific project. From there we may begin to glimpse what it is that man seeks through technology and the benefits and pitfalls of modern man's technological prowess. How does this technological prowess and frame of mind impact and inform our democratic republic? We will seek clarity of these issues by looking at the thought of Francis Bacon, Rene Descartes, Martin Heidegger, and other more contemporary writers on the challenges technology presents to modern liberal democracy. (4 credits)

POLT 415 SPECIAL TOPICS IN POLITICS
The topics for this seminar vary. They are determined by faculty and students interests. (4 credits)

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. (4 credits)

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. Only upperclassmen are eligible. Permission of the Department Chair must be sought in advance of substantial completion of the internship. (Variable credit)

Politics (B.A.) - Typical Plan

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
POLT 203 American Civilization	4	MATH 110, 120, 150, or 151	4
RETP 101 Rhetoric and Poetics I	4	RETP 102 Rhetoric and Poetics II	4
HIST 101 Western Civilization I	4	HIST 102 Western Civilization II	4
Elementary Foreign Language*	4	Intermediate Foreign Language or Science II with Lab	4
Total	16	Total	16

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
Science I with Lab	4	POLT 202 Comparative Politics	4
POLT 201 Intro to Political Thought	4	General Elective	4
Total	16	Total	16

Junior Year

Fall Semester	Credits	Spring Semester	Credits
POLT 301 American Government	4	Politics Elective	4
POLT 304 Constitutional Law	4	POLT 302 Catholic Political Thought	4
POLT 205 International Relations	4	General Elective	4
General Elective	4	General Elective	4
Total	16	Total	16

Senior Year

Fall Semester	Credits	Spring Semester	Credits
THEO 400 Living in Christ	4	PHIL 300 Metaphysics	4
Politics Elective	4	POLT 490 Senior Seminar	4
General Elective	4	General Elective	4
General Elective	4	General Elective	4
Total	16	Total	16

Psychology

Chair: Dr. Stefanie Morris, Associate Professor of Psychology

The Psychology program seeks to acquire and impart knowledge about the human psyche in terms of both mental processes and human action. To impart this knowledge, the program grounds students in the foundational areas and methodologies proper to the discipline of psychology. Recognizing the overall unity of truth, the study of psychology is carried out in conversation with philosophical and theological insights into the human person. Teachers and students reflect on the relation between the theories of human action and behavior as hitherto developed by psychology and the understanding of the human person in the perennial philosophy and Catholic theology: philosophical wisdom provides a normative standard of judgment concerning the human person; theology completes this wisdom in an explicitly Christ-centered vision. Students develop an understanding of research methodology within the field of psychology to prepare for graduate and professional study in a number of disciplines. The Psychology program curriculum prepares students for professional and graduate study in psychology. High-achieving students will be expected to conduct original research and provide detailed and reflective analysis.

Student Learning Outcomes for the Major in Psychology

Goal 1: Through coursework students will acquire the following: Familiarity with knowledge base in psychology; understanding and application of research methods in psychology; respect and use of critical thinking skills (including ability to evaluate psychological theories in light of an authentic Catholic anthropology); understanding and application of psychological principles to personal, social, and organizational issues; ability to act ethically, respect the value of persons, and reflect the highest values of the discipline of psychology; competence in written, oral, and interpersonal communication skills; and reflection and application of strategies for personal and professional development.

Outcome 1: Knowledge Base in Psychology

Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

Outcome 2: Research Methods

Students will understand and apply basic natural science and human science research methods in psychology, including information competence, research design, data analysis, and interpretation.

Outcome 3: Critical Thinking Skills

Students will cultivate wonder, develop critical thinking, and integrate faith and reason to evaluate psychological theories and to solve problems related to mental processes and behavior, in light of an authentic Catholic anthropology.

Outcome 4: Application

Students will understand and apply psychological principles to personal, social, and organizational issues, with concern for the good of persons and for the common good.

Outcome 5: Values

Students will be able to weigh evidence, abide mystery, act ethically, respect the uniqueness and value of each person within the context of family, society, and culture, and reflect other values of the discipline of psychology consistent with Catholic faith and morals.

Outcome 6: Communication Skills

Students will demonstrate competence in written, oral, and interpersonal communication skills.

Outcome 7: Personal and Professional Development

Students will reflect upon human nature and apply effective strategies for self-mastery, character growth, teamwork, and career preparation in accord with personal and professional vocation.

Required Core Courses in the Natural Sciences

BIOL 201 and BIOL 202; or BIOL 211 and BIOL 212; or BIOL 304 and BIOL 309 (or approved equivalents)

Required Courses for the Major

PSYC 201 Principles and Methods of Psychology
PSYC 205 Foundations of Psychology as a Human Science
PSYC 230 Applied Statistics for Psychology
PSYC 301 Human Development and Learning
PSYC 305 Research Methods and Design
PSYC 317 Psychopathology
PSYC 425 Cognitive Neuroscience
PSYC 490 History and Systems of Psychology: Senior Seminar
Elective Major Courses (three required)

Minor in Psychology

The Minor in Psychology requires PSYC 201, PSYC 205, PSYC 301, PSYC 317, and two Psychology electives.

Course Descriptions

PSYC 201 PRINCIPLES AND METHODS OF PSYCHOLOGY

This course introduces students to psychology as a science and as a useful tool in understanding our own behavior and that of others. Students will understand the main content areas, which include neuropsychology, sensation, perception, cognition, learning, development, abnormal, personality, and social psychology, the scientific method, physiological psychology, evolutionary psychology and behavior genetics, sleeping and dreaming, learning theories, memory and forgetting, cognitive psychology, stress and health, and psychological therapies. Students will make an effort to conceptualize these content areas from the perspective of Catholic teaching and psychology, with supplemental assigned readings throughout. This course is the standard prerequisite for all upper-level PSYC courses.* (4 credits)

PSYC 205 FOUNDATIONS OF PSYCHOLOGY AS A HUMAN SCIENCE

This course guides students in approaching psychology as a discipline within the liberal arts that seeks the truth of the human person from the discipline’s distinctive viewpoint in a way that complements the other disciplines within the Core Curriculum. It thus considers the complementary contributions of natural science and human science methods within psychology, along with the integration of faith and reason as foundational ways of understanding human persons. It offers a framework for analyzing theories of human nature, considering structure, motivation, development, and personality. Students are invited via primary source readings to enter into conversation with representative approaches and figures in the field, including psychoanalysis (Freud), behaviorism (Skinner), humanism (Rogers), existentialism (Frankl), and personalism (Wojtyła). Students become familiarized with personalist ethics and respect for the uniqueness and value of each human person. Prerequisites: PSYC 201*, PHIL 205. (4 credits)

PSYC 230 APPLIED STATISTICS FOR PSYCHOLOGY

This course covers the basics of descriptive and inferential statistics with applications to psychological science. Descriptive statistics topics include frequency distributions, graphs, and measures of central tendency and variability. Inferential statistics topics include standardized distributions, z-scores, probability, sampling distributions, and hypothesis testing. Statistical procedures include t-tests, ANOVA, correlation, regression, and chi-square. Intensive use of statistical software and application of statistics to realistic research questions are key components of the course. Prerequisites: PSYC 201, MATH 110 (minimum grade of C-). (4 credits)

PSYC 301 HUMAN DEVELOPMENT AND LEARNING

This intensive course introduces students to developmental theory and research. The life stages covered during this semester are prenatal, infancy, early childhood, middle and late childhood, adolescence, early adulthood, middle adulthood, late adulthood, aging, and death and dying. The interaction of heredity and environment and their influences on development will be explored. The relationship of Catholic teaching will be routinely integrated into the course material, including Catholic literature on the topic of human growth and development. Also discussed will be the impact of sociocultural contexts (culture, gender, socioeconomic status, race, and ethnicity, etc.) on physical, cognitive, and psychosocial development. 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. Prerequisite: PSYC 201* or MAFS minor. (4 credits)

PSYC 302 EDUCATIONAL PSYCHOLOGY

This course introduces students to psychological theory and research as it applies to education. It emphasizes the psychological approach to learning, including physical, cognitive, social, and moral development as applied to the classroom. Methods of evaluation, transfer, training, developmental patterns of pupils, teacher-student interaction, behavior management, and sociocultural influences are discussed. The philosophical, developmental, and psychological roots of various learning theories and models of teaching are examined. Consideration of Catholic perspectives as they relate to education is encouraged throughout. The course is designed to enable students to prepare for future roles in education and human formation. Cross-listed with EDUC 302. Prerequisite: PSYC 201* or EDUC 201. (4 credits)

PSYC 305 RESEARCH METHODS AND DESIGN

This course provides students with a basic understanding of the research process as it applies to the investigation of problems within the social sciences. Consideration will be given to both natural science and human science, quantitative and qualitative perspectives. Students will learn several techniques and methods employed in conducting research, sampling, measurement, and data analysis. The course emphasizes both the critical evaluation of psychological research, as well as the actual design, administration, and report of students' original research projects. Upon completion of the course, students will have gained expertise in conducting psychological research and interpreting the results. Prerequisites: PSYC 201, PSYC 230 or STAT 230. (4 credits)

PSYC 310 INTRODUCTION TO COUNSELING

This course introduces students to theories and approaches in counseling and psychotherapy, including psychodynamic (psychoanalytic, Adlerian), existential-humanistic (existential, person-centered, Gestalt), cognitive-behavioral (behavioral, cognitive, multimodal), narrative, family systems, and integrative approaches. The didactic portion of the course considers the importance of an authentic understanding of persons, the counselor as person and professional, professional ethics, and evidence-based practice for the treatment of a variety of psychological conditions. Counseling theories will be evaluated from a Catholic perspective of persons, with specific consideration given to promising therapeutic approaches such as affirmation therapy (Baars and Terruwe), character psychology (Allers), logotherapy (Frankl), reality therapy (Glasser), contextual family therapy (Boszormenyi-Nagy), and/or positive psychology (Peterson and Seligman). A significant experiential component offers students an opportunity to learn and practice the interpersonal skills involved in the counseling process. Prerequisite: PSYC 201, PSYC 317. (4 credits)

PSYC 315 PERSONALITY AND CHARACTER

This course introduces students to the psychodynamic, biological, trait, behavioral/cognitive, and humanistic/existential approaches to human personality, along with relevant personality research and assessment methods. The restoration of character and virtue as legitimate psychological topics is recognized within the emerging area of positive psychology. Personality theories and positive psychology will be evaluated in view of Catholic anthropology and the Christian virtue tradition. Prerequisites: PSYC 201, PSYC 205. (4 credits)

PSYC 317 PSYCHOPATHOLOGY

This course provides an overview of the field of abnormal psychology. Emphasis is placed on the study of the history, dynamics, treatment, and types of maladaptive behavior. Content areas include clinical assessment, diagnosis, and treatment; anxiety and stress; mood disorders and suicide; eating disorders; sexual disorders; substance-related disorders, schizophrenia and other severe mental disorders; personality disorders; disorders of childhood and adolescence; and disorders of aging and cognition. Attention will be given to the integration of these content areas and the perspective of the Catholic understanding of the human person. Prerequisite: PSYC 201, PSYC 205. (4 credits)

PSYC 320 SOCIAL PSYCHOLOGY

This course offers a broad introduction to theory, research, and application in social psychology, the scientific study of psychological factors and influences in group behavior. This involves the study of the individual in group situations, and the influence of the social environment on individual behavior and development. Theoretical and applied social psychology are evaluated in view of Catholic anthropology and Christian ethics. Prerequisites PSYC 201* or COMM 200. (4 credits)

PSYC 323 MARRIAGE AND FAMILY PSYCHOLOGY

This course introduces students to psychological theory, research, and practice regarding marriage and family within the context of Catholic personalist thought. Topics considered in this course will include the family life cycle, personality, masculinity and femininity, dating and courtship, marriage preparation, the marriage covenant, marriage enrichment, communication, marital roles, marital sexuality, faith and family, responsible fatherhood and motherhood, and the education of children. Challenges to marriage and family are also considered, including personality problems, pornography, promiscuity, cohabitation, infidelity, domestic violence, abortion, contraception, artificial reproductive technology, separation, and divorce. Psychological perspectives will routinely be considered within the framework of Catholic teaching on marriage and family. Prerequisites: PSYC 201*, PSYC 205, or MAFS minor. (4 credits)

PSYC 330 ORGANIZATIONAL PSYCHOLOGY

This course offers a study of the individual processes and interpersonal relationships of people in organizations. It surveys practical applications of psychology to issues in business, specifically the study of individual and group dynamics and the influence of organizational structures on work behaviors. This course presents the nature of human attitudes and emotions as they relate to workplace effectiveness. Topics include motivation, leadership, decision-making, creativity and communication, performance enhancement, job design, organizational culture, collaboration and change. Students are introduced to organizational psychology research methods, workplace staffing considerations, as well as approaches to training and development. Cross-listed with BUSN 330. Prerequisite: PSYC 201* or BUSN 303 or COMM 200 or MKTG 200. (4 credits)

PSYC 333 VOCATIONAL PSYCHOLOGY

This course introduces students to psychological theory, research, and practice in the area of vocational psychology and career counseling within the context of a Catholic understanding of vocation and work. Topics considered include career planning theory, applications and implementation, the social conditions for pursuing work, and work/life integration. In addition, students engage in human-centered design approaches to discernment and life design. The course considers the relationship of these approaches to the Catholic tradition, with special attention to the universal call to holiness, Ignatian spirituality, and the role of liberal education and leisure within the flourishing life. Prerequisites: PSYC 201, PSYC 205; or MAFS minor. (4 credits)

PSYC 335 CONSUMER PSYCHOLOGY

This course covers the buyer decision process, which serves as a framework for the analysis of how and why products and services are purchased and used, and also considers how marketing strategies of organizations are affected by consumer decisions. The course explores psychological knowledge on consumer insight related to obvious needs and wants, as well as deeper, perhaps unconscious motives that drive human behavior. It considers cognitive and neurological factors that influence the relationship between marketing and purchase behavior, as well as theoretical and technical contributions of psychological science toward prediction of emerging human needs and effective marketing strategy. Ethical implications of this endeavor are evaluated with regard to Catholic social teaching. Cross-listed with MKTG 335. Prerequisite: PSYC 201* or BUSN 303 or COMM 200 or MKTG 200. (4 credits)

PSYC 340 QUANTITATIVE RESEARCH

This course is designed to provide a basic understanding of the methods of quantitative research in psychology, including measurement, study design, and analysis, along with the strengths and limitations of such research. Students are introduced to multiple facets of quantitative research including sampling, measure development, and study design. The course emphasizes both the critical evaluation of psychological research, as well as the actual design, administration, and reporting of students' original research projects. Students read primary sources in quantitative research and learn to develop, propose, evaluate, implement, and present quantitative research. Upon completion of the course, students will have gained skills required to conduct and interpret quantitative psychological research. Prerequisites: PSYC 201, PSYC 205, PSYC 230 or STAT 230, PSYC 305. (4 credits)

PSYC 345 QUALITATIVE RESEARCH

This course is designed to provide a basic understanding of the philosophical foundations, appropriate domains, and strengths and limitations of qualitative research as distinct from quantitative research. Students are introduced to multiple methodologies within qualitative research including existential-phenomenological analysis, grounded theory, and narrative inquiry. The course emphasizes both the critical evaluation of psychological research, as well as the actual design, administration, and report of students' original research projects. Students will be expected to acquire skills required to conduct and interpret qualitative psychological research. Prerequisites: PSYC 201, PSYC 205, PSYC 305. (4 credits)

PSYC 347 WORK, MOTHERHOOD, AND CATHOLIC FAMILY LIFE

This course is an applied seminar on the nature of work in the context of home and family life. All human beings are called to work. It is a right, a duty, a gift, a service and a participation in the work of creation. But the nature of that work in the life of each human being is unique. Along with human relationships, one’s work, in all its forms, is a key element of each person’s sense of purpose and social contribution. This course examines the nature of work through management, economic and psychological lenses built on fundamental philosophical and theological principles. Specifically, we focus on the work choices that women face in service of their social contribution and family life. This seminar examines theory and practice of family life, motherhood and work/family integration. Prerequisite: PSYC 201*. (4 credits)

PSYC 350 HEALTH PSYCHOLOGY

This course studies the psychological and social factors influencing health and the basic psychosocial processes in selected diseases and disabilities, along with presentation of basic medical terminology. Content areas include foundations of health psychology, research in health psychology, biological foundations of health and illness, stress and health, coping with stress, health behavior, health promotion and disease prevention, positive psychology, nutrition and obesity, substance abuse, chronic and life-threatening illnesses (e.g., cardiovascular disease, diabetes, cancer, HIV and AIDS), pain management, treatment seeking and adherence, health care settings and the patient-provider relationship, complementary and alternative medicine, and the present and future of health psychology. Attention will be given to the integration of these content areas and the perspective of the Catholic understanding of the human person. Prerequisite: PSYC 201* or BIOL 250. (4 credits)

PSYC 360 EVALUATION AND TESTING

This course considers the distinction between psychological assessment and testing, and covers a broad range of theories and techniques of psychological measurement. Tests of ability, achievement, aptitude, interests, and personality are studied, as well as uses and limitations of psychological assessment. Content areas include the nature and history of psychological assessment and testing; legal, ethical, and cultural considerations; psychological measurement statistics, norms, reliability, validity, and utility; assessment of intelligence and personality; and applications of psychological assessment within clinical, counseling, educational, forensic, neuropsychological, health, vocational, and organizational settings. Consideration will be given to individualized psychological assessment directed toward an understanding of unique and unrepeatable human persons. Prerequisites: PSYC 201, PSYC 230 or STAT 230. (4 credits)

PSYC 370 SPORT PSYCHOLOGY

This course examines psychological theories and research related to sport and exercise behavior. The course is designed to introduce students to the field of sport and exercise psychology by providing a broad overview of the major topics in the area. Content areas include participation in sport, personality, motivation, arousal and anxiety, reinforcement, team dynamics and cohesion, leadership and coaching, performance improvement, psychological skills training, arousal regulation, imagery, self-confidence, goal-setting, concentration, health and well-being, exercise behavior and adherence, injury and rehabilitation, children and sports, and character development. Attention will be given to the integration of these content areas and the perspective of the Catholic understanding of the human person. Prerequisite: PSYC 201* or EXER 270. (4 credits)

PSYC 415 SPECIAL TOPICS IN PSYCHOLOGY

This course offering considers various special topics within the field of psychology. Prerequisite: PSYC 201, and permission of instructor. (4 credits)

PSYC 425 COGNITIVE NEUROSCIENCE

This course provides an overview of the psychology of knowledge representation, beginning from the foundations of perception, attention, memory, and language to examining concepts, imagery, thinking, decision making, and problem solving. The course addresses findings of neuroscience, cognitive science, and cognitive neuroscience involved in the biological bases of fundamental psychological processes, including sensation and perception, action, memory, language and higher cognition. From a philosophical perspective of profound body-soul unity, the course considers the human brain as a remarkable substrate which facilitates truly human personality, thoughts, emotions, behaviors, and relationships. Prerequisites: PSYC 201, BIOL 201 or BIOL 211 or BIOL 304, BIOL 202 or BIOL 212 or BIOL 309. (4 credits)

PSYC 490 HISTORY AND SYSTEMS OF PSYCHOLOGY: SENIOR SEMINAR

This course traces the history of psychology from its ancient past to its intriguing present, beginning with its philosophical roots in Greek/Roman classicism and medieval scholasticism, through Renaissance ingenuity and Enlightenment ideologies, to its modern scientific foundations and contemporary systems/schools of thought. Throughout, psychology is considered as a fragmented field in search of a unifying paradigm, within which five broad streams of thought might be discerned (biological, empirical, functional, humanistic, idealistic), with a central emphasis on psychological theory, research, and practice (human science, natural science, and applied science). The reciprocal contributions of famous figures within the cultural context of time and place are also highlighted. In pondering persons, the philosophical assumptions underlying the theories are examined in the light of Catholic philosophy and theology. This capstone course also requires completion of the senior thesis research paper and presentation. Prerequisites: PSYC 201, PSYC 205. (4 credits)

PSYC 495 SENIOR INTERNSHIP

This clinical experience involves supervised study and participation in one of various professional service agencies at approved locations. Placement may be in a clinical or applied setting. The purpose is to expose students to the need for trained psychologists and counselors, and to formulate their own educational and professional needs in qualifying for such positions. Didactic seminar and field practicum components are included. Prerequisites: PSYC 201, PSYC 301, PSYC 317, and permission of instructor. (Variable credit; 40 practicum hours per credit hour)

PSYC 497 DIRECTED RESEARCH

This research experience involves supervised study and participation in a research project on an approved topic related to a specific area of emphasis. It requires extensive library and/or field research under the supervision of a faculty member. The purpose is to expose students to the applied research aspect of the field of psychology, and to formulate their own educational and professional needs in qualifying for such positions. Didactic seminar and field practicum components are included. Prerequisites: PSYC 201, PSYC 305, and permission of instructor. (Variable credit; 40 practicum hours per credit hour)

*Please note that the standard PSYC 201 prerequisite may be waived and replaced *only* for certain declared majors or minors taking *only* specific Psychology course(s) required or elective for that major or minor program; in such cases, a specific designated entry-level course within the major or minor serves as the substitute for the PSYC 201 prerequisite. These exceptions (listed below) do *not* apply to students who have not formally declared the relevant major or minor.

Prerequisite Equivalents

Declared Major/Minor	Prerequisite Substitute	Psychology Course(s)
Business Administration major/minor	BUSN 303	PSYC 330/BUSN 330
		PSYC 335/MKTG 335
		PSYC 347/BUSN 347
Catechetics minor	EDUC 201	PSYC 301
		PSYC 302/EDUC 302
Communications major/minor	COMM 200	PSYC 320
		PSYC 330/BUSN 330
		PSYC 335/MKTG 335
		PSYC 347/BUSN 347
Education major/minor	EDUC 201	PSYC 302/EDUC 302
		PSYC 347/BUSN 347
Exercise Physiology major/minor	EXER 270	PSYC 370
Marriage and Family Studies minor	MAFS minor	PSYC 301
		PSYC 323
		PSYC 333
		PSYC 347/BUSN 347
Health Science major/minor	BIOL 250	PSYC 350
Marketing major/minor	MKTG 200	PSYC 330/BUSN 330
		PSYC 335/MKTG 335
		PSYC 347/BUSN 347

Psychology (B.A.) - Typical Plan

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
PSYC 201 Principles Methods Psych	4	MATH 110 (min C-) or MATH 150	4
RETP 101 Rhetoric and Poetics I	4	RETP 102 Rhetoric and Poetics II	4
HIST 101 Western Civilization I	4	HIST 102 Western Civilization II	4
Elementary Foreign Language	4	THEO 105 Sacred Scripture	4
Total	16	Total	16

Sophomore Year

Fall Semester	Credits	Spring Semester	Credits
THEO 205 Sacred Doctrine	4	POLT 203 American Civilization	4
BIOL 201, BIOL 211, or BIOL 304	4	BIOL 202, BIOL 212, or BIOL 309	4
PHIL 205 Nature and Person	4	PSYC 205 Foundations Psych Hum Sci	4
PSYC 230 Applied Statistics for Psych	4	PSYC 305 Research Methods	4
Total	16	Total	16

Junior Year

Fall Semester	Credits	Spring Semester	Credits
PSYC 301 Human Development	4	PSYC 317 Psychopathology	4
Psychology Elective	4	PHIL 206 Ethics	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
PSYC 425 Cognitive Neuroscience	4	PSYC 490 History and Systems	4
Psychology Elective	4	Psychology Elective	4
THEO 400 Living in Christ	4	PHIL 300 Metaphysics	4
General Elective	4	General Elective	4
Total	16	Total	16

Theology

Chair: Dr. Michael Dauphinais, Father Matthew L. Lamb Chair of Catholic Theology
Program Director: Dr. T. Adam Van Wart, Associate Professor of Theology

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 THEO 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: The student 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

LATN 101 Elementary Latin
LATN 102 Intermediate Latin
THEO 105 Sacred Scripture
THEO 205 Sacred Doctrine
THEO 305 Moral Theology (for majors)

Required Courses for the Major

THEO 206 Creation and Grace
THEO 306 Catholic Spirituality or THEO 409 Christian Marriage: Theology of the Body
THEO 307 Sacraments
THEO 309 Christ and His Church
THEO 405 Triune God
THEO 490 Senior Seminar

Elective Major Courses (two required)

Any THEO courses at the 300 or higher

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.

Minor in Catechetics

The Minor in Catechetics seeks to assist students first to a more profound understanding of the Catholic Faith as it is transmitted to us through Sacred Scripture, the living Tradition of the Church and the authentic proclamation of the Magisterium. Second, the concentration also aims to begin to prepare students to work in religious education programs in Catholic schools and parishes as well as assisting with programs designed for college students and youth ministry. Students who have graduated in this concentration can expect that they will be able to fulfill the words of Pope John Paul II in his Apostolic Exhortation *Catechesi Tradendae*: “Every catechist should be able to apply to himself the mysterious words of Jesus: ‘My teaching is not mine, but his who sent me.’” (CT 36; John 7:16).

Required Courses for the Minor in Catechetics

EDUC 201 Educational Foundations
PSYC 301 Human Development and Learning or PSYC 302/EDUC 302 Educational Psychology
THEO 250 Foundations of Catechesis
THEO 350 Catechesis in the Church
Theology Elective in Apologetics (for example, THEO 370 C.S. Lewis: Theological Apologetics)

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. (4 credits)

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, the essential doctrines of the faith, the moral life and the sacraments. Required texts include St. Augustine's *Confessions*. (4 credits)

THEO 206 CREATION AND GRACE
The course engages seminal figures, genres, and texts, representative of particular theological expressions across the history of the Catholic tradition. The course presupposes familiarity with foundational theological principles covered in THEO 105 and THEO 205. The diverse expressions of God's transformation of the cosmos through the mystery of grace is the unifying aspect to the course. A traditional definition of theology is credo ut intelligam, which is to say that the theologian attempts to enter into the received faith with ever-greater understanding. Theology presupposes a deep congruence and complementarity between faith and reason as it attempts, with intellectual vigor, to follow the Psalmist injunction to "seek his face always." Prerequisites: THEO 105, THEO 205. (4 credits)

THEO 250 FOUNDATIONS OF CATECHESIS
Beginning with the early Church and continuing through our own time, this course will explore the nature of catechesis through important catechetical texts which describe the rich tradition of the formation of Christian disciples and the handing on of our Catholic faith through word and sacrament. Because all catechesis is directed toward attaining intimacy with Christ (Catechesi Tradendae 5) and sacramental initiation, the christocentric and ecclesial dimensions of catechesis will be explored and emphasized. Course readings elucidate the dynamic relationship between catechesis, evangelization and conversion. These readings may include the Didache, Apostolic Fathers through Irenaeus, St. Cyril of Jerusalem, Rufinus of Aquileia, and Erasmus of Rotterdam's Catechetical writings. The course culminates in a careful study of the Roman Catechism (Catechism of the Council of Trent) side by side with the modern Catechism. Prerequisites: THEO 105, THEO 205. (4 credits)

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 selections from St. Thomas Aquinas's *Summa theologiae.* This course satisfies the third theology core requirement for students majoring or minoring in theology. Prerequisites: THEO 105, THEO 205, PHIL 206. (4 credits)

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, understood as the human response to God in prayer, action, thought, and culture. The course will provide an overview of the spiritual teachings of the great Doctors of the Church, which may include readings from Saints Paul and John, Augustine, Pseudo-Dionysius, Benedict, Bernard, Bonaventure, Aquinas, Thomas a Kempis, The Cloud of Unknowing, Julian of Norwich, Teresa of Avila, John of the Cross, Francis de Sales, Alphonsus, John Paul II, and Teresa of Calcutta. Prerequisites: THEO 105, THEO 205. (4 credits)

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. Prerequisites: THEO 105, THEO 205. (4 credits)

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. Prerequisites: THEO 105, THEO 205. (4 credits)

THEO 311 THE ABOLTION OF MAN: CHRISTIANITY AND MODERNITY

With C.S. Lewis's influential work as a guide, this course 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 2023-2024 AMU Academic Catalog / 197 period, students gain a critical appreciation of both the intellectual successes and failures that have occurred in modern and postmodern thought. (4 credits)

THEO 312 LOVE, FRIENDSHIP, AND THE FUTURE OF BEING HUMAN

This course's central concern is the understanding of *humanitas* and our capacity for love and friendship in light of contemporary questions, art, and culture. The course will consider both classical and contemporary texts as well as focused inquiry into areas such as gender and identity, artificial intelligence and communication, storytelling and media, biotechnology and family, and dating and courtship. (4 credits)

THEO 315 CATHOLIC SOCIAL TEACHING

A study of the interrelation of ethics, society, and the economy, focusing on the key principles of Catholic Social Teaching. The course examines closely the major papal encyclicals as the major premises of the course. Texts may be from Aquinas and contemporary authors. Magisterial teaching and the theoretical work of these authors will be applied to contemporary social and economic issues. Prerequisites: THEO 105, THEO 205. (4 credits)

THEO 320 CANON LAW

This course is an introduction to Canon Law, the disciplinary law of the Catholic Church, in our case, the law for the Church's Latin Rite. Students will learn the meaning of the 1752 canons in the Code of Canon Law, how to consult the Code when they have legal questions, and how to identify the theological principles and sources of the law of the Church. Special attention will be paid to Books II, III, and IV in the Code, on The People of God, The Teaching Office of the Church , and The Office of Sanctifying in the Church. (4 credits)

THEO 330 MARIOLOGY I

This course will encompass a theological synthesis concerning the person and role of the Blessed Virgin Mary, Mother of Jesus Christ, as contained in Sacred Scripture, Sacred Tradition, and as authoritatively articulated by the Magisterium of the Catholic Church. Meriting particular accentuation will be the four existing Marian dogmas; the fifth Marian Doctrine of Our Lady's Spiritual Motherhood; examples of Contemporary Mariology; the principle expressions of authentic Marian devotion (i.e., Rosary, Scapular, Consecration); the Church's official perspective on Marian Private Revelation, and a historic synthesis of Church approved Marian apparitions. (Variable credit)

THEO 331 MARIOLOGY II

Mariology II, grounded upon the historical, dogmatic, doctrinal, and devotional content presented in Mariology I, expands the theological exploration of Marian truth and love in the life of the Church, with particular emphases in the following areas:

I. The Mariology of the Second Vatican Council: Developments and Controversies;
II. Biblical Mariology: Extended commentaries on Principal Marian Passages;
III. Great Figures in Patristic Mariology;
IV. Great Figures in Medieval Mariology;

V. Great Figures in Modern/Contemporary Mariology;
VI. Contemporary Marian Apparitions: Ecclesial Norms of Evaluation and Updates from the Congregation for the Doctrine of Faith and local diocesan authorities, e.g., Fatima, Medjugorje, Our Lady of America, etc. (Variable credit)

THEO 350 CATECHESIS IN THE CHURCH
The restoration of the Catechumenate after the Second Vatican Council and the beginning of the RCIA process has brought about tremendous renewal in catechesis and has helped to foster adult conversions into the Church. The annual celebration of the awe-inspiring Sacraments of Christian Initiation at the Easter Vigil, and the Rites leading up to this celebration, has become a focal point for catechists everywhere. This course will explore the dynamic nature of the RCIA process with its four stages, and the catechetical methodology that is appropriate to each stage. The course will further explore the nature of post-baptismal catechesis and consider successful pedagogies for the evangelization and catechesis of children, youth, and adults. Special emphasis will be given to the exploration of vibrant diocesan and parish catechetical programs as first fruits of new evangelization. Readings for this course typically include the RCIA Study Edition, Catechesi Tradendae, The Catechism and the General Catechetical Directory. Prerequisites: THEO 105, THEO 205. (4 credits)

THEO 370 C. S. LEWIS: THEOLOGICAL APOLOGETICS
This course immerses students within the theological apologetics depicted in the fiction and non-fiction works of C. S. Lewis, one of the 20th century's great Christian writers. The students will learn to reflect more deeply upon fundamental theological areas of study, such as God, Creation, the Fall, Redemption, Anthropology, Morality, and Eschatology, while also learning to give an account of the Christian faith (cf. 1 Pet 3:15) in the midst of an often uncomprehending and, at times, hostile audience. Attention will be paid to the connection between Lewis' writings and philosophical and theological authors both within and without the Christian tradition. Cross-listed with HUMS 370. Prerequisites: THEO 105, THEO 205. (4 credits)

THEO 390 CATHOLIC BIOETHICS
Students will be taught to identify, understand and apply philosophical, theological and scientific resources as an aid to making sound moral judgments in the bio-medical arena, and then to apply these resources to defend the dignity of the human person and the respect for life from conception until natural death. Students will examine the relationships among ethical principles, professional codes of ethics, and the legal standards as these together influence the practice of health care professionals in the care of the sick and suffering. Drawing upon theological and philosophical resources as the ground of human dignity, students will be equipped to evaluate clinical practices, scientific research, and institutional policies. Based on an authentic Catholic culture and doctrinal commitments, students will be taught to approach life, suffering, healing and death in light of the person, ministry and mission of Jesus Christ. Prerequisites: THEO 105, THEO 205. (4 credits)

THEO 400 LIVING IN CHRIST: MORAL THEOLOGY
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 selections from St. Thomas Aquinas's *Summa theologiae.* Prerequisites: THEO 105, THEO 205, PHIL 206. (4 credits)

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. Prerequisites: THEO 105, THEO 205. (4 credits)

THEO 406 APOSTLES CREED
The course begins with a catechetical review of the Apostles' Creed (R. Knox). After an historical note on the origin of the Apostles' Creed (*An Exposition of the Apostles' Creed*, c. 1), some fundamental theological questions are addressed (*Exposition*, c. 2; J. Pelikan). Third, we proceed to extended commentary on the articles of the creed (*Exposition*, Ratzinger).

Following that, we consider the special role of the first article of the creed for understanding the rest of it (Sokolowski), and conclude with a consideration of the act of faith. After Thanksgiving, there will be a word about the nature of theology. (4 credits)

THEO 409 CHRISTIAN MARRIAGE: THEOLOGY OF THE BODY
This course provides a grasp of the essential elements of the Catholic understanding of marriage; an understanding of the key teachings of Pope John Paul II's Theology of the Body; an increased facility in articulating the Catholic understanding; a capacity to apply these teachings to one's own personal experience; an insight into obstacles in our culture against the Catholic understanding; an ability to argue for the Catholic understanding with sensitivity and compassion; and a sapiential appreciation of the place of the truths about marriage in theology. Prerequisites: THEO 105, THEO 205. (4 credits)

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. Prerequisites: THEO 105, THEO 205. (4 credits)

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. Prerequisites: THEO 105, THEO 205. (4 credits)

THEO 413 AUGUSTINE
This seminar is a systematic engagement with the theology of St. Augustine. We will give special emphasis to Augustine's *early theology*, studying his intellectual appropriation of the Christian faith within the context of his philosophic formation. We will study Augustine's early dialogues and treatises to better understand his doctrine of God and the soul as well as his newfound confidence in the authority of Christ, the Christian Scriptures, and the Catholic faith. We will delve into the final and less studied books of the *Confessions* as well as his great treatise on Christian hermeneutics, *De Doctrina Christiana*. Finally, we will conclude our seminar by engaging a selection of Augustine's expositions on the Psalms, focusing on the ecclesiology that animates his largest work, the *Enarrationes in psalmos*. (4 credits)

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. Prerequisites: THEO 105, THEO 205. (4 credits)

THEO 415 SPECIAL TOPICS
Other theology courses may be offered under Special Topics including, but not limited to, Canon Law, Ascetical and Mystical Theology, Catholic Bioethics, and Apologetics. Prerequisites: THEO 105, THEO 205. (4 credits)

THEO 490 SENIOR SEMINAR
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. Prerequisites: THEO 105, THEO 205. (4 credits)

Theology (B.A.) - Typical Plan

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
THEO 105 Sacred Scripture	4	THEO 205 Sacred Doctrine	4
General Elective	4	MATH 110, 120, 150, or 151	4
RETP 101 Rhetoric and Poetics I	4	RETP 102 Rhetoric and Poetics II	4
LATN 101 Elementary Latin	4	LATN 102 Intermediate Latin or Science II with Lab	4
Total	16	Total	16

Sophomore Year

Fall Semester	Credits	Spring Semester	Credits
PHIL 205 Nature and Person	4	PHIL 206 Ethics	4
THEO 206 Creation and Grace	4	THEO 309 Christ and His Church	4
HIST 101 Western Civilization I	4	HIST 102 Western Civilization II	4
Science I with Lab	4	POLT 203 American Civilization	4
Total	16	Total	16

Junior Year

Fall Semester	Credits	Spring Semester	Credits
THEO 305 Moral Theology	4	THEO 307 Sacraments	4
THEO 306 or 409	4	Theology 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
THEO 405 Triune God	4	THEO 490 Senior Seminar	4
Theology Elective*	4	PHIL 300 Metaphysics	4
General Elective	4	General Elective	4
General Elective	4	General Elective	4
Total	16	Total	16

*Theology electives are any THEO courses at the 300 or 400 level.

Additional Minors and Academic Courses

Minor in Marriage & Family Studies

Program Director: Dr. Stefanie Morris, Associate Professor of Psychology

Pope John Paul II wrote: “Since God’s plan for marriage and the family touches men and women in the concreteness of their daily existence in specific social and cultural situations, the Church ought to apply herself to understanding the situations within which marriage and the family are lived today, in order to fulfill her task of serving” (*Familiaris Consortio).* The interdisciplinary Minor in Marriage and Family Studies aids students by equipping them with analytical skills necessary to understand the situation of the family in the modern world and with practical insight and skills beneficial to the living out of family life. Students from any major may enter this program.

Required Courses

PHIL 310 Philosophy of Love OR PHIL 311 Philosophy of Motherhood
PSYC 301 Human Development and Learning
PSYC 323 Marriage and Family Psychology
THEO 409 Christian Marriage: Theology of the Body

Any two of the following electives

BUSN 250 Personal Financial Planning
BUSN/PSYC 347 Work, Motherhood, and Catholic Family Life
EDUC 201 Educational Foundations
PSYC 333 Vocational Psychology
THEO 415* Catechesis of the Good Shepherd
THEO 415/HUMS 302 Love, Friendship, and the Future of Being Human
Or other courses approved as electives by the program director and Dean of Faculty

*415 is a “Special Topics” code that may be associated with multiple courses; Marriage & Family Study electives with this 415 code must match the course titles listed here.

Minor in Data Analytics

Program Director: Dr. Gabriel Martinez, Associate Professor of Economics; Director of Online Education

The growing field of data analytics is widely recognized as a body of knowledge and skills that is important in almost every employment sector. Ave Maria University offers the Data Analytics Minor as a job-oriented offering in a high-demand skill area. In a field that is constantly changing, the best way to learn is by doing. Moreover, employers are more interested in accomplishments than in labels. Students should have skills and understanding to begin their own analytical projects they will not only stay up on the latest developments in the field but also tailor their learning to primary field-related work. This minor is open to students from any major.

Typical Order of Required Courses for the Minor

CSCI 151 Introduction to Computer Programming
DATA 201 Data Visualization and Business Intelligence
DATA 220 Data Management
DATA 270 Introduction to Descriptive Analytics
Elective, to be chosen from:

CSCI 470 Artificial Intelligence and Machine Learning (requires CSCI 151 and 251 and DATA 201 and 220)
DATA 215 Excel for Data Analysis
DATA 290 Applied Machine Learning
ECON 403 Introduction to Econometrics (requires ECON 201, 202 and STAT 230)

Typical Plan

Students typically take STAT 230 and CSCI 151 in their freshman or sophomore year; DATA 201 and DATA 220 in their junior year; and DATA 270 and the Elective in their senior year. However, some courses can be taken concurrently (see below, or discuss with the program director).

Course Descriptions

DATA 201 DATA VISUALIZATION AND BUSINESS INTELLIGENCE
Develop skills to manipulate datasets and create visualizations and presentations that inform, allow decisions, tell stories, uncover hidden trends. Students will create dashboards that can be added to their portfolio. The course includes an introduction to the types of visualizations, the importance of visual analysis to understand a dataset; tables, databases, queries, views, joins. Students will learn to create reports and dashboards with drill-down ability in Google Data Studio and to use commercial tools for corporate use. Iterative building of a project to visualize the data of a local organization, university department or an interesting dataset available in the internet. Prerequisite: STAT 230. May be taken concurrently. (4 credits)

DATA 215 EXCEL FOR DATA ANALYSIS
Covers how to exploit the power of Excel to answer complex questions through use of functions such as XLOOKUP, INDEX, MATCH, OFFSET, and INDIRECT; time, date, and text functions, SUMIFS, AVERAGEIFS, slicers, and others. The focus is on facing real-world problems and conceptualizing them in a way that can be answered through spreadsheet analysis. While the course is open to students of all majors and does not have prerequisites, it does require a serious commitment to thinking analytically. (4 credits)

DATA 220 DATA MANAGEMENT
Creation of database schemata; practice loading and extracting information using SQL (relational databases) and introduction into noSQL (which includes non-relational databases). The goal of the course is for students to understand the challenges surrounding data storage and access and for students to be equipped with SQL skills to begin loading and pulling data. Prerequisite: STAT 230, CSCI 151. With permission from the program director, may be taken concurrently. (4 credits)

DATA 270 INTRODUCTION TO DESCRIPTIVE ANALYTICS
Introduction to Python, acquisition of datasets, exploratory data analysis, regression models. Intro to GitHub and Kaggle so students can explore and begin their own projects. The goal of the course is for students to get a sense of what questions we can attempt to solve with data and acquire basic skills to begin their own descriptive analytical skills. Prerequisite: STAT 230, CSCI 151. (4 credits)

DATA 290 MACHINE LEARNING AND ARTIFICIAL INTELLIGENCE
Completes the most valuable part of the data life-cycle with the application phase. Introduction to Machine Learning concepts and techniques (like supervised and unsupervised learning, neural networks, and transformers). Covers and applies some of the most popular novel tools, libraries, APIs, and best practices in Machine Learning. Capstone project allows for real-world application of what was learned, as a valuable asset in the student's professional portfolio. Prerequisite: DATA 220, 270. (4 credits)

Pre-law and the 3-3 Partnership with Ave Maria School of Law

Program Director: Dr. Seana McGuire Sugrue, Ambassador Michael Novak Chair of Politics

Law schools seek students who possess a disciplined work ethic and strengths in critical reading and analysis. These qualities are at the heart of an AMU education. Students from all majors are eligible to apply to a school of law. All law school applicants must take the Law School Admission Test (LSAT). Further guidance for students interested in applying to law school is available from the Pre-law advisor, Dr. Seana McGuire Sugrue. The University also sponsors lectures, meetings, and other opportunities for students considering a career in law.

The University enjoys a close relationship with the Ave Maria School of Law in Naples, FL (AMSOL). AMSOL is entirely independent of the University. The University and AMSOL have established a standing agreement and "3-3" partnership. The 3-3 partnership makes it possible for students in select majors at Ave Maria University to complete a Baccalaureate degree from Ave Maria University and a Juris Doctorate from Ave Maria School of Law in six years rather than in seven. Students take courses for three years (96 credits) at Ave Maria University and three years (90 credits) at Ave Maria School of Law. The 3-3 program is accomplished when a student completes the entire undergraduate core curriculum and required major courses at Ave Maria University over the course of the first three years and then successfully completes the first year of courses at Ave Maria School of Law (32/33 hours of course work), which transfer back to Ave Maria University as general electives counting toward the Baccalaureate degree. Recommended 3-3 program majors are Classics and Early Christian Literature, Communications, Global Affairs, History, Humanities, Literature, Politics, Philosophy, and Theology. Students interested in the 3-3 partnership should seek academic advisement from Dr. Seana McGuire Sugrue.

Students of Ave Maria University, who are either third-year students (juniors) participating in the 3-3 partnership or graduating fourth-year students, may be eligible for a scholarship and stipend at Ave Maria School of Law. Students are advised to check with the admissions office of Ave Maria School of Law for further details.

Undergraduates are qualified for admission under the following criteria:
a. Completed at least three (3) years of coursework;
b. Earned a minimum cumulative G.P.A. of 3.40;
c. Scored a 155 or above on the Law School Admission Test (LSAT);
d. Remained in good academic and disciplinary standing; and
e. Met all of the fitness, character, and other criteria for admission required by the Office of Admission of Ave Law.

Pursuant to the agreement between Ave Maria University and Ave Maria School of Law, students who qualify for admission to Ave Maria School of Law and meet or exceed the above admission criteria will receive a full-tuition scholarship. In addition, all students under this program will receive the full stipend amount ($10,000.00) for their first year of law school (1L). Students admitted to Ave Maria School of Law pursuant to this agreement with a full-tuition scholarship will continue for the 2L and 3L years, as long as the student maintains a grade point average at or above the median for their cohort at the end of the academic year.

Ave Maria University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, masters, and doctoral degrees. Ave Maria School of Law is not accredited by Southern Association of Colleges and Schools Commission on Colleges and the accreditation of Ave Maria University does not extend to or include Ave Maria School of Law or its students. Further, although Ave Maria University agrees to accept certain course work from Ave Maria School of Law to be applied toward an award from Ave Maria University, that course work may not be accepted by other colleges or universities in transfer, even if it appears on a transcript from Ave Maria University. The decision to accept course work in transfer from any institution is made by the institution considering the acceptance of credits or course work.

Academic Courses

CORE 100 CEO FORUM: LEADERSHIP, VISION, AND CATHOLIC VALUES

This course examines leadership through direct exposure to highly accomplished Catholic executives and entrepreneurs. The course sponsors guest lecturers from a wide variety of professional and organizational settings and backgrounds. The focus is on key leadership ideas and the ways in which the Catholic faith has guided and informed the guest lecturers through their careers. Enrollment by permission with a 3.2 cumulative GPA. (0 credits)

CORE 101 WESTERN CIVILIZATION AND CULTURE I

This course guides students through the development of Western Civilization from the ancients to the Reformation. Grappling with writers like Plato, Virgil, and Dante, students will investigate Greek, Roman, Medieval, and Renaissance philosophy, literature, art, and history. In examining these Western and Christian traditions, students acquire cultural literacy as they seek to ponder what it means today to be a member of Western Civilization. (4 credits)

CORE 102 WESTERN CIVILIZATION AND CULTURE II

This course guides students through the literary, philosophical, and historical achievements of Western Civilization from the Scientific Revolution to the present. In examining the Western and Christian traditions, students acquire cultural literacy as they seek to answer the perennial question: Who am I? The creation of modern science and philosophy, as well as the development of art and literature, will be introduced to encourage students to grapple with what it means to be a member of Western Civilization. Themes explored include the emergence of the social sciences, the conflict between passion and reason, the creation of identity through group membership and differentiation, and the Christian response to modernity. (4 credits)

FRES 101 GAUDIUM IN VERITATE

In this introductory course, students familiarize themselves with the mission, culture, and community of the University. Students explore the relationship between faith and reason, cultivate intellectual and moral virtues of the Catholic faith, develop career paths in response to local and societal needs, and foster habits and practices necessary to “continue the search for truth and for meaning throughout their lives” (*EEC*, 23). By participating in campus activities and attending events, students are invited into the rich life of Ave Maria University: one that is “animated by the spirit of Christ” (*EEC*, 21). (0 credits)

HONS 101 HONORS

This course offers an intensive introduction to rhetorical history, theory, and practice. Students will engage some of the great works of Western philosophy, theology, and literature (e.g., Plato, Cicero, St. Augustine, and St. Bonaventure) through the lens of rhetoric and will practice the arts of speaking and writing in imitation of these great speakers and writers. Special consideration will be given to the proper use of rhetoric and its ability to form, reform, or deform both individuals and societies. (4 credits)

HONS 401 HONORS CAPSTONE: A LIFE WELL LIVED

The capstone course for Honors students seeks to bring together the fruits of their Catholic liberal arts education through consideration of what constitutes a rich and meaningful life. By engaging with core texts in Catholic theology, classical and modern philosophy, and the great literary works of the Western canon, the course will consider the themes of love, friendship, human excellence, together with the challenges presented to all thoughtful men and women as they navigate the modern world in pursuit of a life lived in keeping with the truth of who we are as human beings and citizens. (4 credits)

HONS 420 HONORS SUMMER STUDY ABROAD

In preparation for the Honors Summer Study Abroad, students will read both primary source material from the location, and important historical, philosophical, literary, and theological texts. The course is to be conducted online for 4 weeks prior to the trip. (4 credits)

SOPH 201 SOPHOMORE SUCCESS I

This practicum coordinates a variety of activities associated with the Sophomore Success Program, typically including, but not limited to, participation in the sophomore orientation, review of strengths-finder assessment in relation to studying and academic plan, development of academic plan and declaration of major, the nature of liberal arts education, oral presentation and rhetoric for academic, graduate and professional school exam preparation, and registration for sophomore-year Spring semester courses. Offered in the Fall semester. (0 credits)

SOPH 202 SOPHOMORE SUCCESS II

This practicum coordinates a variety of activities associated with the Sophomore Success Program, typically including, but not limited to, submission and review of resume, review of strengths-finder assessment in relation to careers, confirmation of academic plan and declaration of major, the benefits of liberal arts education for professional life, oral presentation and rhetoric for professional life, summer jobs, internships, service, research, and registration for junior-year Fall semester courses. Offered in the Spring semester. (0 credits)

The Patrick F. Taylor

Graduate Programs in Theology

Chair and Director of the Ph.D. Program: Dr. Michael Dauphinais, Father Matthew L. Lamb Chair of Catholic Theology
Director of the M.A. Program: Dr. Gerald Boersma, Professor of Theology

Mission

The Patrick F. Taylor Graduate Programs in Theology challenge students to open their minds and hearts to Jesus Christ, our one Teacher, who as Word of the Father illumines all reality. To study Catholic theology on the graduate level is to "learn Christ" (Eph 4:20) in the company of the saints and scholars who over the millennia have contributed to the quest for holiness, knowledge, and wisdom. Guided by a highly qualified faculty, graduate students at Ave Maria University have the opportunity to read deeply in Sacred Scripture, the Church Fathers, and St. Thomas Aquinas. The Theology Department serves the University's mission by offering graduate programs that are faithful to the Magisterium of the Catholic Church and academically rigorous. Over against the fragmentation of theology in contemporary academia, our programs inculcate an appreciation for the unity of theological and philosophical wisdom and the coherence of the truths of the faith. They emphasize a contemplative pattern of study that grounds the student in the tradition of speculative wisdom, with its unified vision of God's creative and redemptive plan. In accord with the University's mission, the graduate programs respond to the needs of Church and society by educating the next generation of Catholic educators.

Graduate Theology Faculty and Staff

Gerald Boersma, Ph.D., Professor of Theology
Fr. Romanus Cessario, S.T.D., Adam Cardinal Maida Professor of Theology
Michael Dauphinais, Ph.D., Father Matthew L. Lamb Chair of Catholic Theology
Fr. Robert Garrity, S.T.D., Associate Professor of Theology
Daniel Lendman, Ph.D., Assistant Professor of Theology
Steven Long, Ph.D., Professor of Theology
Fr. Guy Mansini, S.T.D., Max Seckler Chair of Theology
Roger Nutt, S.T.L., S.T.D., Provost, and Professor of Theology
T. Adam Van Wart, Ph.D., Associate Professor of Theology
Jeffery Walkey, Ph.D., Associate Professor of Theology

Contact Information

Graduate Theology
Ave Maria University
5050 Ave Maria Blvd.
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Dr. Michael Dauphinais, Ph.D. Director: (239) 280-2538
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Email: graduatetheology@avemaria.edu

Residential Graduate Tuition and Fees

Graduate Tuition: $420 per credit or $10,080 for full-time academic year (8 credits per semester)
Technology Fee: $128 per term, $256 per year
Activities Fee: $64 per term, $128 per year
Enrollment Fee: $150 (one time)

Residential Graduate Tuition and Fees for Summer

Graduate Tuition: $420 per credit

Technology Fee: $128 per session
Activities Fee: $64 per session

Online Graduate Tuition and Fees

Graduate Tuition: $420 per credit
Identity Authentication Fee: $43.87 per course
Enrollment Fee: $150 (one time)

Housing and Food

Limited graduate student housing is available near campus. Graduate students may purchase a meal plan or individual meals from the dining facility on campus.

Grading Scale and Quality Points

A	93%	4.0	C	73%	2.0
A-	90%	3.7	F	<73%	0.0
B+	87%	3.3	AU	Audit	
B	83%	3.0	I	Incomplete	
B-	80%	2.7	P	Pass	
C+	77%	2.3	W	Withdrew	

Incompletes will be granted only when circumstances beyond the student's control interfere with timely completion of coursework. An "I" will be changed to an "F" if the coursework is not completed by the last day for submitting grades of the subsequent Fall or Spring semester. The grade of "W"—which does not affect the GPA, but does impact financial aid—is only given when the student withdraws before the last date to withdraw. After that point, a grade of "F" is given. Language proficiency exams are graded on a Pass/Fail basis and do not affect the GPA.

Academic Honor Code

The Ave Maria University Academic Honor Code (above in this Catalog) applies in its entirety to graduate students as well as to undergraduates.

Application for Graduation

Candidates for a M.A. or Ph.D. degree must submit a degree application form and the graduation fee of $249.43 early in the semester in which they intend to graduate. Online Application to Graduate Forms are available from the Registrar's Office. Approvals are required by the program director. Any graduation application received after the published date on the application will incur a fee of $34.65. The university reserves the right to reject graduation applications that were received too late for processing.

Institutional Policies and Procedures

Unless otherwise specified in this Catalog, the undergraduate student life and academic policies and procedures of the University apply to the students enrolled in the graduate programs. This includes, but is not limited to, policies and procedures established by the Offices of Financial Aid, Bursar, Registrar, Student Life, Residence Life, Campus Security, and Library.

Master of Arts (M.A.) in Theology

Student Learning Goal and Outcomes

Goal 1: Graduates of the M.A. Program will be well formed in the theological tradition of the Catholic Church, possess the habit and unified vision of theological wisdom, and either be accepted into doctoral programs or find employment in the Church's pastoral and educational institutions, or similar non-Catholic institutions.

Outcome 1: Students will exhibit a clear understanding of the Catholic Church's approach to Sacred Scripture and familiarity with the Old and New Testaments.

Outcome 2: Students will exhibit a clear understanding of the principles of Catholic moral theology and knowledge of the Church's moral doctrine.

Outcome 3: Students will exhibit a thorough knowledge of Catholic systematic-dogmatic theology and familiarity with classic patristic, medieval, and modern theological texts.

Outcome 4: Students will derive spiritual benefit from the University's sacramental life and retreat opportunities, especially as this bears on their theological formation.

Outcome 5: Students will exhibit the habit and unified vision of theological wisdom.

Admission Requirements and Scholarships

Applicants to the M.A. Program must possess a bachelor's degree and must submit:

1. Academic writing sample of theological or philosophical nature (minimum five pages)
2. Seal-bearing transcripts (from all institutions attended)
3. Completed online application
4. Two letters of recommendation
5. Statement of intent (500 words): brief intellectual autobiography, academic interests and goals, and Christian-ecclesial commitment
6. Description of professional and academic experience
7. TOEFL Score Report from ETS (for international applicant if English is not the first language)

Optional Submission: Official GRE Score Report from ETS

A limited number of merit-based scholarships will be offered to outstanding applicants.

Transfer Credits

Upon approval of the program director, credits may be transferred from similar graduate programs at accredited institutions and applied toward the student's program of study. Graduate students are required to earn 24 graduate credit hours at Ave Maria University to receive a degree from the institution. The student must have received a grade of B- or higher in the course(s) in question for a transfer of credits to be considered. A 'P' or 'Pass' grade from another institution generally will not be awarded credit towards a graduate degree. Total accepted transfer hours are shown on the transcript. Neither transfer credit hours nor grades are used in calculating cumulative grade point averages.

Program Requirements

All required courses and most electives are 4 credit hours each.

1. Twelve total courses (48 credits) of graduate theology courses, maintaining a GPA of 3.0 or higher
2. Seven required courses (28 credits), including THEO 501, THEO 502, THEO 523, THEO 525, THEO 527, THEO 552, and THEO 553
3. Five electives (20 credits), subject to approval of the program director (500-level courses in Theological Latin, Theological Greek, or Theological Hebrew may be taken as electives)

Students are encouraged to take advantage of the sacramental and spiritual life of the University as an integral element in their theological formation.

For all M.A. students who are not in the online M.A. Theology program, the minimum time required for residency at the University is one full academic year. In order to ensure continuity in the student's education, on-campus students must complete the degree within seven years from the beginning of course work, and online M.A. students must complete the degree within ten years from the beginning of course work. If a student transfers from online to on-campus or vice-versa, the time limit is reckoned from the date of original matriculation, not the date of transfer.

Background Courses

Students normally enter the program with some undergraduate coursework in theology and philosophy. Those judged to have significant lacunae in their prior academic formation will be directed to take courses that complement the M.A. curriculum.

However, students respond to God's call to serve the church from many different backgrounds and, thus, may enter the program in-depth prior training in theology. When this is the case, additional courses will be required for that student's individual academic program. Students who have insufficient background in theology as determined by the program director, will take the following background courses, as appropriate, prior to enrolling in the remainder of the required M.A. courses:

1. THEO 500A Principles of Biblical Theology
2. THEO 500B Principles of Dogmatic Theology

These credits will count toward the 48 total credits required for the M.A. degree.

Thesis Track

The Thesis Track is designed to form students specifically in those skills necessary for graduate study at the doctoral level. On-campus students are automatically in the Thesis Track. Online students may elect to participate in the Thesis Track at the approval of the Program Director.

Students on the Thesis Track have the following additional requirements:

1. Latin reading proficiency, demonstrated by the proficiency exam or approved AMU courses (with a grade of B- or higher)*
2. M.A. Thesis (THEO 599), including oral presentation, on an approved topic

*Greek reading proficiency may be substituted if approved by the Program Director

Typical Plan of Study (Thesis Track)

Year One

Fall Semester	Spring Semester
THEO 501 Old Testament	THEO 502 New Testament
THEO 523 Triune God	THEO 525 Christ and His Church
THEO 552 Fundamental Moral Theology*	THEO 527 Sacraments*

Year Two

THEO 553 Systematic Theology and Eschatology	THEO 599 M.A. Thesis
Graduate Theology Elective	Graduate Theology Elective
Graduate Theology Elective	Graduate Theology Elective

*With the approval of the program director, THEO 552 and/or THEO 527 can be deferred to Year Two and replaced with electives. Students who enter the Thesis Track with little or no Latin should take THEO 509 and 510 Theological Latin I and II as electives during Year One.

Conditions of Enrollment

Continuance in the program is subject to faculty review each semester. Students must be in good academic standing (GPA of 3.0 or higher) to continue and to maintain any scholarship or financial aid.

If a student receives a final grade of C- or lower in any course, they will be required to retake the course or, at the program director's discretion, to resubmit selected assignments.

Five-Year Theology B.A. / M.A. Program (4+1)

Ave Maria University offers a 4+1, B.A., M.A. program for undergraduate majors in theology.

Interested students should receive permission to enter the five-year (4+1) program from the director of the M.A. program in theology during their junior year and begin planning their coursework with their advisor at that time. All undergraduate students who want to take any THEO class coded 500 level and above must complete an online Approval Form available from the Registrar's office. Students in the B.A., M.A. five-year program will begin taking graduate-level courses during their junior and senior year. Students are encouraged to complete a minor in Philosophy or Classics by the end of the fourth year, but are still eligible for the five-year program without the minor.

A formal application to the Master's program is to be completed in the fall of the senior year. Students do not become degree-seeking M.A. students until they have been accepted into the M.A. program and have completed their B.A. degree.

The successful completion of the B.A. component of the five-year program includes: the completion of 128 credits of coursework satisfying all Ave Maria University core requirements and course requirements specific to the five-year program by the end of the fourth year of study (with a 16-credit cap on graduate level credits taken before the successful completion of the B.A.). The successful completion of the M.A. component of the five-year program includes: the successful completion of 32 additional credit hours while enrolled at the graduate-level and of requirements specified by the five-year plan (48 total graduate-level credit hours during the 5 years). As a result, students in the five-year program will earn both a B.A. and an M.A. in Theology (classes in bold).

Typical Plan of Study (Five-Year Theology B.A. / M.A. Program (4+1))

Freshman Year

Fall Semester
THEO 105 Sacred Scripture
General Elective
RETP 101 Rhetoric and Poetics I
LATN 101 Elementary Latin

Spring Semester
THEO 205 Sacred Doctrine
MATH 110, MATH 120, MATH 150, or MATH 151
RETP 102 Rhetoric and Poetics II
LATN 102 Intermediate Latin

Sophomore Year

Fall Semester
THEO 206 Creation and Grace
PHIL 205 Nature and Person
HIST 101 Western Civilization I
General Elective***

Spring Semester
THEO 309 Christ and His Church**
PHIL 206 Ethics
HIST 102 Western Civilization II
POLT 203 American Civilization

Junior Year

Fall Semester
THEO 305 Moral Theology
THEO 306 or THEO 409
Science with Lab
General Elective

Spring Semester
THEO 307/THEO 527 Sacraments**
PHIL 300 Metaphysics
General Elective
General Elective

Senior Year

Fall Semester
THEO 405/523 Triune God**
THEO 501 Old Testament
General Elective
General Elective

Spring Semester
THEO 490 Senior Seminar
THEO 502 New Testament
General Elective
General Elective

Fifth Year

Fall Semester
THEO 552 Fundamental Moral Theology
THEO 553 Systematic Theology and Eschatology
Graduate Theology Elective (or THEO 509)
Graduate Theology Elective

Spring Semester
THEO 599 M.A. Thesis
THEO 525 Christ and His Church
Graduate Theology Elective (or THEO 510)
Graduate Theology Elective

*Students in the five-year M.A. program have a 16 credit cap on graduate level credits before graduating with a B.A.

**Note that students may take THEO 309 at the MA level as THEO 525 in their junior or senior year instead of taking THEO 307 or 405 at the MA level. If THEO 309 is taken in the sophomore year, it may not be taken at the MA level.

***Students are encouraged to take LATN 203 in the fall of sophomore but are still eligible for the five-year program without this course.

Doctor of Philosophy (Ph.D.) in Theology

Student Learning Goal and Outcomes

Goal 1: Graduates of the Ph.D. Program will be conversant in the Catholic theological tradition, will possess the skills needed to do specialized research, writing, and teaching in the speculative disciplines of biblical, moral, or systematic theology, will possess the habit and unified vision of theological wisdom, and will obtain faculty positions in Catholic or non-Catholic institutions of higher education.

Outcome 1: Doctoral candidates will exhibit a suitable level of reading proficiency in Latin, Greek, and one modern language (French, German, or Italian).

Outcome 2: Doctoral candidates will exhibit an authentically Catholic approach to biblical exegesis and the ability to draw upon Scripture in their theological work.

Outcome 3: Doctoral candidates will exhibit both breadth and depth of learning in patristic, medieval, and modern theological texts.

Outcome 4: In their theological work, doctoral candidates will demonstrate the sapiential unity of theology and the dialectic of ancients and moderns.

Outcome 5: Doctoral candidates will draw upon contemporary scholarly literature with facility, engage it judiciously, and cite it properly.

Outcome 6: Doctoral candidates will write lucidly and argue cogently, using grammar and diction suitable for academic publication.

Admission Requirements and Financial Aid

Applicants to the Ph.D. Program must possess an M.A. in Theology or a related discipline (such as Philosophy or Classical Languages) and should have completed at least 12 credits of undergraduate or graduate coursework in philosophy. They must submit:

1. Official GRE Score Report from ETS
2. Seal-bearing transcripts (from all institutions attended)
3. Completed online application with $50 application fee
4. Three letters of recommendation
5. Statement of intent (1500-words): intellectual autobiography, academic/research interests and goals, and Christian-ecclesial commitment
6. Description of professional and academic experience
7. Academic writing sample of theological or philosophical nature (minimum 8 pages)
8. TOEFL Score Report from ETS (for international applicant if English is not the first language)

Those accepted into the program may be offered a tuition scholarship and/or stipend for research/teaching assistantships. Regardless, all students must pay the technology fee, the activities fee, and the graduation fee.

Transfer Credits

Upon approval of the program director, a maximum of 24 graduate credits may be transferred from similar programs at accredited institutions. The student must have received a grade of B- or higher in the course(s) in question for a transfer of credits to be considered. A 'P' or 'Pass' grade from another institution generally will not be awarded credit towards a graduate degree. Total accepted transfer hours are shown on the transcript. Neither transfer credit hours nor grades are used in calculating cumulative grade point averages.

Program Requirements

1. Twelve doctoral-level theology courses (48 credits), maintaining a GPA of 3.0 or higher:
    a. Four courses (16 credits) in candidate's major (systematic or moral)
    b. Three courses (12 credits) in candidate's minor (biblical, systematic, or moral)
    c. Two courses (8 credits) in the remaining area (biblical, systematic, or moral)
    d. Required colloquia (8 credits): THEO 691 Ancients, THEO 692 Moderns
    e. One additional course (4 credits)

2. Reading proficiency in Latin, Greek, and one modern language (French, German, or Italian), demonstrated by proficiency exams or approved AMU courses (with a grade of B- or higher)

3. Successful completion of oral and written comprehensive exams

4. Successful defense of an approved dissertation

Candidates who are judged to have significant lacunae in their prior academic formation in theology or philosophy will be directed to take courses that complement the Ph.D. curriculum.

Plan of Study

The above requirements are normally to be completed during a four-year residency, as follows:

Years One and Two
Complete all required coursework and language proficiency courses or exams. By the end of Year Two, schedule comprehensive exams with approval of the director. Fulfill all assigned research and teaching assistantship requirements.

Year Three
Register for THEO 699: Residential Research and Dissertation (1 credit). Continue to fulfill all research and teaching assistantship requirements, typically teaching one undergraduate course in one semester and being a TA in the other. Complete comprehensive exams and submit dissertation proposal for approval.

Year Four
Register for THEO 699. Continue to fulfill all research and teaching assistantship requirements, typically teaching one undergraduate course per semester. Complete and defend the dissertation.

Candidates for a Ph.D. degree must submit a degree application form and the graduation fee early in the semester in which they intend to graduate. Online Application to Graduate Forms are available from the Registrar's Office. Approvals are required by the program director. All graduation applications received after the published date on the application will incur a fee of $34.65. The university reserves the right to reject graduation applications that were received too late for processing.

Terms of the Residency

Throughout the residency candidates are expected to maintain full-time status and to devote themselves to studies as to a full-time occupation. They are encouraged to take advantage of the sacramental and spiritual life of the University as an integral element in their theological formation.

If the dissertation has not been successfully defended by the last day of August following Year Four, the candidate will need to register for THEO 698: Non-residential Research and Dissertation, and pay tuition (1 credit hour) and any applicable fees, for each subsequent semester, in order to remain enrolled in the program until the dissertation has been successfully defended. The faculty is under no obligation to accept for defense any draft of a dissertation submitted more than eight years after matriculation.

Continuance in the Program and Leaves of Absence

Continuance in the program is subject to faculty review each semester.

At the minimum, candidates must maintain good academic standing (GPA of 3.0 or higher). If a candidate receives a final grade of C+ or lower in any course, they will be required to retake the course or, at the program director's discretion, to resubmit selected assignments. A candidate who receives two or more grades of C+ or lower in a single academic year will be discontinued from the program.

If personal circumstances require the interruption of studies, the student should inform the program director immediately and must apply for a leave of absence. At the director's discretion, a leave may be granted for a fixed period. A student who interrupts studies without an approved leave of absence is considered to have withdrawn from the program and must reapply if they wishes to return.

Course Descriptions

THEO 500A PRINCIPLES OF BIBLICAL THEOLOGY

This course serves as a graduate-level introduction to the Catholic Bible. 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 includes the principles of Catholic exegesis as set forth definitively by *Dei Verbum* and the *Catechism of the Catholic Church* and also undertakes a careful reading of large segments of the Old and New Testaments, with an emphasis on the unity of Scripture. This course is only offered in an online modality. (4 credits)

THEO 500B PRINCIPLES OF DOGMATIC THEOLOGY

This course serves as a graduate-level introduction to Catholic theology. Complementing the scriptural foundation of the required course in Sacred Scripture, this course is an introduction to dogmatic Catholic theology. The course includes study of biblical texts, patristic authors, St. Thomas Aquinas, the teachings of the councils and the magisterium of the Catholic Church, as well as contemporary theologians. Attention will be given to philosophical considerations, natural and divine revelation, the modes of transmission of divine revelation, the essential doctrines of the faith, the moral life, and the sacraments. This course is only offered in an online modality. (4 credits)

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. (4 credits)

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. The course fosters a seamless integration of exegesis, theology, and contemplation. (4 credits)

THEO 509 THEOLOGICAL LATIN I
This course provides an opportunity for motivated students with little or no prior study of Latin to move rapidly but thoroughly through the forms and grammatical principles of the language. It also provides a comprehensive review for students with two years of Latin at the high school level. It is recommended for undergraduate students who intend to major in Classics. (4 credits)

THEO 510 THEOLOGICAL LATIN II
This course is a continuation of THEO 509. It completes the study of all major grammatical constructions and introduces the student to the reading of longer, continuous Latin texts from the classical period. It is designed for students intending to continue the study of Latin at an advanced level. Prerequisite: THEO 509. (4 credits)

THEO 513 THEOLOGICAL GREEK I
This course equips the student with the basic grammatical rules and elementary vocabulary needed to read Classical, Biblical, and Patristic Greek texts, thereby providing the foundation for scholarly exegetical study of both the Bible and Greek Fathers of the Church. (4 credits)

THEO 514 THEOLOGICAL GREEK II
This course deepens the student’s training in the grammar and vocabulary of Classical, Biblical and Patristic Greek. Further and more extensive readings in Greek philosophical and theological texts are provided. Prerequisite: THEO 513. (4 credits)

THEO 515 THEOLOGICAL HEBREW I
The student will master the writing system and pronunciation of Classical Biblical Hebrew, the morphology of nouns, adjectives, and regular verbs (Qal, Niphal, Piel, Pual, and Hithpael stems), and the basics of clause-level prose syntax, and will also memorize (for Hebrew to English recall) approximately 275 vocabulary items (Ross, *Introducing Biblical Hebrew*, lessons 1-28). (4 credits)

THEO 516 THEOLOGICAL HEBREW II
The student will master the morphology of regular and irregular verbs in the various stems, will memorize (for Hebrew to English recall) 165 new vocabulary items from Ross, Introducing Biblical Hebrew, lessons 29-40 (while retaining the vocabulary from lessons 1-28), and will translate prose narrative passages from Genesis (lessons 41-50). (4 credits)

THEO 519 ADVANCED BIBLICAL GREEK READINGS
For students who have taken at least two semesters of Greek (biblical or classical), this course involves the grammatical analysis and translation of relatively challenging texts from the Greek New Testament and the Septuagint. In order of priority, the course focuses on morphology, syntax, and vocabulary. Matters of textual criticism and of the relationship between grammar, exegesis, and theology are dealt with in passing. The main goal of the course is to serve the Graduate Theology

Programs by enabling the student to read the Greek text of the New Testament and the Septuagint with greater facility. (4 credits)

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. (4 credits)

THEO 523 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. (4 credits)

THEO 524 CREATION, PROVIDENCE, SIN
This course is a scientific investigation into the nature and interrelation of the doctrines of creation, providence, and sin in relation to the vocation of the human person and in the light of Christian revelation. Drawing on conciliar documents, classics of Christian thought, and the writings of John Paul II, special attention is given to the prominent role of the doctrine of creation within Catholic theology and its importance for Christian anthropology. The philosophical hermeneutics of the teaching of Vatican I regarding the natural knowability of the existence of God and the classical Christian metaphysics to which the Council fathers adverted; contemporary questions regarding this teaching; the nature 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 in the light of the formal doctrinal hylomorphism of the Council of Vienna; the nature of the divine Providence; the nature of sin; and the deep theological questions regarding the interrelation of Providence, Predestination, freedom, and sin, are considered in this course. (4 credits)

THEO 525 CHRIST AND HIS CHURCH
This course studies the Church as the universal sacrament of salvation. The nature of the Church as revealed in its founding by Christ, the status of the Church as the body of Christ, the role of the Holy Spirit in the life of the Church, and the visible hierarchical structure of the Church rooted in succession from the apostles and the Petrine ministry will be studied in light of the important patristic, medieval, papal, and conciliar teachings. Special consideration will be given to the teaching authority of the Magisterium of the Church and the teaching of the Second Vatican Council on the Church. (4 credits)

THEO 527 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. Course readings will include Sacred Scripture, magisterial documents, especially the decrees of the Council of Trent, select Fathers and Schoolmen, the tertia pars of Aquinas’s *Summa theologiae*, and recent contributions to the field of sacramental theology. (4 credits)

THEO 530 MARIOLOGY I

This course will encompass a theological synthesis concerning the person and role of the Blessed Virgin Mary, Mother of Jesus Christ, as contained in Sacred Scripture, Sacred Tradition, and as authoritatively articulated by the Magisterium of the Catholic Church. Meriting particular accentuation will be the four existing Marian dogmas; the fifth Marian Doctrine of Our Lady's Spiritual Motherhood; examples of Contemporary Mariology; the principle expressions of authentic Marian devotion (i.e., Rosary, Scapular, Consecration); the Church's official perspective on Marian Private Revelation, and a historic synthesis of Church approved Marian apparitions. (Variable credit)

THEO 531 MARIOLOGY II

Mariology II, grounded upon the historical, dogmatic, doctrinal, and devotional content presented in Mariology I, expands the theological exploration of Marian truth and love in the life of the Church, with particular emphases in the following areas:

I. The Mariology of the Second Vatican Council: Developments and Controversies;
II. Biblical Mariology: Extended commentaries on Principal Marian Passages;
III. Great Figures in Patristic Mariology;
IV. Great Figures in Medieval Mariology;
V. Great Figures in Modern/Contemporary Mariology;
VI. Contemporary Marian Apparitions: Ecclesial Norms of Evaluation and Updates from the Congregation for the Doctrine of Faith and local diocesan authorities, e.g., Fatima, Medjugorje, Our Lady of America, etc. (Variable credit)

THEO 533 AUGUSTINE

This seminar is a systematic engagement with the theology of St. Augustine. We will give special emphasis to Augustine's *early theology*, studying his intellectual appropriation of the Christian faith within the context of his philosophic formation. We will study Augustine's early dialogues and treatises to better understand his doctrine of God and the soul as well as his newfound confidence in the authority of Christ, the Christian Scriptures, and the Catholic faith. We will delve into the final and less studied books of the *Confessions* as well as his great treatise on Christian hermeneutics, *De Doctrina Christiana*. Finally, we will conclude our seminar by engaging a selection of Augustine's expositions on the Psalms, focusing on the ecclesiology that animates his largest work, the *Enarrationes in psalmos*. (4 credits)

THEO 534 APOSTLES CREED

The course begins with a catechetical review of the Apostles' Creed (R. Knox). After an historical note on the origin of the Apostles' Creed (*An Exposition of the Apostles' Creed*, c. 1), some fundamental theological questions are addressed (*Exposition*, c. 2; J. Pelikan). Third, we proceed to extended commentary on the articles of the creed (*Exposition*, Ratzinger). Following that, we consider the special role of the first article of the creed for understanding the rest of it (Sokolowski), and conclude with a consideration of the act of faith. After Thanksgiving, there will be a word about the nature of theology. (4 credits)

THEO 535 CANON LAW

This course is an introduction to Canon Law, the disciplinary law of the Catholic Church, in our case, the law for the Church's Latin Rite. Students will learn the meaning of the 1752 canons in the Code of Canon Law, how to consult the Code when they have legal questions, and how to identify the theological principles and sources of the law of the Church. Special attention will be paid to Books II, III, and IV in the Code, on The People of God, The Teaching Office of the Church, and The Office of Sanctifying in the Church. (4 credits)

THEO 541 THE ABOLITION OF MAN: CHRISTIANITY AND MODERNITY

With C.S. Lewis's influential work as a guide, this course 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 2023-

2024 AMU Academic Catalog / 197 period, students gain a critical appreciation of both the intellectual successes and failures that have occurred in modern and postmodern thought. (4 credits)

THEO 542 LOVE, FRIENDSHIP, AND THE FUTURE OF BEING HUMAN
This course's central concern is the understanding of *humanitas* and our capacity for love and friendship in light of contemporary questions, art, and culture. The course will consider both classical and contemporary texts as well as focused inquiry into areas such as gender and identity, artificial intelligence and communication, storytelling and media, biotechnology and family, and dating and courtship. (4 credits)

THEO 552 FUNDAMENTAL MORAL THEOLOGY
Most contemporary Protestant and Catholic presentations of moral theology count Thomas Aquinas as a primary source. And yet the majority of these presentations lack the balance and comprehensiveness of Aquinas' synthesis precisely because they neglect vital aspects of it. To help students develop a sapiential vision of moral theology, this course provides an introduction to the account of the moral life and its relation to human flourishing presented in Aquinas' s *Summa theologiae*. The course also examines the work of a number of contemporary thinkers who turn to Aquinas for assistance in thinking about some of the most pressing moral questions of our own day. (4 credits)

THEO 553 SYSTEMATIC THEOLOGY AND ESCHATOLOGY
This course provides an overview of the sapiential character of theology. It draws upon biblical, patristic, scholastic, and contemporary efforts to integrate the quests for wisdom and holiness with those for science and scholarship in the two millennial tradition of Catholic systematic reflections on the truth of the Catholic faith. The theoretical understanding of the whole of theology as subaltern to God and the Blessed in St. Thomas Aquinas is related to the importance of relating history to eternity. In this context eschatology is studied with reference to the theological reflections of Joseph Ratzinger on the teachings of the Bible, the Fathers, Schoolmen, and contemporary issues. (4 credits)

THEO 591 COLLOQUIUM ON THE ANCIENTS
The dialectic operative in modern and contemporary cultures and in the academy can only be adequately addressed through the careful study of the ancient philosophers and theologians. The importance of both contemplative (*theoria*) and practical (*phronesis*) wisdom was foundational for ancient thinkers. Consequently, they insisted that the study of metaphysics and ethics should guide the speculative and practical sciences in their efforts to assist man's living the good life. However, the great Greek and Latin philosophers could not adequately explain why so few live by what is highest in them, namely, their reason. They subsequently tended to ascribe this failure to something in human nature. By contrast, the Greek and Latin fathers recognized how faith in God's creation, the fall, and man's redemption by the Incarnate Word of God enlightened reason. The fathers understood that sin and disordered desire were not part of created human nature but a result of a sinful rejection of friendship with God, a proud desire to be like God. Readings will be chosen to explore how naturally acquired and supernaturally infused wisdom come together in the developments of the Biblical Word of God, the doctrinal concerns of the fathers that the Word of God is true, and the speculative interests of the medieval schoolmen in showing how the true Word of God both enlightens human reason and is intelligible in the divinely revealed teachings of the Catholic faith. (Variable credit; may repeat for credit)

THEO 592 COLLOQUIUM ON THE MODERNS
Following upon THEO 591/691, this course studies the momentous shift from wisdom to power that Machiavelli initiated and the fateful consequences this has had on all modern cultures. In the modern classics treated in this course one encounters ever more fateful rejections of the pre-modern philosophical and theological traditions' shared understanding of reason as what is highest and most divine in man. The modern authors studied here characteristically view reason as a tool that allows man to impose his will upon things. As such, the wisdom, both human and divine, of the ancients is routinely dismissed as empty utopianism. Gone is the attunement of the human mind to the whole in metaphysics; gone is the retention of high intellectual and moral standards of excellence despite the frequent occurrence of human failings; gone is the

acknowledgement of the integrity and intelligibility of the divinely created whole; gone is respect for the teleological ordering of nature. In their place, the emancipated human will is increasingly seen as the measure of all things. At the same time, there are genuine achievements that also occur in the modern period. For example, the achievements of modern science flatly contradict the nihilism and relativism embraced by Nietzsche and Heidegger. Thus, this course ends by examining contemporary Catholic thinkers who seek to rekindle our awareness of reason as what is highest and most divine in us: Pope John Paul II reasserting the importance of reason, metaphysics, and the light of faith; Pope Benedict XVI rescuing eros thanks to charity and calling attention to the Hellenic patrimony intrinsic to Christian and Catholic traditions. At the dawn of the third millennium of Catholicism it is imperative that theologians set out to integrate science and scholarship with wisdom and holiness. (Variable credit; may repeat for credit)

THEO 595 SPECIAL TOPICS
With the approval of the program director, courses may be offered on special topics. (4 credits)

THEO 597 DIRECTED READINGS
With the approval of the program director, students may register for a course of independent study in a particular area under the direction of a professor. (4 credits)

THEO 599 M.A. THESIS
Prepares and guides the student in the research and writing of the required M.A. thesis. (4 credits)

THEO 605 SCRIPTURE AND THE MYSTERY OF ISRAEL
Among the “divinely revealed realities” to which the Old Testament refers (*DV* § 11), the historical people of Israel itself constitutes a *mysterium*. 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* § 53), including a selection of the following: Israel’s adoptive sonship and the revelation of 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. (4 credits)

THEO 609 BIBLICAL HEBREW EXEGESIS
Advanced study in Biblical Hebrew and practice in original-language exegesis of the Old Testament. Passages are chosen with an eye toward the candidate’s dissertation research. Typically offered as a directed study unit. Prerequisites: THEO 515, THEO 516. (4 credits)

THEO 610 BIBLICAL GREEK EXEGESIS
Advanced study in Biblical Greek and practice in original-language exegesis of the New Testament. Passages are chosen with an eye toward the candidate’s dissertation research. Typically offered as a directed study unit. Prerequisites: THEO 513, THEO 514. (4 credits)

THEO 617 PAUL’S CAPTIVITY EPISTLES
This course offers an in-depth and advanced-level reading of Paul’s letters to the Ephesians, Philippians, Colossians, and to Philemon. Introductory attention is given to reading the letters according to their genre and historical contexts, and how such reading should serve theological study through a hermeneutic of faith. Detailed reading of each letter is theologically oriented, focusing especially on Christology, Soteriology, Ecclesiology, and Ethics. (4 credits)

THEO 618 CHRIST IN THE GOSPELS

This course investigates the four canonical Gospels, with a particular focus on their depiction of the person of Christ through his deeds and teachings. Introductory attention is given to Gospels generally and overviews each Gospel in particular, and an integration of patristic-medieval reading strategies with modern exegetical insights is modeled throughout. Specific attention is devoted to the Gospels' depiction of Christ through Old Testament allusions, Christ's miracles, teachings, passion and resurrection. (4 credits)

THEO 620 APOSTOLIC FATHERS

The corpus of writings referred to as the Apostolic Fathers, which were composed in the first and second centuries, provide a unique window into a fascinating early period in the Church's development, constitute an important theological link between the New Testament and the patristic writings, and witness to the zeal and sanctity of three great bishops: Clement of Rome, Ignatius of Antioch, and Polycarp of Smyrna. This seminar will inquire especially into two dimensions of these texts: their approach to and interpretation of Scripture, and their presentation of the historical economy of redemption. (4 credits)

THEO 621 *PREAMBULA FIDEI* AND 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. (4 credits)

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 thinkers such as St. Thomas Aquinas, John Henry Newman, Yves Congar, and Alasdair MacIntyre will be examined to elucidate the tradition of Catholic theological inquiry. Students will seek to enter fruitfully into the contemporary discussion about the foundations of theology operating within a tradition. (4 credits)

THEO 628 THEOLOGY AND POSTMODERNISM

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. (4 credits)

THEO 630 PATRISTIC EXEGESIS OF ST. PAUL

We will begin with an intensive study of St. Paul's epistles in the New Testament (in English). Then we will read Patristic exegesis of Paul's letters, focusing on Romans and Galatians. Origen (185-254) stands at the fountainhead of Catholic interpretation of Paul. He was considered by St. Jerome (347-419) to be the master exegete of Paul's mind. St. John Chrysostom's exegesis of Paul was formative for the Greek orthodox tradition and left behind a significant legacy in the West as well. Finally, St. Augustine's synthesis of Pauline theology will be engaged. (4 credits)

THEO 631 ST. AUGUSTINE'S *DE TRINITATE*

The purpose of this seminar is to study St. Augustine's *De Trinitate*, 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 as imago Dei demand the movement from our descriptive categories of God to the Triune God as revealed Father, Son, and Holy Spirit. A reading knowledge of Latin is strongly recommended. The seminar will look *back* to the classical philosophical and theological traditions on which Augustine's theology builds and *forward* to the influence of his work on subsequent Trinitarian theology. The seminar will also engage with contemporary scholarship and debate that draws (and distinguishes itself from) Augustine's Trinitarian theology. (4 credits)

THEO 632 ST. AUGUSTINE'S *DE CIVITATE DEI*

The purpose of this seminar is to study St. Augustine's major theo-political treatise, *De civitate Dei*. Augustine describes this work as his *mangnus opus et ardum*. The aim of the *City of God* is to illumine the complex relation between the temporal order and the Christian faith. Augustine does so in the political context of the Roman Empire, but the claim is universal: Christianity constitutes a *societas*, a *populus*, a *civitas*, which radically transcends all and every political order. In the first ten books of *De civitate Dei* Augustine advances a polemical critique of Pagan religion and philosophy and in the subsequent twelve books he undertakes a defense of the City of God in relation to the earthly city. *De civitate Dei* is the fountainhead of political theology in the Western tradition. Those enrolled as citizens of the heavenly city must grapple with the responsibilities and loves owed to the earthly city in which they are pilgrims. With encyclopedic scope, Augustine engages with historical, political, philosophical, and theological themes from the vantage point of Christian revelation. In this seminar we will systemically read and discuss the twenty-two books of the *City of God* as well accompanying literature. A reading knowledge of Latin is recommended. The seminar will also engage with contemporary scholarship and debate that draws (and distinguish itself from) Augustine's political theology. (4 credits)

THEO 634 THOMAS AQUINAS AND THOMISM

An investigation of the central doctrines of the Angelic Doctor and their reception, especially in recent times. 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. Students will engage contemporary Catholic and Protestant programmatic readings of Aquinas. (4 credits)

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*. The course will focus in particular on Aquinas's theology of Christ's Cross and on his theology of the Eucharist. In addressing these topics, however, a wide range of questions from the tertia pars will be discussed. Topics to be treated include the Incarnation, the Blessed Virgin Mary, the Old Law and New Law of grace, Israel and the Mystical Body, eschatology, the sacraments in general, the theology of sacrifice, charity and the Eucharist, transubstantiation, and the liturgy. Earlier theologians such as St. Anselm, Abelard, and St. Bernard will also be briefly discussed, along with relevant secondary literature on Aquinas's theology. (4 credits)

THEO 637 NOMINALISM AND VOLUNTARISM: THE ECLIPSE OF THEOLOGICAL WISDOM

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. (4 credits)

THEO 641 THE CHARITY OF CHRIST

The charity of Christ is the key to understanding not only how he delivered himself to suffering and death, but also why his suffering and death effect our salvation. Its importance, therefore, both in the execution of the divine plan and for understanding that plan cannot be overestimated. St. Thomas provides an account of Christ's charity that is unsurpassably clear, marvelously complete, speculatively satisfying, and practically moving. This may sound strange, since he devotes not even one question to it in the great *Summa*. If he has remarkably little to say at any length and *ex professo* about Christ's charity, however, he has lots and lots to say about charity just as such. So, we read what he says about the passion of Christ looking back to the *Secunda secundae*. We read what he has to say about charity in the *Secunda secundae* forward to what he says about the life of Christ in the *Tertia*. Of course, there are also things to consult in the commentaries on Scripture and in the commentary on *The Divine Names* of Denys the Areopagite. The monographs of Dominic Legge and Joel Matthew Wallace (in part) will help us out. (4 credits)

THEO 642 THE DEVELOPMENT OF DOCTRINE

The development of doctrine is formally a topic in fundamental theology: it addresses the question of how tradition works, or in other words, it addresses the question of how the deposit of revelation once commended to the apostles is preserved, without diminishment and without addition, from generation to generation. Though the reality of development was acknowledged anciently by Vincent of Lérins and by scholastic theories of the virtually revealed, it attracted sustained attention only with the advent of modern historical studies, which drew greater attention to the differences in the conceptual presentation of the gospel across the ages and the emergence of doctrines seemingly unknown to the apostles, such as those of original sin or of purgatory or of transubstantiation, and was not addressed with the requisite historical erudition and psychological sophistication until John Henry Cardinal Newman's *An Essay on the Development of Christian Doctrine* (1845, 1878). The reception of Newman, however, has been controverted and complex. The course begins with Newman, passes on to the period of Modernism, in which his thought was variously received and contested, recalls the reviviscence of the scholastic approach in F. Marin-Sola, considers how certain of the "greats" treated the issue in mid-twentieth century—de Lubac, Rahner, Schillebeeckx—and concludes with Congar's reception of Newman especially as shaped up by Andrew Meszaros. (4 credits)

THEO 643 SACRAMENTAL THEOLOGY

The seminar pursues historical, dogmatic, and systematic aims. Historically, we will read a relatively comprehensive introduction to 2000 years of sacramental theology, *The Oxford Handbook of Sacramental Theology*. Dogmatically, both the Tridentine teaching and the teaching of the Second Vatican Council will be presented. Systematically, the seminar privileges the achievement of St. Thomas Aquinas as understood by T. J. White and B.-D. de La Soujeole. Because the historical scope of the seminar embraces Protestantism, and because many of the contributors to the *Handbook* are Protestant, there is a natural tendency in the *Handbook* to focus on Baptism and the Eucharist. There is in this way an invitation to focus on ecumenical issues. But seminar papers are not restricted to this, nor to Baptism and the Eucharist. (4 credits)

THEO 644 CATHOLIC THEOLOGY IN THE 20TH CENTURY

The point of departure for the seminar's work is the controversy over *la nouvelle théologie*, with the exchange of views between J. Daniélou and H. de Lubac, on the one hand, and M. Labourdette and J.-H. Nicolas, on the other, and the issues surfaced thereby: Catholic theology's reception of historical critical method; its reception of contemporary philosophical thought and cultural movements; *ressourcement* (biblical, patristic, liturgical); the place of Thomas Aquinas in Catholic theology; the nature of theology as a "science." The seminar then turns to four figures. First, R. Garrigou-Lagrange will illustrate the Thomist, "scientific" way of theology at which most theologians of the first half of the century aimed, with selections from *Sens commun*, *De eucharistia,* and his Mariology. Second, H. de Lubac will give us theology after the pattern of M. Blondel, which is theology as the reception in history of that revelation for which we have a natural desire (*Catholicism*, "The Mystery of the Supernatural," *The Splendour of the Church*). Third, with K. Rahner we will see the progressive transcendentalization of theology historicization of dogma from *Hearer of the Word* to "Yesterday's History of Dogma and Theology for Tomorrow," stopping along this trajectory at: *Foundations* (Christology), "The Unity of the Love of God and Love

of Neighbor," "Anonymous Christians," "The Experience of God Today," and "The One Christ and the Universality of Salvation." Last, H. Urs von Balthasar will give us quite a different reception of German philosophy into Catholic theology, and quite contrary to Rahner's (*Cordula*, "Human Religion and the Religion of Christ") in such things as *The Glory of the Lord*, Vol. 1: *Seeing the Form*, and *Mysterium Paschale*. People like Aidan Nichols, Fergus Kerr, T. J. White, M. Levering, and others will help us keep track of things. (4 credits)

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, hylomorphism, 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. (4 credits)

THEO 646 VIRTUE, GRACE, AND PREDESTINATION
Guided by the theology of St. Thomas Aquinas in dialogue with contemporary treatments such as the *Catechism of the Catholic Church* 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. (4 credits)

THEO 647 OBJECT AND 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. (4 credits)

THEO 648 ANALOGY OF BEING AND SACRA DOCTRINA
This course considers the teaching of St. Thomas Aquinas regarding the analogy of being in relation to sacra doctrina; the principal interpretations of analogy; and the crucial importance of this teaching for theology in its affirmation of the divine transcendence while sustaining the intelligibility of natural discourse about God and of supernatural revelation. It also considers its importance for theological dialogue with non-Catholic Christians and with non-Christian religions. Works by Aquinas, Cajetan, John of St. Thomas, Garrigou-Lagrange, Simon, Maritain, Lyttkens, Klubertanz, Wippel, Montagnes, Simon, Burrell, Lonergan, Anderson, McInerny, Höchschild, and Long are typically considered. (4 credits)

THEO 651 THEOLOGICAL ETHICS AND THE MORAL LIFE
This seminar surveys the development of theological ethics through a consideration of great monuments within and without the tradition, generally including Plato, Aristotle, St. Paul, Augustine, Aquinas, nominalism, Alphonsus de Ligouri, Kant, manualist tradition, Barth, Yves Simon, MacIntrye, Pinckears, 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. (4 credits)

THEO 661 HUMAN DIGNITY AND BIOETHICS
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. (4 credits)

THEO 691 COLLOQUIUM ON THE ANCIENTS

The dialectic operative in modern and contemporary cultures and in the academy can only be adequately addressed through the careful study of the ancient philosophers and theologians. The importance of both contemplative (*theoria*) and practical (*phronesis*) wisdom was foundational for ancient thinkers. Consequently, they insisted that the study of metaphysics and ethics should guide the speculative and practical sciences in their efforts to assist man's living the good life. However, the great Greek and Latin philosophers could not adequately explain why so few live by what is highest in them, namely, their reason. They subsequently tended to ascribe this failure to something in human nature. By contrast, the Greek and Latin fathers recognized how faith in God's creation, the fall, and man's redemption by the Incarnate Word of God enlightened reason. The fathers understood that sin and disordered desire were not part of created human nature but a result of a sinful rejection of friendship with God, a proud desire to be like God. Readings will be chosen to explore how naturally acquired and supernaturally infused wisdom come together in the developments of the Biblical Word of God, the doctrinal concerns of the fathers that the Word of God is true, and the speculative interests of the medieval schoolmen in showing how the true Word of God both enlightens human reason and is intelligible in the divinely revealed teachings of the Catholic faith. (Variable credit; may repeat for credit)

THEO 692 COLLOQUIUM ON THE MODERNS

Following upon THEO 591/691, this course studies the momentous shift from wisdom to power that Machiavelli initiated and the fateful consequences this has had on all modern cultures. In the modern classics treated in this course one encounters ever more fateful rejections of the pre-modern philosophical and theological traditions' shared understanding of reason as what is highest and most divine in man. The modern authors studied here characteristically view reason as a tool that allows man to impose his will upon things. As such, the wisdom, both human and divine, of the ancients is routinely dismissed as empty utopianism. Gone is the attunement of the human mind to the whole in metaphysics; gone is the retention of high intellectual and moral standards of excellence despite the frequent occurrence of human failings; gone is the acknowledgement of the integrity and intelligibility of the divinely created whole; gone is respect for the teleological ordering of nature. In their place, the emancipated human will is increasingly seen as the measure of all things. At the same time, there are genuine achievements that also occur in the modern period. For example, the achievements of modern science flatly contradict the nihilism and relativism embraced by Nietzsche and Heidegger. Thus, this course ends by examining contemporary Catholic thinkers who seek to rekindle our awareness of reason as what is highest and most divine in us: Pope John Paul II reasserting the importance of reason, metaphysics, and the light of faith; Pope Benedict XVI rescuing eros thanks to charity and calling attention to the Hellenic patrimony intrinsic to Christian and Catholic traditions. At the dawn of the third millennium of Catholicism it is imperative that theologians set out to integrate science and scholarship with wisdom and holiness. (Variable credit; may repeat for credit)

THEO 695 SPECIAL TOPICS

With the approval of the program director, courses may be offered on special topics. (4 credits)

THEO 697 DIRECTED READINGS

With the approval of the program director, students may register for a course of independent study in a particular area under the direction of a professor. (4 credits)

THEO 698 NON-RESIDENT RESEARCH AND DISSERTATION

(Pass/Fail, 1 credit)

THEO 699 RESIDENT RESEARCH AND DISSERTATION

(Pass/Fail, 1 credit)

Master of Business Administration (M.B.A.)

Chair and Director of the M.B.A. Program: Professor John May, Executive-in-Residence and Professor of Practice in Business

Mission

The Master of Business Administration emphasizes analytical thinking and tools: the intellectual equipment and critical skills needed to understand and excel in business and in most other human endeavors. As a practical endeavor, a business education must include learning and appropriate mastery of the specific knowledge and skills of business, through specialized courses that give students the abilities needed for success. Indeed, business leaders constantly face critical issues that demand informed judgment calls, which put a premium on the acquisition of the habit of prudent action. This prudent judgment and action is acquired through professional formation and carried out through directed practice and mentoring.

Business can be a tremendous force for good if pursued with right intention and a clear awareness of the truth of the human person. Exercised without a correct understanding of its purpose, business can become destructive and corrosive to the community. The Business program at Ave Maria aims to inspire students to become business leaders informed and governed by Christian ideals. The business program is animated by the Catholic view of the human person, his nature, and his ultimate destiny. The distinctive character of the program is its belief in the dignity of the human person, in the reality and importance of the common good, in subsidiarity and solidarity, in ownership as stewardship, and in responsibility for the environment. Because students learn to value human beings for what they are, not for what utility they bring, they are able to serve the Church and their society loyally and generously.

Mary Hunt, Ph.D. (candidate), Assistant Professor of Business and Psychology
Gabriel Martinez, Ph.D., Associate Professor of Economics; Director of Online Education
John May, M.B.A., Executive-in-Residence and Professor of Practice in Business
Peter Whalen, Ph.D., Ungarino Associate Professor of Marketing and Entrepreneurship

Contact Information

Department of Business
Ave Maria University
5050 Ave Maria Blvd.
Ave Maria, FL 34142

Professor John May, Executive-in-Residence and Professor of Practice in Business
Email: john.may@avemaria.edu

Tuition and Fees

Graduate Tuition: $420.00 per credit
Identity Authentication Fee: $51.17 per course

Grading Scale and Quality Points

A	93%	4.0	C	73%	2.0
A-	90%	3.7	F	<73%	0.0
B+	87%	3.3	AU	Audit	
B	83%	3.0	I	Incomplete	
B-	80%	2.7	P	Pass	
C+	77%	2.3	W	Withdrew	

Incompletes will be granted only when circumstances beyond the student's control interfere with timely completion of coursework. An "I" will be changed to an "F" if the coursework is not completed by the last day for submitting grades of the subsequent term. The grade of "W"—which does not affect the GPA, but does impact financial aid—is only given when the student withdraws before the last date to withdraw. After that point, a grade of "F" is given.

Transfer Credits

Upon approval of the program director, credits may be transferred from similar graduate programs at accredited institutions and applied toward the student's program of study. Graduate students are required to earn 24 graduate credit hours at Ave Maria University to receive a degree from the institution. The student must have received a grade of B- or higher in the course(s) in question for a transfer of credits to be considered. A 'P' or 'Pass' grade from another institution generally will not be awarded credit towards a graduate degree. Total accepted transfer hours are shown on the transcript. Neither transfer credit hours nor grades are used in calculating cumulative grade point averages.

Academic Honor Code

The Ave Maria University Academic Honor Code applies in its entirety to graduate students as well as to undergraduates.

Application for Graduation

Candidates for a M.B.A. degree must submit to the Registrar a degree application form and the graduation fee of $249.43 early in the term in which they intend to graduate. Application to Graduate Forms are available from the Registrar's web page. Approvals are given by the academic administration. Any graduation application received after the published date on the application will incur a fee of $34.65. The university reserves the right to reject graduation applications that were received too late for processing.

Institutional Policies and Procedures

Unless otherwise specified in this Catalog, the undergraduate student life and academic policies and procedures of the University apply to the students enrolled in the graduate programs. This includes, but is not limited to, policies and procedures established by the Offices of Financial Aid, Bursar, Registrar, Student Life, Residence Life, Campus Security, and Library.

Master of Business Administration (M.B.A.)

Student Learning Goal and Outcomes

Goal 1: Graduates of the M.B.A. Program will grow in competence in the management of strategic, financial, and organizational challenges and will learn how to place respect for the person at the core of management.

Outcome 1: Students will enhance their business skills in accounting, finance, economics, quantitative analysis, marketing, management, and leadership.

Outcome 2: Students will learn to manage on the basis of respect for individual human dignity (integrity, trust, commitment); awareness of the impact on the person of business decisions (ethical congruence, communication, motivation); and respect for people in service of human flourishing (value creation, opportunity, service orientation), including employees, co-workers, customers, investors, suppliers.

Outcome 3: Students will advance their careers in entrepreneurial business management, family business, or social entrepreneurship (nonprofit management).

Admission Requirements

A candidate for admission to the M.B.A. program must meet all of the following requirements before full admission.

1. A bachelor's degree in any major from an accredited institution.
2. Seal-bearing transcripts (from all institutions attended)
3. Foundational knowledge of accounting, finance, economics, and statistics. Students may demonstrate acquisition of this knowledge through:
    a. AMU graduate courses (ACCT 501, ECON 501, FINC 501, and STAT 530), enrolling with Conditional Admission as Non-Degree Seeking Students;
    b. AMU undergraduate courses (ACCT 201 and ACCT 202; ECON 201 and ECON 202; FINC 201; and STAT 230); or equivalent courses at a regionally accredited institution (or at an institution with an agreement with Ave Maria University).

    To satisfy the requirement, the courses must have been completed:
    a. within the last 4 years with a minimum grade of C-, or
    b. within the last 8 years with a minimum grade of C+, or
    c. within the last 12 years with a minimum grade of B.
4. An indication of the capability to perform graduate course work based on either:
    a. An undergraduate GPA of 3.0 or higher;
    b. A post-graduate degree in another discipline;
    c. At least three years of professional work experience that demonstrates either advancement within a particular competency or management responsibilities for budgets, projects, or personnel; or
    d. A B or better in each of ACCT 501, ECON 501, FINC 501, and STAT 530 at Ave Maria University (enrolling with Conditional Admission as a Non-Degree Seeking Student).
5. A demonstration of ability to communicate effectively, either:
    a. an essay in which the applicant communicates his or her motivation for pursuing the MBA; or
    b. a video in which the applicant explains his or her motivation for pursuing the MBA.

Program Requirements

There are two paths MBA candidates typically take in order to fulfill their necessary requirements. The paths listed below are usually completed in 12-16 months. All courses and electives are 4 credit hours each.

Path #1: Candidates with Business Background

1. Satisfactory completion of the necessary prerequisites: ACCT 501 (undergraduate equivalents: ACCT 201 & ACCT 202), ECON 501 (undergraduate equivalents: ECON 201 & ECON 202), FINC 501 (undergraduate equivalent: FINC 201), and STAT 530 (undergraduate equivalent: STAT 230) prior to beginning the MBA program (see above for grade requirements).
2. 32 credit hours of graduate courses (or transferred equivalents), maintaining a GPA of 3.0 or higher.
3. Five required course (20 credits): BUSN 503, ACCT 520, ECON 550, FINC 550, and MKTG 550.
4. Three elective courses in student's respective concentration (12 credits).

Path #2: Candidates without Business Background

1. 48 credit hours of graduate courses (or transferred equivalents), maintaining a GPA of 3.0 or higher.
2. Eleven required courses (44 credits): ACCT 501, ECON 501, FINC 501, BUSN 503, BUSN 515, STAT 530, BUSN 550, ECON 550, FINC 550, MKTG 550, and BUSN 590.
3. One elective (4 credits).

Students will often enter the program with some undergraduate coursework in business. ACCT 501, ECON 501, FINC 501, and/or STAT 530 may be waived with permission if the equivalent undergraduate course has been taken.

Conditions of Enrollment

Continuance in the program is subject to faculty review each semester. Students must be in good academic standing (GPA of 3.0 or higher) to continue and to maintain any scholarship or financial aid.

If a student receives a final grade of C- or lower in any course, they will be required to retake the course, or at the program director's discretion, to resubmit selected assignments.

Typical Plan of Study

The MBA program has been designed to offer five areas of concentration: Management, Accounting, Communications, International Business, and Sports Management. All programs are required to complete 20 credit hours of required courses and 12 credit hours selected from the electives in each specific area of concentration.

Required Courses

Total required credits 20
ACCT 520 Financial Statement Analysis
BUSN 503 Leadership, Ethics, & Management Theory
ECON 550 Economics and the Global Business Environment
FINC 550 Advanced Finance for Managers and Leaders
MKTG 550 Marketing Management

Accounting Concentration

Total required elective credits 12

Any three of the following electives

ACCT 510 Advanced Accounting
ACCT 530 Government & Not-for-Profit Accounting
ACCT 540 International Accounting

ACCT 599 Accounting Internship

Communications Concentration

Total required elective credits 12

All three of the following electives

COMM 518 Business Writing Strategies
COMM 528 Corporate Narrative and Storytelling
COMM 538 Technology and Corporate Culture

International Business Concentration

Total required elective credits 12

Any three of the following electives

ACCT 540 International Accounting
ECON 510 International Finance and Open-Economy Macroeconomics
ECON 520 International Trade and Investment
ECON 530 Global Capital and National Institutions
FINC 510 Global Financial Strategy
MKTG 510 Global Marketing Strategy

Management Concentration

Total required elective credits 12

Any three of the following electives

BUSN 515 The Vocation to Business Leadership
BUSN 530 Quantitative Methods for Managers
BUSN 550 Management Operations and Strategy
BUSN 560 Team Leadership and Organizational Behavior
BUSN 570 Supply Chain Management
BUSN 590 Entrepreneurship
BUSN 640 Business Law
BUSN 699 Management Internship

Sports Management Concentration

Total required elective credits 12

Any three of the following electives

BUSN 510 Current Topics in Sports Management
BUSN 545 Legal Aspects of Athletic/Fundamentals of Sports Law
BUSN 599 Sports Management Internship
MKTG 520 Sports Marketing and Public Relations

Course Descriptions

ACCT 501 ACCOUNTING FOR MANAGERS

Students will develop and/or refine an understanding of the language of accounting and its key concepts as well as how accounting transactions are compiled into financial statements. The ability to make key business decisions will be developed and enhanced using the income statement, balance sheet, and cash flow statements to analyze company performance. The course will also focus on areas such as budgeting, product costing, and other managerial accounting topics. The course will broaden the skills, ability and knowledge typically used to effectively identify profitable opportunities and significantly contribute to better management within an organization. Equivalent to ACCT 201 and ACCT 202, together. (4 credits)

ACCT 510 ADVANCED ACCOUNTING

Students will refine their understanding of complexity accounting topics including accounting for income taxes, pensions and post-retirement benefits, leases, accounting changes and error analysis, statement of cash flows as wells financial reporting and disclosure. (4 credits)

ACCT 520 FINANCIAL STATEMENTS ANALYSIS

This is a practical analysis course that targets a diverse group of professional financial statement users such as auditors, equity analysis, accountants, creditors, and business consultants. The primary objective of this course is the mastery of interpreting and analyzing financial statements. To achieve this objective, the course provides a framework and set of tools aimed at improving student's ability to analyze companies and the business environment and how to perform comprehensive financial statement analysis as the foundation on which to evaluate performance and assessing future prospects. (4 credits)

ACCT 530 GOVERNMENTAL AND NOT-FOR-PROFIT ACCOUNTING

This course examines accounting and reporting concepts and issues for non-business organizations. Accounting issues that are unique to these entities are emphasized (such as non-exchange transactions and lack of ownership interest). In addition, the accounting and reporting for state and local governments that follow the Government Accounting Standards Board rules and charitable organizations that follow Financial Accounting Standards Board rules are highlighted. (4 credits)

ACCT 540 INTERNATIONAL ACCOUNTING

Introduction and examination of accounting issues unique to multinational enterprises and international business activity. This course focuses on the accounting issues encountered by business organizations operating in a global environment and allows students to examine how different business environments influence accounting. Students will learn about the diversity of accounting standards and practices in different countries. The course brings into focus the context of accounting information taking into wider account of social, political, economic, natural, and cultural environments. It is suited to students who wish to acquire an international perspective on contemporary issues relating to accounting and finance. (4 credits)

ACCT 599 ACCOUNTING INTERNSHIP

With the cooperation of industry employers, students are given the opportunity to acquire accounting work experience in either a public accounting firm or a private sector organization depending on their current area of interest as well as plans for future employment and anticipated career path. Throughout the internship, the student is expected to apply communication and management skills, as well as technical expertise acquired during his or her coursework. (4 credits)

BUSN 503 LEADERSHIP, ETHICS, AND MANAGEMENT THEORY

This course covers 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. (4 credits)

BUSN 510 CURRENT TOPICS IN SPORTS MANAGEMENT

This course is designed to provide students with an in-depth analysis of current topics and issues in the field of Sports Management. Sports Management is a diverse field that often mirrors traditional business fields. However, there are some unique elements that make sports management significantly different. The purpose of this course is to examine the area of youth sports, interscholastic athletics, intercollegiate athletics, amateur sports, and professional sports in relation to the current topics and issues that each face. Other topics areas, such as motivation, leadership, decision making, problem solving, human resource management, analytical decision making, ethical decision making, and critical thinking skills to identify solutions to current topics and issues in the field of Sports Management. (4 credits)

BUSN 515 THE VOCATION TO BUSINESS LEADERSHIP

When businesses and markets function properly and focus on serving the common good, they contribute greatly to the material and even the spiritual well-being of society. However, when business leaders fail to understand their vocation, the result can be economic dislocation, financial instability, corporate failure, personal emptiness, and a deep societal distrust of business. In this course, students will learn how to make effective decisions about ethical problems, conflicts and dilemmas, building trust and integrity within their organizations. In particular, students will learn about the long tradition of Catholic social teaching, which studies the interrelation of ethics and economics and a clear vision of the contribution that business can make to society and to the personal development of its members. (4 credits)

BUSN 530 QUANTITATIVE METHODS FOR MANAGERS

This course offers a practical application of quantitative analysis methods used to inform business decisions. Topics studied in this course include breakeven analysis, cost benefit analysis, basic probability, probability distributions, risk assessment, game theory, decision trees, time series analysis, and forecasting. Emphasis is on application of course concepts to make better decisions for both planning and operations. Prerequisite: STAT 530 or equivalent. (4 credits)

BUSN 545 LEGAL ASPECTS OF ATHLETICS/FUNDAMENTALS OF SPORTS LAW

This course examines from a Catholic perspective of sport at the service of humanity, the legal, policy, financial and moral issues and disputes that arise in the world of amateur and professional sports. The casebook assignments cover some of the most current and comprehensive legal developments affecting high school, collegiate, professional, and Olympic sports, and be supplemented with contemporary materials and learned treatises. Landmark judicial decisions, as well as significant NCAA infractions cases and Olympic sports arbitration awards will be surveyed. Online threaded discussions will provide an opportunity to share ideas and discuss complex issues related to the application of contracts, human resources, antitrust, labor, and intellectual property law of sports. In so doing, we will explore how stakeholders in the sports industry, from the athlete, to the fan, the coach, team manager, team owner, university administrator, sports regulator body, the sports lawyer and sports agent and faith leaders can work together in the context of faith and sports for the betterment of humanity. (4 credits)

BUSN 550 MANAGERIAL OPERATIONS AND STRATEGY

This course focuses on the knowledge, principles, and processes of managing an organization. Students develop the skills needed to identify and analyze past and current strategies and to formulate and implement new strategies for business growth. This course presents strategy formulation, resource and capabilities assessment in the context of industry and competitor analysis. General operational concepts such as quality control, capacity analysis, and inventory management are introduced. Topics include managing performance and change as well as creating organizational systems. Prerequisite: BUSN 503 or equivalent. (4 credits)

BUSN 560 LEADERSHIP AND ORGANIZATIONAL BEHAVIOR

This course examines how individuals add value to organizations by defining and examining the nature of leadership. Students will discover their own leadership strengths and weaknesses while learning techniques for collaborative problem solving and critical thinking in leadership contexts. The course studies the interpersonal relationships of people in

organizations, group dynamics, and the influence of organizational structures on work behaviors. The nature of human attitudes and behaviors as they relate to workplace effectiveness is discussed. Topics include motivation, decision-making, communication, organizational culture, staffing, and employee development. Prerequisite: BUSN 503 or equivalent. (4 credits)

BUSN 570 SUPPLY CHAIN MANAGEMENT
Supply chain management involve the integration of suppliers, logistics, production, and distribution in order for customers to receive the right product at the right time and at the place. The focus of this course is on supply chain issues in industrial settings. We will look at all major elements in supply chain management. The class will involve the use of case studies to master conceptual concepts. (4 credits)

BUSN 590 ENTREPRENEURSHIP CAPSTONE
In this course, students will gain insight into how entrepreneurs start businesses or become self-employed, investigating the innovation mindset that often accompanies a successful venture and the pitfalls that can lead to failure. Students will explore start-up ideas in the context of key business model elements and feasibility analysis. The course emphasizes ethical principles and meeting the human needs related to all aspects of venture development. Students will draw upon the skills and knowledge gained from the key disciplines of business management. Prerequisite: ACCT 501, FINC 550, MKTG 550, ECON 550, BUSN 550 (4 credits)

BUSN 599 SPORTS MANAGEMENT INTERNSHIP
Student acquires work experience through the coordination of business-related responsibilities required to maintain and advance AMU MBA program. Throughout the internship, the student will apply communication and management skills, as well as technical expertise acquired during his/her MBA coursework. (4 credits)

BUSN 640 BUSINESS LAW
This course will focus on the legal, ethical, and practical aspects of Business Law integrating, when appropriate, the insights of Catholic social teaching. The primary goal of the course is to better prepare Graduate Students for their roles as leaders in the business world. The guidance provided through this course of instruction will equip MBA students to take the necessary steps to guide a business through the maze of legal, ethical, and cultural factors that affect business decisions. Cases, text material, and class discussion emphasize judicial process, constitutional issues related to business practice, property, torts, contracts, product liability, agency, business formation, employment law, consumer protection, intellectual property, insurance, banking regulations, and secured transactions. Students will develop critical thinking skills while examining legal cases within a business context directed towards the common good of society. (4 credits)

BUSN 699 MANAGEMENT INTERNSHIP
Individually arranged with the department coordinator. Must meet a minimum number of hours and list specific learning objectives. (Variable credit.)

COMM 518 BUSINESS WRITING STRATEGIES
This course emphasizes clear and persuasive written communication in business affairs, which includes strategies, techniques, and forms of business letters, proposals, resumes, and emails. The course underscores the application of communication theory to planning, transmitting, and evaluating messages. Rhetorical grammar and style will also be reviewed in respect to effective workplace writing. (4 credits)

COMM 528 CORPORATE NARRATIVE AND STORYTELLING
This course investigates the role of narrative in advancing an organization’s mission, shaping organizational culture, and mitigating conflict or crisis. When compared with governance by policy and procedure, narratives offer a compelling alternative to creating an ethical, enriching work environment. Special attention will be paid to way that metaphor can open

stakeholder perception to alternative possibilities for deliberation and action. Students will analyze specific examples of corporate narratives, write brief reflection papers, and give presentations that demonstrate their understanding of course material. (4 credits)

COMM 538 TECHNOLOGY AND CORPORATE CULTURE
This course analyzes the role of technology in shaping corporate culture, attitudes, perceptions, and motivations. In an electronic age, technology appears as both a blessing and a curse. It can accelerate productivity and efficiency. It can also dehumanize and alienate. Students will analyze specific examples of technological influences on corporate culture, write brief reflection papers, and give presentations that demonstrate their understanding of course material. (4 credits)

ECON 501 BUSINESS ECONOMICS
This basic course in economics addresses both microeconomic and macroeconomic topics. Macroeconomic topics include the determination of national income and the price level; the determinants of economic growth; macroeconomic policy, and international economics. Microeconomic topics include consumer demand, theories of production and cost, pricing and output under competitive and non-competitive conditions, and factor usage and pricing. Equivalent to ECON 201 and ECON 202, together. May be waived with permission. (4 credits)

ECON 510 INTERNATINAL FINANCE AND OPEN-ECONOMY MACROECONOMICS
This course focuses on how countries interact with one another in the short-run determination of output, interest rates, exchange rates, and on capital flows between countries. The course emphasizes the evolution of the world monetary system since 1945; financial and non-financial theories of short-run fluctuations of output in an open economy and of the exchange rate; and current macro-policy problems of developed and developing countries. (4 credits)

ECON 520 INTERNATIONAL TRADE AND INVESTMENT
This course will analyze the causes and consequences of international trade investment. We will investigate why nations trade, what they trade, and who gains (or not) from this trade. We will then analyze the motives for countries or organizations to restrict or regulate international trade and study the effects of such policies on economic welfare. Topics covered will include the effects of trade on economic growth and wage inequality, multinationals and foreign direct investment, international trade agreements, and current trade policy disputes. We will also spend some time discussing aspects of the current debate on “globalization” such as the use of international labor standards, interactions between trade and environmental concerns, and the role of nongovernment organizations (NGO’s). Although the course will emphasize the understanding of past and current events in the world economy, we will heavily rely on formal economic modeling to help us understand these events. (4 credits)

ECON 530 GLOBAL CAPITAL AND NATIONAL INSTITUTIONS
This course covers country studies on international finance and national institutions, including, for example, financial crises or barriers to business and entrepreneurship. Topics may include foreign direct investment in Ireland’s tiger economy, whether capital flows are benefactors or contribute to financial crises (e.g., in Korea or Malaysia), Slovakia’s flat tax, special economic zones in India, monetary policy in Japan, exchange rate policy in China, or the US current account deficit and global imbalances. (4 credits)

ECON 550 ECONOMICS AND THE GLOBAL BUSINESS ENVIRONMENT
Building on the foundation of an undergraduate economics course or courses, this graduate-level business economics course places the decisions that business managers will make in the context of their economic environment. In the first part of the course, students will learn how businesses are affected and constrained by a country’s economic growth and recessions, by Federal Reserve decisions regarding interest rates, and by inflation, by international trade and finance, and by exchange rates. In the second part of the course, students will learn how to use economics to solve problems, focusing on issues of

cost-benefit analysis, pricing, competition and differentiation, strategy, uncertainty, and organizational design. Prerequisite: ECON 501 or equivalent. (4 credits)

FINC 501 FUNDAMENTALS OF FINANCE
This course covers 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. It also covers investment strategies in stocks, bonds, and derivatives. Equivalent to FINC 201. Prerequisite: ACCT 501 and ECON 501 or equivalent. May be waived with permission. (4 credits)

FINC 510 GLOBAL FINANCIAL STRATEGY
This course will provide a conceptual understanding of global financial strategies, interest rates differentials, the institutional framework of foreign exchange market, and the enhancement of the topics of business finance to a global platform. This course will analyze the international integration of global markets and institutions and evaluate the role of information technology and Electronic-Finance, on global financial strategies. (4 credits)

FINC 550 FINANCE FOR MANAGERS AND LEADERS
Providing thorough training in aspects of financial management that are critical to the success of an aspiring manager and leader, the course will focus on key elements in the income statement and balance sheet and their relevance and importance in successfully steering a company and its operations. Additionally, students will thoroughly learn, through case studies, efficient operational and capital budgeting methods. To assist a company from a strategic perspective, the course work will enable students to become fluent in capital markets theory and application, addressing topics such as debt and debt securities, equity valuation, financial statements analysis, and primary derivative instruments. All coursework will place a heavy emphasis on analysis, building financial models, and forecasts using Excel and other programs. Prerequisite: FINC 501 or equivalent. (4 credits)

MKTG 510 Global Marketing Strategy
Global Marketing Strategy is part of an overall strategy to help students learn how to expand a business in new markets across the world. Global Marketing Strategy will help students assess opportunities, create value, and manage risk. In this course, we will examine the economic, political, demographic, sociocultural, and technological factors driving change. Students will examine different approaches to marketing in different countries: messaging advertising, PR, as they will be different for different markets. (4 credits)

MKTG 520 SPORTS MARKETING AND PUBLIC RELATIONS
This course is designed to expose students to various contemporary marketing methodologies. We will look at the impact of the internet, web sites, etc. We will study how we engage fans, establish relationships with potential business partners, brand loyalty, and promote events. The course will examine marketing trends in various sections of the industry. (4 credits)

MKTG 550 MARKETING MANAGEMENT
This course presents the foundational elements of marketing strategy and execution. The course has an emphasis on customer focus and competitor analysis to drive revenue growth aimed at meeting customer needs through marketing best practices. Readings and case studies in marketing ethics are integrated with a comprehensive survey of marketing theory and techniques. To provide hands-on experience, the students will be exposed to simulations. Prerequisites: ACCT 501 or equivalent, STAT 530 or equivalent. (4 credits)

STAT 530 STATISTICS FOR BUSINESS
This course covers the basics of descriptive and inferential statistics, as well as data production, analysis, and acquisition. The course requires active use of a statistical package and extended and rigorous application of statistics to the analysis of a real-world problem with actual data. Descriptive statistics topics include data types, basic univariate graphs, histograms,

outliers, measures of center and spread, density curves and the Normal distribution, scatterplots, correlation, and simple regression. Inferential topics include the basics of probability, sampling distributions and the central limit theorem, confidence intervals, one-sample and two-sample tests of significance and the P-value, inference in simple and multiple linear regression, heteroskedasticity, multicollinearity, non-linearity, and data transformations. Equivalent to STAT 230. Prerequisite: Admission to the graduate program. May be waived with permission. (4 credits)

Master of Education in Catholic Educational Leadership (M.Ed.)

Chair and Director of the M.Ed. Program: Dr. Daniel Guernsey, Associate Professor of Education; Director of Online Catholic Education Program

Mission

The mission of the Master of Education (M.Ed.) in Catholic Educational Leadership program is to teach, train, and graduate qualified candidates to assume leadership positions in faithful Catholic elementary and high schools; to facilitate mission integrity and strong Catholic identity in operationally excellent Catholic schools; and to promote Christian integral student formation in the classical liberal arts tradition.

Denise Donohue, Ed.D., Adjunct Instructor
Dianne Fabii, Ph.D., LPC, NCC, MCC, Adjunct Instructor
Tyler Graham, Th.D., Adjunct Instructor
Daniel Guernsey, Ed.D., Associate Professor of Education; Director of Online Catholic Education Program
Gene Munin, J.D., Adjunct Instructor
Marc Snyder, Ed.D, Adjunct Instructor
Fr. David Vidal. Ph.D., Adjunct Instructor

Contact Information

Department of Education
Ave Maria University
5050 Ave Maria Blvd.
Ave Maria, FL 34142

Dr. Daniel Guernsey, Director of Online Catholic Education Program
Email: dan.guernsey@avemaria.edu

Tuition and Fees

Graduate Tuition: $590.00 per credit
Identity Authentication Fee: $51.17 per course

Grading Scale and Quality Points

A	93%	4.0	C	73%	2.0
A-	90%	3.7	F	<73%	0.0
B+	87%	3.3	AU	Audit	
B	83%	3.0	I	Incomplete	
B-	80%	2.7	P	Pass	
C+	77%	2.3	W	Withdrew	

Incompletes will be granted only when circumstances beyond the student's control interfere with timely completion of coursework. An "I" will be changed to an "F" if the coursework is not completed by the last day for submitting grades of the subsequent term. The grade of "W"—which does not affect the GPA, but does impact financial aid—is only given when the student withdraws before the last date to withdraw. After that point, a grade of "F" is given.

Transfer Credits

Upon approval of the program director, credits may be transferred from similar graduate programs at accredited institutions and applied toward the student's program of study. Graduate students are required to earn 24 graduate credit hours at Ave Maria University to receive a degree from the institution. The student must have received a grade of B- or higher in the

course(s) in question for a transfer of credits to be considered. A 'P' or 'Pass' grade from another institution generally will not be awarded credit towards a graduate degree. Total accepted transfer hours are shown on the transcript. Neither transfer credit hours nor grades are used in calculating cumulative grade point averages.

Academic Honor Code

The Ave Maria University Academic Honor Code (above in this Catalog) applies in its entirety to graduate students as well as to undergraduates.

Application for Graduation

Candidates for the M.Ed. degree must submit to the Registrar a degree application form and the graduation fee of $249.43 early in the term in which they intend to graduate. Application to Graduate Forms are available from the Registrar's web page. Approvals are given by the academic administration. Any graduation application received after the published date on the application will incur a fee of $34.65. The university reserves the right to reject graduation applications that were received too late for processing.

Institutional Policies and Procedures

Unless otherwise specified in this Catalog, the undergraduate student life and academic policies and procedures of the University apply to the students enrolled in the graduate programs. This includes, but is not limited to, policies and procedures established by the Offices of Financial Aid, Bursar, Registrar, Student Life, Residence Life, Campus Security, and Library.

Master of Education in Catholic Educational Leadership (M.Ed.)

Student Learning Goals and Outcomes

Goal 1: Graduates of the M.Ed. Program will be prepared to assume leadership positions in faithful Catholic schools, advance mission integrity and strong Catholic identity, maintain operational excellence, and foster Christian integral formation in the classical liberal arts tradition. Upon completion of the program, students will have the knowledge and skills to be able to:

Outcome 1: Lead with the highest standards of professionalism and ethics, faithful to a Christian worldview, and in service to the complete wellbeing of all students, families, and staff under their care.

Outcome 2: Lead the entire school community in fidelity to the distinctive mission of Catholic education.

Outcome 3: Ensure the operational vitality of their schools including finances, facilities, scheduling, technology, school safety, communication, fundraising, marketing, enrollment, and legal and professional standards of all operations.

Outcome 4: Promote a culture of learning and the continuous improvement and academic success through planning and monitoring the curriculum and careful monitoring, data-based assessment, and targeted evidence-based intervention in the service of all students in their care.

Outcome 5: Nurture a learning environment that integrally forms students in mind, body and spirit from within a Catholic worldview, supported by virtue-based discipline and counseling in a culture of high standards and loving support.

Outcome 6: Evaluate and increase the capacity of all personnel, especially the professional and Catholic formation of teachers.

Outcome 7: Communicate, care, and through Christian witness, enliven an authentic Christian Catholic community of students, teachers, parents, local parishioners, and the broader community ensuring a rich network of support for all community members, and especially for the well-being of all students.

Applicants to the M.Ed. in Catholic Educational Leadership program must meet the following admissions requirements:

1. A bachelor's degree from an accredited institution.
2. An indication of the capability to perform graduate course work based on either
    a. an undergraduate GPA of 3.0 or higher; OR
    b. a GRE score of 144 or higher; OR
    c. a post-graduate degree in another discipline.
3. Completed online application.
4. Current résumé, including teaching experience if applicable .
5. Two letters of recommendation, one of which must be from the candidate's current or former school administrator (if the candidate has teaching experience).
6. Statement of Intent (500 words): brief intellectual and professional biography, which includes a statement about his/her motivation for pursuing the M.Ed. in Catholic Educational Leadership.
7. The candidate must also complete an interview with the program director or admissions counselor before acceptance into the program.

Program Requirements

To successfully graduate, a student must meet the following requirements:

1. Successfully complete all required M.Ed. in Catholic Educational Leadership courses or transfer equivalents. (30 credits).
2. File an application for a degree with the Office of Academic Records at least one semester prior to graduation and receive University approval.
3. Achieve a cumulative grade point average of at least 3.0 in the program.
4. Complete the program within four years or receive an approved extension per university policy.
5. Participate in University institutional effectiveness assessment programs.

Typical Plan of Study 18 months

Year One

Summer Semester	**Fall Semester**	**Spring Semester**
EDUC 501 Catholic Educ History	EDUC 503 Curriculum Leadership Dev.	EDUC 507 Leadership
EDUC 502 Formation	EDUC 508 Staff, Acad and Prog Evaluation	EDUC 504 Law

Year Two

Summer Semester	**Fall Semester**
EDUC 505 Catholic Spirituality	EDUC 509 Business Operations
EDUC 506 Catholic Culture	EDUC 510 Apprenticeship

Course Descriptions

EDUC 501 CATHOLIC EDUCATION HISTORY, PHILOSOPHY, VISION, AND MISSION

This course looks at: the history, mission, vision, and identity of Catholic schools; collaborating with others to ensure school mission is optimized and all policies and practices are appropriately aligned to serve the mission; promoting and establishing a shared vision with all community members; a study of Church documents related to education; principles of Catholic identity; and trends, threats and opportunities in Catholic education. (3 credits)

EDUC 502 FORMATION, COUNSELING, AND COMMUNICATION

This course explores the school leader's role in forming others. It considers: Catholic integral formation of mind/body/spirit; virtue-based formation; student and school-wide discipline, addressing chronic discipline or absentee challenges; developing a safe and respectful learning environment; Don Bosco's Preventive Method; modeling respectful communication; active listening; using various technologies and communication channels and tools with effect and nuance; verbal and non-verbal communication; negotiation; conflict resolution, crisis management; de-escalation, organizing, and managing meetings; strengthening public speaking; basics of counselling, oversight of a counselling program, and keeping that program Catholic. (3 credits)

EDUC 503 CURRICULUM LEADERSHIP, DEVELOPMENT, AND CATHOLIC INTEGRATION

This course studies various aspects of leading and continuous improvement of the Catholic school curriculum toward Academic Excellence and includes: curriculum theory, design, structure and evaluation; promoting literacy and evidenced based pedagogy; recognizing and adapting for possible barriers to learning and achievement gaps; responding to individual needs; lesson planning and curriculum mapping; the relationship of culture and education; textbook evaluation; data and technology in the curriculum, delivery and evaluation; evaluating the quality of cultural and literary texts for a Catholic school; an introduction to the liberal arts curriculum and related classical liberal arts education and great books curriculums; interpreting and evaluating curriculum light of school mission; threats from modern curricula; the role of standards; aligning

standards to content delivery and evaluation; The Catholic Curriculum Standards and Standards for Christian Anthropology. (3 credits)

EDUC 504 LAW, GOVERNANCE, AND ETHICS
This course is a study of the critical elements of professional, legal, and ethical norms in schools. This context also includes principles of Catholic morality and ethics. Among the elements this course will examine: ensuring all applicable legal rights of members of the school community are respected; contemporary moral and legal issues in schools seen through the light of Catholic teaching; the nature of religious liberty; proactive policies to enhance and protect a school's Catholic identity; effectively and legally searching for, screening, and interviewing for the best Catholic candidates; termination of faculty or staff, especially in difficult situations; the legal process and interfacing with legal counsel. It also spotlights issues of governance and leadership through the study interactions with governing/advisory boards in private, independent, and diocesan schools; working strategically with advisory or governance boards; and Interfacing with Diocesan schools' offices for private, independent, and diocesan schools. (3 credits)

EDUC 505 CATHOLIC SPIRITUALITY AND WELL-BEING FOR LEADERS
This class addresses the reality that Catholic schools are ecclesial in nature, and their leadership is a "munus" or type of Office within the Church. Candidates examine: The ways this ministry with its joys, stresses, and sorrows can be situated and integrated into a full Catholic life including the spiritual life; perspectives that consider physical and mental well-being to maximize effectiveness; and several classics of Catholic spirituality and discernment particularly suited to leaders. (3 credits)

EDUC 506 CATHOLIC CULTURE, COMMUNITY, AND CATECHETICS
This course considers the central nature that community and culture play in fulfilling a Catholic school's mission and Catholic identity. Among the critical elements it analyzes: building relationships with parents, students, teachers, and the local community; understanding the local community and resources; maintaining a strong Catholic school culture; establishing a healthy learning environment; ensuring the dignity of all; enhancing the Catholic spirituality of the school community; assessing the school culture and its spiritual health; promoting liturgy in the school context; leading prayer and retreats; supporting campus ministry and Catholic-based social outreach; the Catholic formation of teachers; providing catechetics and apologetics related to students and families; involving parents and the community in the school; evangelizing parents. (3 credits)

EDUC 507 LEADERSHIP AND MANAGEMENT OF ORGANIZATIONS
This course delves into a variety of leadership theories. It also explores: visionary and servant leadership; motivation, power, and influence; building trust and high expectations; the role of recognition in motivation; leadership style and impact across and organization; personal leadership profiles and professional development and trajectories; theories of organizational management; decision making; delegation; forming and building teams; implementation strategies; leading change; working with and networking with other leaders and schools, and the role of the Catholic leader in promoting effective governance, academic excellence, operational vitality and inspiring others toward fulfillment of a school's Catholic mission and Catholic identity. (3 credits)

EDUC 508 STAFF, ACADEMIC, AND PROGRAM EVALUATION
This course focuses on all aspects of supporting and evaluating the instructional process to ensure a culture of high expectations, academic excellence, and operational vitality. In particular it analyzes: continuous school improvement and the role of assessment in the instructional process; collecting, analyzing, and communicating data using technology; aligning assessment with learning objectives and standards; evaluating and interpreting standardized tests and making appropriate modifications to meet the needs of all students; scheduling; the supervision, observation and evaluation of teachers and other personnel; establishing and monitoring professional learning goals to increase collective and individual professional

effectiveness; employee motivation; recruiting and maintaining top educators; initial accreditation and reaffirmation; creating and monitoring strategic plans; implementing systems to ensure mission vision and success across programs. (3 credits)

EDUC 509 BUSINESS, FINANCE, DEVELOPMENT AND BUILDING OPERATIONS
This course addresses all elements of operational vitality including: valuating and continuous planning for all aspects of school operations; human resources; risk management; managing building projects; day to day operations; planning and technology use and infrastructure; crisis response (incl. Red Cross training); crowd management and public safety; media relations in a crisis; supervision of students; non-teaching staff supervision; managing for turnover and succession; principles of finance; understanding and developing budgets; interfacing with state scholarship programs and state and federal grants and Title funding; tax credit programs; institutional advancement infrastructure, fundraising; annual funds; establishing a Catholic school's value proposition and competitive advantage, grant-writing; marketing and enrollment (including analysis and retention strategies). (3 credits)

EDUC 510 INTERNSHIP/CAPSTONE
The internship requires the practical application of leadership skills. Among the observed activities requiring reflection: conduct meetings at various levels; resolve conflicts; conduct disciplinary reviews and investigation of student conduct; observe and evaluate teachers; offer professional development; provide leadership in prayer and spiritual reflection to faculty; review and update all accreditation documents and review or create school plans in the areas of marketing, development, communication, facilities, technology, and enrollment; understand and identify main building systems and problems; conduct fire, safety and health inspections; coordinate a major fundraiser and deliver a fundraising speech; supervise students during lunches, dismissals, student dances, and athletic events; attend diocesan administrative meetings. Interns have a live online meeting each week as a group (or if needed individually) with the course instructor to discuss issues and ideas based on real-world experiences in leadership and respond to questions on a class discussion board. The capstone component summarizes, evaluates, and integrates the knowledge and experiences gained in the program. It promotes meaningful connections between academic work and current and future experiences in school leadership. It will include the presentation of a portfolio of graduate level work. (Synchronous; 3 credits)

Classical Liberal Arts Education Emphasis
(To obtain this designation, students must complete the regular program and the following two additional classical liberal arts courses.)

EDUC 511 THE HISTORY AND PHILOSOPHY CLASSICAL LIBERAL ARTS EDUCATION
This course traces the history of education with a particular focus on the history of classical liberal arts education and how those comport with modern educational philosophies. Topics will include education in the ancient world, medieval monastic school, the rise of universities, humanism and the enlightenment, the beginnings and history of American education, the progressive and modern area, and current educational challenges and the responses of great books pedagogy and resurgent Classical liberal arts education in the modern world. The course culminates in an exploration of the trivium and quadrivium in the modern context and the exploration of the transcendentals of truth, beauty, and goodness as they pertain to the ends of education. (3 credits)

EDUC 512 CLASSICAL LIBERAL ARTS EDUCATION METHODS AND PRACTICE IN THE MODERN CONTEXT
This course investigates pedagogies and curriculum appropriate to the classical liberal arts school and how they impact and create a strong school culture. Investigations include: the selection and adaptation of pedagogies and curricula at various grade levels to accomplish the goals of classical liberal arts education; the nature and workings of Socratic seminars; creating a culture of beauty in the building and curriculum; articulating to others the value of a classical liberal arts education; transforming a school into a classical liberal arts school; starting a new school; inspiring and evaluating classical liberal arts schools and classical liberal arts teachers; forming, evaluating, and inspiring the classical liberal arts student. (3 credits)

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Academic Affairs Manager
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Assistant Dean of Student Success; Instructor of History
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Bursar
Dwain Keddo, M.B.A.

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Luke Fier

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Director of Campus Ministry
Fr. Joseph Lugalambi, Ph.D.

Director of Mission Outreach
Kerry Estes

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Chief Strategy & Mission Advancement Officer; Vice President of Enrollment; Director of The Institute
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Associate Vice President of Enrollment
Adam Kinnick

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Human Resources Manager
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Chief Information Officer
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Daniel Schreck, M.B.A., Be.L.

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Vice President of Student Affairs
Kimberly King, M.A.

Associate Director of Residence Life
Brady Fehringer

Director of Student Life & Leadership Development
Nina Koziuk

Director of Security & Life Safety
Michael Miller

Faculty Directory

Faculty at Ave Maria University are carefully chosen for a clear and strong commitment to Catholic education, the ability to communicate effectively their subject matter to students, and full professional qualifications in their academic fields. Faculty members are committed to excellence in teaching and research and to the development of a truly Catholic intellectual culture on campus. In the discipline of theology, professors make the Profession of Faith and the Oath of Fidelity to the Magisterium of the Catholic Church, which signifies a commitment to teach honestly what the Catholic Church holds to be true and in accord with defined doctrine and dogma.

Dr. Dayami Abella-Padron, Assistant Professor of Spanish
Ph.D., Arts and Humanities, University of Navarre
M.A., Teaching Spanish and English to Speakers of other Languages, University of Navarre
B.A., Spanish Philology, University of Navarre
A.A., Spanish, Florida Gulf Coast University

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Ph.D., Statistics, University of Guelph
M.Sc., Statistics, University of Guelph
B. Math, Actuarial Science, University of Waterloo

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Ed.D., Educational Leadership, Capella University
M.S., Nursing, University of Wisconsin
B.S., Nursing, Viterbo University

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B.S., Chemistry, Providence College

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B.S., Economics, University of Louisville

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Ph.D., History, University of Toronto
M.A., History, University of Toronto
B.A., History, York University

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Ph.D., Pharmaceutical Sciences, University of Maryland
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B.A., Philosophy, Ave Maria University

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B.A., History, Ave Maria University

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M.A., Theology, Ave Maria University
B.A., Christianity and Culture, Trinity Western University

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M.A., English, St. Bonaventure University
B.A., Politics, Ave Maria University

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Ph.D., Rhetoric, Duquesne University
M.A., Rhetoric and Philosophy of Communications, Duquesne University
B.A., Spanish, University of Mount Union
B.S., Computer Science and Information Systems, University of Mount Union

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Ph.D., Philosophy, University of St. Andrews
M.A., Philosophy, University of Texas
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Ph.D., History, University of Cambridge
M.Phil., Political Thought and Intellectual History, University of Cambridge
B.A., American Studies and History, Northwestern University

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B.A., English, University of Kentucky

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B.Mus., Voice, Oberlin College Conservatory of Music