



Ave Maria University Catalogue 2013-2014

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WELCOME TO AVE MARIA UNIVERSITY

As the new President of Ave Maria University, it gives me great pleasure to welcome you to one of America's youngest and most dynamic institutions of higher education. Launched a decade ago in Ypsilanti, Michigan as Ave Maria College by its founder, Chancellor Thomas S. Monaghan, the institution's vision was to start as a liberal arts college and evolve into a comprehensive university. This new and evolving collegiate institution was to offer baccalaureate and graduate degrees in a broad spectrum of disciplines, feature pre-professional and professional specializations, focus on teaching and research, and faithfully serve the Magisterium of the Church.

Today, Ave Maria University features small classes, is academically rigorous, and provides students with the tools they need to become critical thinkers, competent writers, and lovers of learning. These initiatives are the responsibility of a well-qualified and dedicated faculty, 94 percent of whom possess earned doctorates in their chosen academic disciplines. The University currently offers 23 majors, including programs in business administration and psychology, as well as pre-professional programs in medicine and law. The University's Core Curriculum is one of the strongest in America.

Recent graduates have been admitted to major law and medical schools and other graduate programs of distinction. In spite of our young history, an Ave Maria education has been a spring board for many to promising careers and vocations. A number of our graduates have entered the seminary or religious life, while others have been called to married life – often with a fellow Ave classmate! We believe that university life should provide an environment where young men and women can mature into responsible adults who celebrate their faith in Jesus Christ and apply their knowledge to the challenges of the 21st century. While attendance at Mass on Sunday is not mandatory, it is expected, and the moral climate in our dorms allows our students to maintain the values instilled in them by their parents.

This will be my second year as the new President of Ave Maria University. My wife and five children moved with me to beautiful, sunny Southwest Florida to be a part of this University's future because we believe its mission is vitally important. It is clear to me that what our founder, Tom Monaghan, envisioned is coming to fruition, and that the Lord is honoring His Holy Mother by blessing us with a record enrollment this fall. Put simply, Ave Maria is unique, affordable, and authentic. In October 2012, The Most Reverend Frank J. Dewane, Bishop of Venice, formally recognized Ave Maria University as an official Catholic university.

I hope you will enjoy reading about Ave Maria University and visiting our website at www.avemaria.edu. If possible, I invite you to visit our beautiful campus, one of America's newest and most modern, and see for yourself why Ave Maria is attracting some of the country's finest scholars and students. If you are a student using this Catalogue as a tool and guide, I wish you every success and invite you to seek further assistance from our well-qualified and student-oriented staff and faculty.

With kindest regards,

H. James Towey
President



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Academic Calendar 2013-2014

Fall Term 2013

Aug. 29 - Sept. 1	Thursday-Sunday	New Student Orientation
Sept. 2	Monday	Academic Year Begins - First Day of Classes
		Labor Day - Classes in Session
Sept. 6	Friday	Fall Formal Academic Convocation
Sept. 9	Monday	Last Day to Add Courses
Sept. 16	Monday	Last Day to Drop Courses
Sept. 17	Tuesday	Constitution Day Observed - Classes in Session
Oct. 14	Monday	Provisional Grade Reports Due
Oct. 24-27	Thursday-Sunday	Fall Term Break - No Classes
Nov. 1	Friday	All Saints Day - No Classes
Nov. 6-22	Wednesday-Friday	Advising and Registration Period
Nov. 18	Monday	Last Day to Withdraw from Courses with a "W"
Nov. 28 - Dec. 1	Thursday-Sunday	Thanksgiving Break - School Closed
Dec. 9	Monday	Immaculate Conception - No Classes
Dec. 13	Friday	Last Day of Classes
Dec. 14-20	Saturday-Friday	FINAL EXAMS
Dec. 23	Monday	Grade Reports Due

Spring Term 2014

Jan. 10-11	Friday-Saturday	New Student Orientation
Jan. 13	Monday	First Day of Classes
Jan. 20	Monday	Last Day to Add Courses
Jan. 22	Wednesday	Last Day to Drop Courses
Jan. 22	Wednesday	March for Life - Classes in Session
Feb. 18	Monday	Provisional Grade Reports Due
March 2-10	Saturday-Sunday	Spring Break - No Classes
March 13-27	Wednesday-Wed.	Advising and Registration Period
March 28-April 1	Thursday-Monday	Easter Break - No Classes
April 1	Monday	Classes resume at 5:30pm on Easter Monday
April 8	Monday	Feast of the Annunciation - Classes in Session
April 8	Monday	Last Day to Withdraw from Courses with a "W"
April 25	Thursday	Last Day of Classes
April 26	Friday	Examination Reading Day - No Classes
April 27-May 2	Saturday-Thursday	FINAL EXAMS
May 4	Saturday	Commencement
May 6	Monday	Grade Reports Due

Summer Term 2014

May 7	Tuesday	First Day of Summer Term
May 10	Friday	Last Day to Add Courses
May 14	Tuesday	Last Day to Drop Courses
May 24	Friday	Provisional Grade Reports Due
May 27	Monday	Memorial Day - School Closed
June 17	Monday	Last Day to Withdraw from Courses with a "W"
June 26	Wednesday	Last Day of Classes
June 27-28	Thursday-Friday	FINAL EXAMS
July 1	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, Michigan. After it began in September 1998 with 40 students, Ave Maria Institute quickly grew and developed an ambitious and far-reaching plan for development. In 1999, it acquired a branch campus in Nicaragua. In the year 2000, Ave Maria College was pre-accredited by the American Academy for Liberal Arts Education and approved by the State of Michigan as a four-year, degree-granting educational institution offering the Bachelor of Philosophy degree. The Ave Maria College graduated its first class in Spring 2002. The College received candidacy from the North Central Association in the Spring of 2003.

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, Florida. This campus was located on seven acres and contained two four-story mid-rise, condominium style residence halls; a two-story men's residence hall, indoor-outdoor recreational facilities, classrooms, academic laboratories, a multipurpose facility (bookstore, chapel-auditorium, visitors center, library, classrooms, and offices), an adoration chapel, 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, Florida. The campus is located in the community of Ave Maria which is in Eastern Collier county on property between Oil Well Road and Camp Keais Road approximately 20 miles east of Naples, Florida and 5 miles south from Immokalee. The campus 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 a student union with a capacious dining hall, conference rooms, fitness room, and student lounges, as well as several outdoor sports and recreational fields and courts. Adoration chapels are located in the dormitories and the Canizaro Library. The Oratory was dedicated as the quasi-Parish of Ave Maria Oratory by the Most Rev. Frank J. Dewane, Bishop of the Diocese of Venice in Florida, 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.

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

Licensure from the Florida Commission for Independent Education

Ave Maria University is licensed by the Commission for Independent Education, Florida Department of Education, License No. 3011. Additional information regarding this institution may be obtained by contacting the Commission at 325 West Gaines Street, Suite 1414, Tallahassee, FL 32399-0400, toll-free telephone number (888)224-6684. The Commission's website is www.fldoe.org/cie

Commission on Colleges/Southern Association of Colleges and Schools

Ave Maria University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, masters, and doctorate degrees (B.A., M.T.S., M.A., and Ph.D.). Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Ave Maria University.

Ave Maria University's Profession of Faith

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

We believe in one God, the Father, the Almighty, maker of heaven and earth, of all that is seen and unseen. We believe in one Lord, Jesus Christ, the only Son of God, eternally begotten of the Father, God from God, Light from Light, true God from true God, begotten, not made, one

in Being with the Father. Through him all things were made. For us men and for our salvation he came down from heaven: By the power of the Holy Spirit, he was born of the Virgin Mary, and became man. For our sake he was crucified under Pontius Pilate; he suffered, died and was buried. On the third day he rose again in fulfillment of the Scriptures; he ascended into heaven and is seated at the right hand of the Father. He will come again in glory to judge the living and the dead, and his kingdom will have no end. We believe in the Holy Spirit, the Lord, the giver of life, who proceeds from the Father and the Son. With the Father and the Son he is worshipped and glorified. He has spoken through the Prophets. We believe in the one holy catholic and apostolic church. We acknowledge one baptism for the forgiveness of sins. We look for the resurrection of the dead, and the life of the world to come. Amen.

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

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

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

Ave Maria University Board of Trustees

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

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

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

Completion and Graduation Rates

The calculation of the graduation and completion rates for institutions of higher education is not an easy task, given the various ways in which the rates can be figured, defined, and treated from various statistical perspectives. In spite of the general confusion, the undergraduate degree completion and graduation rates of Ave Maria University are similar to most new institutions of higher education, which generally achieve graduation rates of retained first-time students in the 40-60 percent range. For the entering classes of 2006, the graduation rate for first-time students at the Florida campus was 53.8 per cent. For the entering class of 2007, the graduation rate for first-time students is 57.2 per cent. For the entering class of 2008, the graduation rate for first-time students is 38% per cent. The class of 2009 is currently at 44%, with an additional

4% on track for graduation within the coming academic year.

While these rates are comparable to that of many other liberal arts institutions and many other institutions, AMU enjoys a comparatively higher rate of degree completion within the traditional four-year time frame for the baccalaureate degree. Of the students receiving degrees from Ave Maria University who entered in 2006, 2007, and 2008, 94, 100, and 90 per cent, respectively, finished their programs of study within four years or less, never mind the customary six-year time used for such calculations. This figure is much higher than the national pattern which reflects significant numbers of students graduating at the end of the fifth and sixth year. The percentage of graduate students finishing their degrees at the University is in excess of 90 percent, and within the prescribed time frames is approximately the same as that of the undergraduate students.

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

Academic Calendar

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

Constitution Day

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

Canizaro Library and Technology Learning Resources

The Canizaro Library has a resource collection of over 230,000 bound volumes, 260 periodical subscriptions, and provides access to thousands of electronic books as well. The Library has inter-library loan privileges with thousands of libraries and subscribes to more than 80 electronic databases - including ATLA Religion Database, eLibrary, First Search, INFOTRAC, JSTOR, LEXIS/NEXIS Academic, Patrologia Latina, ProQuest, and Project MUSE. The Library has a music and media collection of over 1500 DVDs and 950 compact discs. Included in it are academic lectures, historic performances in the arts, all of the movies on the Vatican's list of "Important Films," as well as a wide-sampling of concert and sacred music.

The Canizaro Library belongs to the Southwest Florida Library Network consortium and the Lyrasis Network which opens up the resources of more than 4,000 libraries to University students.

The Library is currently staffed by two full-time and two part-time professional librarians as well as full-time library associates. They are ably assisted by support staff and student workers. Library staff members are available to help students with their research and reference needs whenever the Library is open. The 24-Hour Reading Room which is an integral part of the Library is always open for student use.

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

During the school year, the Library is open: Sunday from 1:00 pm to 1:00 am; Monday through Thursday from 8:00 am to 1:00 am; Friday from 8:00 am to 10:00pm; and, Saturday from 9:00 am to 10:00 pm. Hours are extended prior to and during final exams.

Information Technology Policy

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

Catalogue Disclaimer

Information included in this Catalogue 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 catalogue 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 catalogue and Student Handbook. It is the student's responsibility to inform himself of degree requirements, the school calendar, critical deadlines, and the contents of all University communications received electronically, via the US Postal Service, or through one's own University mail box.

II. Admission to Undergraduate Studies

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

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

General Principles

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

It is the desire of the Admissions Office to assist students in their efforts to find a University that will enable them to develop into all that God has designed for them. At the 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, excellent academic preparedness, and an ability to succeed in the rigorous demands of the curriculum.

Admissions Counseling

The Ave Maria University Admissions Office provides information and admissions counseling for prospective students. Interviews are a desirable part of the admissions procedure.

An Overview of the Admissions Process

- Step 1: Complete the application procedure. A detailed description of the process is outlined under "Admissions Procedure" in this catalogue.
- Step 2: Once the Admissions Office receives all essential documents, the complete application is evaluated by the admissions counselor for acceptance in accord with the admissions criteria of the University. If the applicant does not meet the admissions criteria, the Admissions Committee will review the application for possible acceptance.
- Step 3: The Admissions Office mails a decision letter to the applicant.
- Step 4: All accepted students, including degree-seeking, guest, dual-enrolled, and personal enrichment students, are required to submit a \$300 deposit.

Admissions Procedure

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

1. A completed Ave Maria University Application;
2. An official high school transcript;
3. SAT or ACT test scores (Ave Maria University, Ave Maria, Florida's school ACT code is 6212 and SAT code is 4249);
4. All official college transcripts, if the student has taken any college courses (please see the Transfer Student section);

Students may submit applications after completing their junior year in high school. Early application is encouraged. Applications are submitted online.

Ave Maria University

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5050 Ave Maria Blvd.
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Fax: 239-280-2559
Email: admissions@avemaria.edu
www.avemaria.edu

Standards for Acceptance

To be eligible for regular undergraduate admission to the University, students are expected to meet the following standards.

1. High school weighted grade point average (GPA) above 2.8 or college GPA above 2.4 on a 4.0 scale.
2. An SAT score equal to or above 1480 on the three-part test or an ACT score equal to or above 20.

In some instances, the University may accept students who do not meet the above criteria, but upon closer review indicate a probability for success.

The University considers all of the above factors in reaching an admissions decision. The University reserves the right to administer placement tests and procedures to admitted students in order to improve the advisement process, ensure placement in the correct course, and enhance the probabilities for student success.

Completion of High School

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

High School Program Preparation

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

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

Transfer Students

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

Ave Maria University may accept transfer credit from other accredited or approved institutions for courses in which students have earned the grade of “C-” or better. A course-by-course evaluation will be completed by the Admissions Office once an applicant has applied to the University. An official copy of the course evaluation will be mailed from the Office of Academic Records.

Homeschooled Students

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

1. complete the regular admissions process (detailed under “Admissions Procedure”); and
2. provide
 - a. a transcript from an accredited homeschool program showing completion of high school; or
 - b. documentation showing which courses fulfill the University’s high school course requirements. (The Ave Maria University Admissions Office has created a Homeschool Transcript Form, which can provide a format for creating transcripts. This tool is especially helpful for families who have followed an independent program of home schooling. Please contact the Admissions Office if you would like to receive this transcript form. It is also available at www.avemaria.edu.)



International Students

International applicants are expected to complete their admissions files as early as possible.

Application Process for International Students

1. Application
2. Academic records
3. English translation of academic records
4. Official evaluation of transferable credits
5. ACT or SAT
6. TOEFL

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

Transferable Credits for International Students

Due to variations among educational systems from country to country, Ave Maria University reserves the right to require that all international students who wish to transfer college or university credits from another school pay for professional credential evaluation services. Credential evaluation services must be provided by independent evaluation agencies. The American Association of Collegiate Registrars and Admissions Officers' (AACRAO) Office of International Education Services is suggested or World Education Services (WES). Transfer students using AACRAO or WES must select a Course-by-Course Evaluation procedure so that each class can be evaluated for transferable credits. To request an evaluation from AACRAO, please contact <http://www.aacrao.org/international/>. The evaluation service provided by WES can be requested at <http://www.wes.org/students/index.asp>.

Required Standardized Tests for International Applicants:

Ave Maria University reserves the right to request that all international applicants submit scores from the TOEFL (Test of English as a Foreign Language). A minimum score of 550 is required on the paper-based test and 213 is the minimum score required for the computer-based test. Beginning with the 2009-2010 academic year, applicants will be required to score a minimum of 85 on the Internet-based Test. Applicants must submit scores from the Scholastic Aptitude Test (SAT) or the American College Test (ACT). These scores will assist in academic advising; they are mandatory for international applicants.

For more information about the ACT visit: <http://www.act.org>. For specific information about taking the ACT outside of the United States visit www.actstudent.org/regist/outside.html. For more information about the SAT visit www.collegeboard.com. To register online, visit www.collegeboard.com/sat/html/satform.html.

TOEFL Testing Sites:

TOEFL information and registration forms are available 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. Candidates who cannot obtain information locally on TOEFL should contact the Educational Testing Service, Box 955, Princeton, New Jersey, 08540, U.S.A.

Notice of Admission for International Students:

When an international student is accepted, the Admissions Office will send an official notice of acceptance, as well as the Certificate of Eligibility (I-20 form). It is the student's responsibility to make appropriate arrangements with his or her local U.S. Embassy or Consulate for the visa interview. Admission is for a specific term. If the student is unable to enroll for the term indicated in the notice of acceptance, the Admissions Office should be informed immediately. If the student wishes to be considered for entrance in a different term, the Admissions Office must be notified in writing.

Financial Arrangements:

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

Health and Accident Insurance:

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

Employment:

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

Income Tax:

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

High School Dual Enrollment Students

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

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

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

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

1. a completed Ave Maria University application;
2. an official high school transcript;
3. SAT or ACT test scores, if applicable (Ave Maria's school codes are ACT: 6212 and SAT: 4249).

Once a student seeking dual-enrollment status has completed the admissions process, he or she will be notified of the admissions decision. Upon acceptance, the student must submit a \$200 deposit and an official class registration form. The deposit is applied toward the tuition and fees for the upcoming semester and therefore is not refundable after April 1st for the Fall semester or December 1st for the Spring semester.

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

Guest Students

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

Guest students must be in good standing at their home institutions and have at least a 2.4 grade point average. The student should consult the home institution to verify that the classes taken at Ave Maria University are acceptable in the student's curriculum. Students must earn C grades or better in all courses taken at Ave Maria University to be considered for future admission as guest or regular students.

Once a guest student has completed the admissions process he or she will be notified of acceptance or rejection. At that time, the accepted student must submit a \$200 deposit and an official class registration form. The deposit is applied toward the tuition and fees for the upcoming semester and is not refundable after April 1 for the Fall semester or December 1 for the Spring semester.

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

Personal Enrichment Students

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

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

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

A personal enrichment student who intends to become a degree-seeking student must submit an application for admission and all additional documentation needed to complete the admissions file. A personal enrichment student is not eligible to receive financial aid. Tuition for personal enrichment students enrolled in classes for credit is the same as that charged regular students; personal enrichment students taking classes on an audit basis are charged one-half the regular per-credit hour charge.

Re-Admission

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

Students who have voluntarily taken one or two semesters off from Ave Maria University, were in good academic standing upon their departure, and have not attended any other college or university, may simply contact the Office of Academic Records and begin the registration process. These students, who are considered “previously on leave,” must also notify the Admissions Office of their intended return, but do not need to reapply.

All students who fit into any of the following five categories must reapply for admission before they may contact the Office of Academic Records to register for classes:

1. students who have left Ave Maria University and have attended another college or university;
2. students who have left Ave Maria University for more than two semesters;
3. students who have voluntarily left Ave Maria University after failing to maintain Satisfactory Academic Progress;
4. students who have been dismissed from Ave Maria University for academic reasons; and
5. students who have been dismissed from Ave Maria University for disciplinary reasons.

The readmission process includes:

1. a completed Ave Maria University Application;
2. an official college transcript from each institution attended since leaving Ave Maria University.

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

Advanced Placement and CLEP Credit

Ave Maria University may accept the results from the Advanced Placement (AP) or the College Level Examination Placement (CLEP) examinations for credit toward a student's graduation requirements. Please see the section in Academic Policies for more information. Advance International Certificate of Education (AICE) from Cambridge and International Baccalaureate (IB) materials will be reviewed on a case-by-case basis.

Non-Discrimination Policy

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

Placement Tests and Diagnostic Exams

The University tests all of its students in the areas of mathematics and language arts. Students must take the mathematics placement exam prior to enrolling in classes. The results of the mathematics placement exam guide placement into mathematics courses, which may require remedial work. The writing diagnostic exam is administered by the Literature Department. Students determined to require remedial instruction in basic compositional skills are placed in LITR 100 Introduction to English Composition, a zero-credit, P/F course, alongside of LITR 103. The Department of Classics and Early Christian Literature offers an optional Latin Placement Exam. Please see the section on undergraduate major programs for more detailed information from the relevant department. Ave Maria University reserves the right to administer tests to incoming students for assessment and placement purposes.

Pictures

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

III. Financial Information

2013-2014 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.

	Fall Semester	Spring Semester	Total
Tuition	\$11,128	\$11,128	\$22,256
Technology Fee	\$214	\$214	\$428
Activity Fee	\$129	\$129	\$258
Athletic Fee	\$29	\$29	\$58
Tuition & Fees	\$11,500	\$11,500	\$23,000
Room	\$2,604.50	\$2,604.50	\$5,209
Board	\$1,998.50	\$1,998.50	\$3,997
Laundry Fee	\$40	\$40	\$80
Room, Board, & Fees	\$4,643	\$4,643	\$9,286
Total	\$16,143	\$16,143	\$32,286

Part Time Student, Personal Enrichment or High School Dual Enrollment

Tuition	\$866.66 per credit hour
Technology Fee	10.00 per credit hour
Activities Fee	5.00 per credit hour

Part time students may take up to 11 credits per semester. Students taking 12 or more credits per semester must enroll as a full time student and pay full tuition. The tuition for auditing a course is one-half of the normal per credit hour charge.

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

- All science classes with a lab, \$ 40 per lab, per semester
- Applied music classes - Music majors, primary concentration \$150 per semester
- Applied music classes - Music majors, secondary concentration \$200 per semester
- Applied music classes - Music minors \$200 per semester
- Applied music classes - Non-Music majors, minors \$500 per semester

Summer Session 2014, Undergraduate Student (tentative schedule of tuition and fees)

Tuition	\$374.00 per credit hour
Technology Fee	100.00 per 8-week session
Activities Fee	50.00 per 8-week session
Housing	835.00 per 8-week session

Student Financial Assistance Programs

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

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

Ave Maria University Merit Scholarships

All undergraduate students who are accepted for study at Ave Maria University are reviewed for eligibility. Students are awarded based on prior academic achievement and test scores (ACT or SAT). In addition, high school grade point average, community service, and involvement in clubs and organizations may be considered in the awarding process. An official letter detailing the type of scholarship, amount, and specific requirements for maintaining the scholarship will be mailed to scholarship recipients. Community service may be a requirement for renewal each academic year. The scholarships are automatically renewed provided that the student continues to meet the criteria outline in his or her letter. If a student fails to meet any of these criteria, the scholarship will be discontinued. Students may petition the appropriate authority for scholarship reinstatement upon returning to compliance with the renewal criteria found in their scholarship letter. In addition to academic and leadership scholarships, Ave Maria University offers scholarships that are funded by our generous Founders, our "Alumni in Faith." Many of these scholarships have particular criteria that must be met in order for a student to be eligible; please contact the Admissions Office to learn more about these offerings. If you have any questions pertaining to the scholarship policies at Ave Maria University, please do not hesitate to contact the Admissions office.

Ave Maria University Grants

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

Student Work Program

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

Ave Maria University Payment Plan

Students must make financial arrangements regarding their fees in order to secure their classes after registration. The Ave Maria University Payment Plan allows parents and students to pay tuition, fees, and housing costs on a monthly basis. The University offers families the option to spread the remaining balance, after financial aid has been awarded, over a 5-month or 10-month period. There is a \$50 administrative fee for the annual or semi-annual payment plan.

Financial Aid for International Students

The University offers a limited number of scholarships to qualified international undergraduate students. Applications are accepted online for the Admissions Scholarship.

Federal and State Aid for Citizens and Eligible Non-Citizens

To receive federal funding, students must complete The Free Application for Federal Student Aid (FAFSA) at www.fafsa.ed.gov. To insure consideration for programs with limited funding, file the Free Application for Federal Student Aid (FAFSA)/Renewal FAFSA between January 1 and May 1. Undergraduate students may be eligible for federal funding based on the results of the FAFSA for the following:

Federal Pell Grants

The Pell Grant is a need-based program that awards funds to undergraduate students who have not earned a First Bachelor's degree. The maximum amount awarded annually for the 2011-2012 academic year is \$5,550. The minimum amount is \$609. The grant amount is based upon the student's Expected Family Contribution (EFC), enrollment status, and attendance for the year. EFCs of \$4,617 or less may be eligible for a Pell Grant.

Federal Supplemental Educational Opportunity Grant (FSEOG)

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

Academic Competitiveness Grant (ACG)

The ACG is a federal grant for first and second year, Pell eligible, undergraduate students who completed a rigorous high school curriculum as defined by the guidelines for eligibility and are enrolled a minimum of half-time in a degree-seeking program. This grant is available to students who graduated after January 1, 2006 if first year students and after January 1, 2005 if second year students. First year students may receive up to \$750 and second year students may receive up to \$1,300 with a minimum earned grade point average of 3.0 in the first year.

National Science & Mathematics Access to Retain Talent Grant (SMART)

The SMART grant is a federal grant for third and fourth year (or fifth year of a five-year program), undergraduate, Pell eligible students enrolled full-time in a degree seeking program who have earned a minimum 3.0 institutional cumulative GPA. Eligible students must be seeking a major in one of the following categories: Computer Science, Engineering, Critical Foreign Languages, Life Sciences, Mathematics, Physical Sciences, Technology, or non-major single liberal arts programs. Students may receive up to \$4,000 with per academic year.

Federal Work Study Program (FWS)

The Federal Work Study program is designed to help undergraduate students with financial need meet educational expenses through meaningful employment. The Office of Financial Aid

assists students who qualify for Federal Work Study funding find a part-time student employment position on campus or off campus at an approved community service site. The amount earned cannot exceed the amount of the Federal Work Study award.

Florida Postsecondary Student Assistance Grant Program (FSAG)

FSAG Postsecondary is a state, need-based grant program available to degree seeking, undergraduate, Florida residents who demonstrate substantial financial need according to FAFSA. Funding is limited for this program and awards are made as funds are available with priority given to those students who applied by the priority deadline.

Florida Work Experience Program (FWEP)

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

Florida Bright Futures Scholarship Program

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

Federal Undergraduate Student Loans

Subsidized Stafford Loan

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

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

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

Unsubsidized Stafford Loan

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

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

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

Federal Graduate Student Loans

Subsidized Stafford Loan

Award: Graduate student annual maximum loan: \$8,500 per year.

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

Renewal: Must reapply each new year with the FAFSA.

Unsubsidized Stafford Loan

Award: Unsubsidized Stafford Loan limits are calculated in combination with any amounts borrowed under the Subsidized Stafford Loan. Annual combined Stafford loan amounts cannot exceed \$20,500 per year, and maximum aggregate \$138,500 (no more of which can be \$65,500).

Eligibility: Full and half-time students. FAFSA filing determines eligibility.

Renewal: Must reapply each new year with the FAFSA.

Parent Loans for Undergraduate Student (PLUS)

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

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

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

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

Alternative Loan Program

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

Other Alternative Financing Source

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

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

Student Rights and Responsibilities regarding Financial Assistance

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

The Student Has The Right:

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

It is the Student's Responsibility:

- To read and consider all information about the University before you enroll.
- To complete accurately and honestly your Free Application for Federal Student Aid (FAFSA or Renewal FAFSA), and all academic and financial aid eligibility information you submit to the University. Providing false or misleading information is a criminal offense, subjecting individuals to a \$10,000 fine, imprisonment, or both.
- To use any federal, state, University, or private scholarship/financial aid received solely for expenses related to attendance at Ave Maria University or an approved study abroad program.
- To comply with aid verification requirements by providing verification or additional information as requested by the Financial Aid Office, and submit FAFSA corrections or new information, as appropriate.
- To read, understand and accept responsibility for all forms or agreements you sign. We recommend you keep copies for your records.

- To report to the Financial Aid Office if you are in default on a student loan or if you owe a refund or repayment on any educational grant received from any school.
- To notify your student loan lender(s) of changes in your name, address, and school status.
- To know and comply with the University policies, practices, and procedures as they relate to financial aid: withdrawal, class attendance, refund/repayment, satisfactory academic progress, debt management, and enrollment status for aid disbursement.
- To keep your address and phone number current with the Office of Academic Records. The Ave Maria University Student email is the official form of communication used by the Financial Aid Office in terms of Award and documentation requests. Students should keep their email boxes under the maximum size in order to receive Correspondence without interruption.

Financial Aid Cancellation

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

University Withdrawal/Enrollment Changes

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

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

Return of Title IV Funds

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

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

Status Changes

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

Enrollment Status

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

Federal Aid Programs General Information

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

Student Eligibility for Federal Student Aid Programs

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

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

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

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

Federal, University, & State Aid Refund Policies & Procedures

All Federal and Florida need-based Student Aid Refund Policies and Procedures require that if a student withdraws from all classes prior to the date when 60% of the enrollment period's class days have passed, a student's federal/state student aid for that enrollment period is subject to adjustment. The adjustment of the student's federal/state student aid is determined by calculating the percentage of federal/state aid earned for the number of class days the student was enrolled for the enrollment period. This percentage determines the amount of federal/state student aid the student earned for the enrollment period with the unearned balance being returned to the federal/state aid program(s). University-Funded Aid Refund Policies

and Procedures mandate that if a student withdraws from all classes within an enrollment period, aid programs funded from these sources are adjusted by the percentage, if any, used to adjust the student's tuition charges for the enrollment period. If, after all required Refund adjustments are made, a student account balance results, the student will be mailed a student account bill detailing all adjustments.

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

Withdrawal from the University

Refund Policy

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

Withdrawal Financial Credit

It is the student's responsibility to notify **formally** the Office of Academic Records and to follow proper procedures when withdrawing from the University. Failure to pay fees, failure to attend class, does **NOT** constitute an official withdraw from Ave Maria University. An official withdraw form must be fully completed by the student, dated, and signed by all designated offices and the Office of 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:

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

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

Satisfactory Academic Progress (SAP) Requirements

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

SAP Policy

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

- obtain a first bachelor's degree within 192 attempted credits;

- satisfactorily complete a minimum of 66.67% of all attempted credits;
- maintain a cumulative 2.0 GPA after the end of their fourth semester of enrollment.

Programs Covered by the SAP Policy

All federal, state and institutional grants, loans and work-study programs are covered by this policy. Institutional scholarships are covered by this policy and also are monitored by the criteria defined for the specific scholarship. The chart below outlines the three standards established by the Financial Aid Office at Ave Maria University.

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

Standard 1: Maximum Time Frame to Receive Aid

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

Standard 2: Quantitative - Completion Rate

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

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

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

Standard 3: Qualitative - Minimum Cumulative GPA

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

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

Incompletes: Grades of Incomplete (I) are counted as hours attempted and not earned. However, if students are able to complete successfully the incomplete course by the end of the following semester, their progress will be re-evaluated at that time.

Remedial Courses: Remedial courses, taken within the student's first year at Ave Maria University, will count towards Standards 1, 2 and 3. Courses taken at any other point will count only towards Standard 1.

Procedures**1. Initial Review -- Monitor Progress**

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

2. Probation

Students who receive financial aid, but fail to meet any of the Standards 1, 2 and 3, will be placed on probation for the following semester. The student will be issued a letter indicating their probationary status and the minimum criteria the student must meet to remain aid eligible. While on probation, if the student fails to meet the minimum criteria set forth, any future financial aid eligibility will be suspended. Students who receive any combination of W, F, WF, or I without earning credit will not be eligible for a semester of probation and will be placed on Financial Aid suspension.

3. Suspension

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

4. Appeal

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

- To appeal the student must submit a Petition for Reinstatement to the Financial Aid Office

accompanied by any supporting documentation. The form should explain in detail why the student failed to meet the minimum academic standards, the unusual and/or mitigating circumstances that caused the failure and how the situation has improved.

- Appeals must be received by the Financial Aid Office within thirty (30) days of notification of suspension.
- The SAP Appeals Committee's decision will be sent to the student by mail or electronic means. Appeal approvals will stipulate the conditions and time frame for maintaining aid eligibility.
- Appeal approvals are not applied retroactively after the end of the semester for federal grant or federal campus based aid eligibility.
- SAP Appeals Committee decisions cannot be appealed to another source.
- Each appeal is reviewed on a case-by-case basis by the SAP Appeals Committee. Submission of an appeal does not guarantee a reinstatement of aid eligibility.

5. Reinstatement

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

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

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

Educational Benefits For Veterans

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

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

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

Chapter 33 -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

Responsibilities of the Student Receiving Veteran Educational Benefits

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

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

TERMINATION OF BENEFITS

Class attendance: The Office of Academic Records will monitor class attendance via your

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

Academic Probation/Suspension and GI Bill eligibility: A student who is placed on academic probation (or probation combined with academic suspension) for two consecutive semesters at Ave Maria University, will have his/her GI Bill benefits terminated.

In addition:

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

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

EDUCATION BENEFITS OVERPAYMENTS

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

Avoiding Education Overpayments

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

- All overpayments must be repaid to the Department of Veteran Affairs (DVA).
- Failure to repay an overpayment will result in adverse credit and debt collection may be turned over to a collection agency or the IRS.
- Contact the Office of Academic Records 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.

Applying For Veterans Educational Benefits

The preferred application method for all education benefits is the "VONAPP," the Veterans Online Application, available at <http://vabenefits.vba.va.gov/vonapp/main.asp>. 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. GI Bill checks (with the exception of Chapter 33 tuition payments) are sent directly to the student, not the University.

Application Procedures

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

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

New Applicants under Chapter 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, as well as acknowledge that they understand this is an irrevocable election.

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

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

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

Payment Methods:

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

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

Educational Benefits for Spouses & Dependents of Veterans

Chapter 35 – Survivors and Dependents Education Benefits

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

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

IV. Student Life

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

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

A Unique Community of Academics and Faith

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

Spiritual Life

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

Office of Campus Ministry

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

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

Office of Student Life

The Office of Student Life oversees and implements the majority of the co-curricular program including the hosting of campus-wide events, the management of student organizations, the intramural athletics program, and various spiritual opportunities for growth including the retreats, Theology on Tap programming, and outreach to the poor, the infirm, and the elderly in the local community

Clubs and Organizations

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

goals of Ave Maria University.

Official Recognition of Student Organizations

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

Faculty/Staff Advisors to Student Clubs

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

Households

A household is a group of three or more male, or female, students who mutually support one another by spending time together in prayer and recreation. Households are not meant to divert students from their studies, friendships, or other personally fulfilling pursuits, but rather are designed to help them flourish in these areas. If you are interested in joining a household, contact the Office of Student Life.

Student Government

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

Study Abroad Program

Ave Maria University offers a study abroad program in Rome that is operated by the St. Thomas More College of Liberal Arts, New Hampshire. Participation in this program must be approved by the student's faculty advisor and may be difficult to combine with the requirements of certain majors.

Students are given the opportunity to apply for admission into the program for one semester. For the Rome Study Abroad program, the courses are taught in English. The cost for this program includes an extra fee in addition to the regular tuition at the Ave Maria University home campus. Further expenses include transportation and personal spending and travel.

To be eligible for the study abroad program, students must have spent at least one semester at Ave Maria University, have a 2.0 cumulative GPA, and cannot be on disciplinary probation. A period of one semester must take place without a major infraction for those who have been on disciplinary probation before applying. For more information on the Rome Study Abroad program, or to apply to participate in this unique experience, please contact the Office of Student Life.

Intramural Sports

The purpose of the intramural sports program is to provide a safe and enjoyable arena of organized recreational activities that meet the needs of students. These activities provide team competitions at a non-varsity and non-club level. For more information, please contact the Coordinator of Intramural Athletics.

Intercollegiate Athletics

Ave Maria University sponsors the following intercollegiate athletic teams: men's baseball, men's basketball, men's golf, men's soccer, women's basketball, women's golf, women's soccer, women's softball, and women's volleyball. Intercollegiate competition takes place largely through the Sun Conference of the National Association of Intercollegiate Athletics (NAIA). Club sports are sponsored in rugby, swimming and tennis. Please contact the Office of Athletics for further information (www.amuathletics.com).

Residential Life

Residential Life is a key part of the overall education at Ave Maria University. It provides a rare and wonderful opportunity to develop life-long friendships and enjoy company and surroundings that support and encourage Ave Maria students in their faith and vocation. The over-arching principle governing life in the residence halls is courtesy toward others. This means that students behave in a way that reflects awareness of, and thoughtfulness toward, others with whom they live. The residence halls should be places where students can flourish in their vocation, places characterized by an atmosphere that mingles warm, free-flowing friendship with religious devotion and intellectual seriousness.

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

Residence Directors

Residence Directors are professional staff members responsible for the operation of the residence hall to which they are assigned. They supervise the staff of Resident Assistants, advise hall governments, assist households, ensure students' rights and responsibilities, oversee the physical condition of the buildings, support programs and maintain communications with the Office of Residence Life and the rest of the University community. Residence Directors live in apartments in their residence halls. The Residence Life staff is concerned about each student's well-being. Any concerns, questions, or problems should be addressed to the Residence Directors or Assistants. They are trained to assist all students and handle emergency situations.

Resident Assistants

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

Residency Requirement

The Board of Trustees of Ave Maria University has created a residency requirement for all undergraduate students unless they are married, over the age of 23 or living with parents within a commutable distance of 45 miles. In extreme circumstances, the Student Affairs Committee may approve an exception. Students in such circumstances should contact the Office of Residence Life. Residents are advised strongly not to sign outside contracts or leases until they have been formally notified of their release.

Visitors

All members of the campus community have responsibility for helping secure the community welfare by communicating to visitors and guests. Students are not to permit a nonresident or a guest to remain in or use the campus facilities, including rooms, for more than three consecutive

nights on campus. As a host, you must obtain permission from your roommate(s) before a guest is permitted to stay in your room. Rooms should not exceed a safe and manageable occupancy as determined by the University. Any visitor request must be made at least 24 hours in advance. A Visitor/Guest Form is available at the Residence Assistant Office. Students are responsible for the behavior of their guests and incidents which occur in their rooms; therefore, guest must have a host or be escorted while in the building. This responsibility includes charges for any damages incurred. If you are concerned about a guest's behavior, you may need to assert yourself or contact a Residence Life staff member for assistance.

Courtesy/Quiet Hours

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

Sunday - Thursday: 9:00 p.m. - 10:00 a.m.

Friday - Saturday: 11:00 p.m. - 10:00 a.m.

Dining

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

Meal Plan Exemption

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

Student Complaint/Grievance Policy

To resolve conflicts or process grievances with respect to any of the areas and departments of Ave Maria University, students may complete a Student Complaint Form. This form may be obtained from the Division of Student Affairs. This form allows students to list complaints or concerns, as well as offer suggestions for resolution. Completed forms should be submitted to the Division of Student Affairs and will be reviewed by the Vice President of Student Affairs, as well as the respective office responsible for the student life area involved in the grievance. Completion of the entire form is necessary to process complaints. Items submitted will be reviewed on a weekly basis and responded to as needed. Serious or reoccurring complaints will be addressed at the next Student Affairs Committee Meeting.

Ave Maria University is committed to maintaining a learning environment which promotes student academic excellence and personal development. The above procedure allows students to appeal actions taken by the department which directly affect the student. Students who wish to appeal a specific administrative decision should contact the Vice President for Student Affairs or his designee.

Students who have a concern about their academic advisement or other academic issues, including an action based upon academic policies, procedures, or deadlines, should contact the Vice President for Academic Affairs. Appeals of grades must be submitted by the

thirtieth day of the subsequent semester. Student concerns or complaints pertaining to the offices of Admissions, Financial Aid, or the Coordinator of Records should be directed to the Vice President of Academic Affairs.

Students who have a general complaint pertaining to University policies, procedures, or personnel should provide a written statement outlining the nature of the complaint to the Vice President of Student Affairs. Students who have a general complaint pertaining to security or facilities should direct their questions to the Director of Security and or the Director of Physical Plant.

Students who have a general complaint pertaining to information and technology and systems should direct their complaint to the Vice President of Systems and Engineering. Student complaints concerning sexual, racial, disability, and other harassment should be filed with the Director of Security. When the charge of harassment is by one student against another, the complaint should be filed with the Vice President for Student Affairs.

In every instance, the appropriate individual will investigate the complaint, seek an equitable solution, and respond to the student in a timely manner. To the extent that the complaints are recorded and/or submitted in writing to the Division of Student Affairs, they are filed and kept with the Vice President of Student Affairs.

If the student wishes to appeal the decision of the Student Affairs office, they may appeal through the office of Vice President for Student Affairs, or an ad hoc appeals board, said appeal to be held at that committee's next regularly scheduled meeting. A further appeal can be made to the President of the University, whose judgment will be final with respect to the University's position on the matter. In the event of an unresolved conflict, an appeal could be made to the Commission for Independent Education, State Department of Education 325 W. Gaines Street, Suite 1414, Tallahassee, FL 32399 or call toll free 888-244-6684 For additional information, visit the commissions website at fldoe.org. Ave Maria University license number is 3011. An inquiry could also be addressed to the the Commission on Colleges, Southern Association of Colleges and Schools (Candidacy Status) at 1866 Southern Lane, Decatur, GA 30033; phone: 404-679-4500; fax: 404-679-4558; website: www.sacscoc.org

When an Academic Grievance is filed, every effort is made to resolve the alleged grievance in a professional manner at the appropriate level. If not resolved there, the aggrieved party can appeal the matter to the Dean of Faculty. If the matter still remains unresolved it should be forwarded to the Vice President of Academic Affairs; if a resolution is not possible, the matter will be referred to the University Council.

Hazing Policy

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

Career Counseling

The Career Counseling Center assists students to make career decisions, choose majors, plan internships, prepare resumes and cover letters, and learn effective interviewing skills and methods to follow up with letters or phone calls. These services are for all students and alumni. Students can make arrangements to take online career assessment tests and review results with a Career Counselor. You may contact a Career Counselor by calling 239-280-1654 or via email at careerservices@avemaria.edu. The Career Services web page offers career development and employment resources located at: www.avemaria.edu/careerservices.

Adaptive Resource Center

Ave Maria University is committed to ensuring that all qualified individuals with disabilities have the opportunity to take part in educational and employment programs and services on an equal basis. It is the policy of Ave Maria University to extend reasonable accommodations to known limitations of qualified individuals with documented disability. The documentation specified in the Disability Documentation Guidelines must be submitted along with the Request for Accommodations forms to the Adaptive Resource Center two weeks prior to the start of classes. You may read the full text of this policy at: www.avemaria.edu/policyanddocumentation.

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

Psychological Counseling

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

Campus Security Policies

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

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

Visitor Policy

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

1. All Ave Maria University students, faculty and staff must have their photo ID cards on their person at all times.
2. All foot traffic and unexpected guests will be directed to register at the Visitors Center during regular business hours, e.g., visitors seeking campus tours.

Enforcement

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

Reporting Criminal Activity

Campus Security can be reached by dialing 239-280-6289. A security guard is on duty 24 hours a day. Police, Fire and Emergency Medical Services are provided by Collier County. All emergency services can be summoned by calling 911.

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

EMERGENCIES

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

NON-EMERGENCIES

Non-emergency communication with Campus Security can be achieved by calling 239-280-6289. Examples of a non-emergency would be missing property, damage to property, minor injury, suspicious person, non-injury auto accident in a campus parking area, found property, etc. All emergencies should be reported to the 911 telephone system.

Weapons Policy

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

Fire Safety Equipment

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

Emergency Procedures

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

Alcohol and Drug Policy

Students are prohibited from using, possessing, manufacturing, or transporting narcotics or any type of illegal drugs. Students 21 years of age and older may have alcohol in their apartments. Ave Maria University recognizes its duty to uphold the laws of the State of Florida. Students are reminded that violations of state and federal laws may be misdemeanors or felonies. Any violations of the law or this policy will be reported to the appropriate law enforcement agency and student judicial council. Ave Maria University recognizes that alcohol and drug dependence is an illness, and University officials may make treatment recommendations in lieu of or in addition to any imposed sanctions. A copy of Ave Maria's Drug and Alcohol Policy will be given to all students, staff and faculty at the beginning of the academic year.

Sexual Assault and Sexual Harassment Prevention

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

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

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

Sexual Assault

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

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

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

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

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

V. Philosophy of the Curriculum

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

—John Paul II, *Ex Corde Ecclesiae*

Unity of All Truth

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

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

This principle of the unity of knowledge shapes the curriculum at Ave Maria University as it introduces our students to the main areas of knowledge. They study theology as faith seeking understanding, which includes Revelation, dogmatics, morals, and Church history. They study philosophy, confident in the capacity of reason to come to the truth about absolute and contingent being. They read great literature, which embodies truth about man’s life within God’s creation through incarnate forms true to the variety of human experience. Through the study of history, students are freed from the narrow lens of the present and come to see the meaning of past events in the light of the Incarnation. The study of classical languages embodies contemporary unity with the Church Fathers and the fundamental sources of the Faith; through all language study students become aware of the principles of the structure and function of language. They are introduced to the rigors of the scientific method and quantitative analysis which delineate the physical structures of creation, with due attention to the ethical implications of scientific research. Their artistic sensibilities are refined so that they may appreciate beauty in all its forms as a hallmark of the transcendent and of a truly human life. Among the fine arts, music has pride of place at Ave Maria University because it is most intimately joined to the Holy Sacrifice of the Mass. Social sciences are conducted in the light of the truths of philosophy, theology, and the natural sciences, for they teach much about man’s temporal development and have crucial implications for issues of social justice. Our curriculum presents these disciplines, not in isolation, but in such a way that each throws new light on the other.

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

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

Intellectual Virtues

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

We judge that these intellectual habits also give our students a unique resourcefulness in facing life, so that they do not need a specially protected environment to thrive; their intellectual formation gives them an adaptability that is expressed in rising to the most unexpected challenges. It also prepares them for assuming positions of leadership in the Church and the world.

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

Our students’ exposure to exemplary teachers and to canonical authors will not be passive. Students must receive and appropriate what they see being lived by their mentors and what they see in the past masters. This they do in a particular way in the activities of writing and speaking. Our curriculum places a high premium on students learning to express clear thought eloquently. They must also learn the art of positive and respectful questioning of their current teachers

and their past masters, for education does not mean simply understanding and accepting as true what past or present teachers have said.

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

The Major

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

The University and the Wider Culture

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

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

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

May Mary, Seat of Wisdom, be a sure haven for all who devote their lives to the search for wisdom. May their journey into wisdom, sure and final goal of all true knowing, be freed of every hindrance by the intercession of the one who, in giving birth to the Truth and treasuring it in her heart, has shared it forever with the world (Fides et Ratio 108).

Approved by the Faculty, July 1, 2003.

VI. Undergraduate Degree Programs

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, the research lab, the library, the chapel, or the playing field, students are challenged to manifest the virtues of a well-formed mind. Students come forth from Ave Maria with the skills and habits that make them leaders in their chosen fields. This program teaches students to think critically, solve problems and communicate effectively—skills demanded for effective leadership and evangelization in the modern world.

Degree Awarding Authorization

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

The Core Curriculum

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

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

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

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

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

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

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

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

The Core Curriculum at Ave Maria University

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

First Semester

MATH 100 Number, Magnitude, Form; MATH 110 College Algebra;
 MATH 150 Functions; MATH 151 Calculus I; or MATH 250 Calculus II (or higher)
 LITR 103 Literary Tradition I
 HIST 101 Western Civilization I
 Foreign Language I (e.g., LATN 101 Elementary Latin or SPAN 101 Elem Spanish)

Second Semester

THEO 105 Sacred Scripture
 LITR 104 Literary Tradition II
 HIST 102 Western Civilization II
 Foreign Language II (e.g., LATN 102 Intermediate Latin or SPAN 102 Inter Spanish)

Third Semester

THEO 205 Sacred Doctrine
 PHIL 205 Nature and Person
 Natural Science I (with laboratory):
 BIOL 201, 202, 211, 212; CHEM 211, 212; PHYS 211, 212, 221, 222, or 223

Fourth Semester

POLT 203 American Civilization
 PHIL 206 Ethics
 Natural Science II (with laboratory):
 BIOL 201, 202, 211, 212; CHEM 211, 212; PHYS 211, 212, 221, 222, or 223

Junior or Senior Year*

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

*The University recognizes that these final core courses in theology and philosophy complement various majors in different ways and so scheduling requirements will vary from student to student.

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.

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 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 3 or higher satisfies the requirement. Students may also demonstrate proficiency through available internal placement tests.
3. Students who have learned English as a second language have fulfilled the foreign language requirement. Students with significant background study or experience in a foreign language may have fulfilled the foreign language requirement. It is the student's responsibility to present appropriate evidence to the Office of Academic Records.

Campus Arts Requirement

As a requirement for graduation, students must demonstrate participation in the arts. This is normally completed through official registration in for-credit or non-credit courses sponsored by the University, for example, the University's choirs or scholae (by audition), theatre offerings (by audition), art or music appreciation courses, or various art practica offerings.

Undergraduate Major Programs

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

Accounting	Humanities & Liberal Studies
American Studies	Literature
Biochemistry	Managerial Economics & Strategic Analysis
Biology	Mathematics
Business	Music
Catholic Studies	Philosophy
Classics & Early Christian Literature	Physics
Economics	Political Economy & Government
Elementary Education	Politics
Global Affairs & International Business	Psychology
Greek	Theology
History	

Each major typically consists of 32-44 credit hours of concentrated study in the discipline, 64 credit hours of core subjects, and 24-32 credit hours of general electives.

Double Majors

With careful planning between students and their academic advisors, it may be possible to complete a double major at Ave Maria University. Depending on the combination of majors, the completion of two majors may require exceeding 128 credits. A student who graduates with a double major will earn one Bachelor of Arts degree with two majors.

Electives

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

Minors

Minors are offered in the following areas:

Accounting	History
Biology	Latin
Business	Literature
Catechetics	Mathematics
Chemistry	Music
Classical Languages	Philosophy
Ecology & Conversation Biology	Physics
Economics	Politics
Education	Psychology
Family & Society	Theology

Bachelor of Arts Degree Requirements

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

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

Academic Advising

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

Academic Support Services

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

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

In addition, through the services of the Director of the **Academic Center for Excellence**, the University has provided additional academic advisement services with which to assist students in the analysis of academic difficulties they are experiencing. The University endeavors to assist students who are experiencing academic difficulties, especially during the first year of enrollment. The University and its personnel understand the magnitude of the adjustments required to succeed in a highly competitive academic environment. Thus, every effort should be made by any student experiencing academic difficulties to seek assistance, just as the institution makes every effort to provide such assistance once the need is identified.

The Writing Center

Ave Maria University has developed a writing lab program to provide students with the opportunity to familiarize themselves with accepted standards for expository writing as well as the institutional style and research conventions. The writing program can serve students at any point in their career: it can be a valuable aid to students who are making the transition from high school to University writing, or for students who simply want some peer review of their writing. The writing center has a staff director with much of the tutoring work carried out by peer tutors. Faculty members may refer students in any class to the Writing Center.

Tutoring

One-on-one tutoring is regularly available to students in Latin, mathematics and the natural sciences. Students who are seeking extra help in these subjects should talk to their academic advisor or the appropriate Department Chair to find out about the resources available.

Class Attendance

The University expects all students to be regular and punctual in class attendance. Frequent unexplained absences may result in a student being administratively withdrawn from the course or in 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.

Final Exams

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

Full-Time Degree Status and Normal Course Load

Although the minimum course load for a full-time student is 12 or more credit hours per semester, the normal full-time load is 16 credit hours, or typically four courses. Any requests to take less than 16 credit hours or more than 16 credit hours must be approved by the student's academic advisor, the Coordinator of Academic Records, and the Dean of Faculty. A cumulative GPA of 3.0 or better on a 4.0 scale is a prerequisite for an overload.

Auditing Classes

Students wishing to audit a course must register for the course during the days prescribed in the academic calendar. A student will have up to the end of the first week of classes to make a declaration of audit on his or her registration, and the change to audit status must be approved by the academic advisor. Auditors are expected to attend all classes, but are not required to participate in class discussions or to write papers, homework, or present examinations. If a student fails to audit the course, the designation of AU will not be granted.

Drop/Add Policy

After the semester begins, class changes can only be effected in person at the Office of Academic Records during the official “drop-add” period. Courses may be added and dropped during the first days of the term, as prescribed in the academic calendar.

Transfer of Credit to Other Institutions

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

Students Transferring to Ave Maria University

Credit earned at other, accredited, post-secondary institutions can be applied to Ave Maria University requirements, provided the student earned at least a “C” in each course proposed for transfer. When students from other institutions apply to Ave Maria University their official transcripts should be sent to the Office of Admissions. Upon acceptance, unless otherwise desired in advance, Admissions will send their transcripts and a course catalogue and/or course syllabi to the Office of Academic Records for evaluation. Transfer coursework is evaluated for correspondence with Ave Maria University courses and applied towards the student’s program of studies. The student will receive a copy of the completed transfer of credit evaluation. Total accepted transfer hours are shown on the transcript. Neither transfer credit hours nor grades are used in calculating cumulative grade point averages. Transfer students must be in residence for one year and complete at least 32 credit hours of coursework at Ave Maria University in order to earn a degree from this institution.

Graduation under a Particular Catalogue

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

Registration Procedures

A student must register during the days prescribed in the academic calendar. The student must meet with his or her academic advisor for approval of course selection. All changes to a student’s registration form after initial academic approval of course selection must be approved once again by the academic advisor. Registration, Add/Drop, and Withdrawal forms must be filed with the Office of Academic Records within the time frame indicated by the academic calendar. A grade of “F” will be given for courses that have not been officially dropped.

Placement Exams

Credit earned by means of CLEP (College Level Examination Program) or Advanced Placement may fulfill some of Ave Maria University’s curriculum requirements. The detailed policy CLEP and AP scores in individual subjects is maintained in the Office of Academic Records.

Classification of Students

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

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

Incomplete 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 by the last day for submitting grades of the subsequent fall or spring semester. An "I" should only be issued for valid reasons involving circumstances beyond the student's control that prohibit or interfere with the timely completion of coursework. 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 the grade of "D", "F", or "W" was earned. 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.

Failure in a Required Course

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

Concurrent Registration

Matriculated students at Ave Maria University who are seeking concurrent enrollment at other institutions must have advanced written approval from their academic advisor in order for Ave Maria University to accept that institution's credits. Students desiring to enroll in summer session courses at another institution must obtain permission from the Office of Academic Records prior to leaving campus in order to have Ave Maria University recognize such credits. Concurrent registration permissions apply only to the semester for which they were obtained.

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 status. The student is required to meet with the instructor for advisement, if the student is earning a C or lower.

Academic Distinction

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

Academic Probation and Dismissal

The university's policies on academic standing are equivalent to those on the satisfactory academic progress associated with financial aid. These policies provide compatibility at both campuses and conform to governmental regulations. The university has specific requirements

for a student's cumulative grade point average (GPA) in order to maintain good academic standing: for students with 31 credits or fewer, a cumulative GPA of at least 1.7; with 32 to 63 credits, at least 1.9; and with 64 or greater, at least 2.0.

A student whose cumulative GPA falls below the above standards is placed on academic probation. A student on academic probation has one semester to return to the minimum for good academic standing. Staying below the minimum cumulative GPA while on academic probation shall lead to academic dismissal. Students who earn below a 1.0 GPA in their first semester are eligible for academic dismissal.

During the semester(s) on academic probation, the student may not hold any office in any class, club, organization, or household. In addition, the student will be placed in UNIV 99 Study Skills Practicum sponsored by our Student Support Services. A student on academic probation is not eligible to participate in a study abroad program.

This policy operates automatically and is implemented by the Office of Academic Records. If a student subject to this policy wishes to appeal the imposition of a warning, probation, or dismissal, the student must submit a written appeal directed to the Office of the Dean of Faculty within two weeks of notification. A member of the faculty or student support staff may appeal on behalf of a student. Appeals will be considered by the Academic Review Board.

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

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:

<i>Letter Grade</i>	<i>Percentage</i>	<i>Grade Points</i>	<i>Description</i>
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 semester results in a failing grade. See the academic calendar for specific dates.

(I) Incomplete—An incomplete grade on will become an "F" if the coursework is not completed

by the end of the semester immediately following the earning of the “I”.

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

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

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

Quality Grade Point Average

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

For example:

Course	Credits	Grade	Quality Pts.
LITR 103	4	A= 4	4x4= 16
HIST 101	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 from 3.6 to 3.749;

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

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

To graduate with these honors recognitions, a minimum of 64 credits, or 16 courses, must be taken while the student is enrolled at Ave Maria University.

Withdrawal from the University

Refund Policy

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

Withdrawal Financial Credit

It is the student's responsibility to notify **formally** the Office of 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 withdraw from Ave Maria University. An official withdraw form must be fully completed by the student, dated, and signed by all designated offices and the Office of 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:

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

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

Withdrawal from the Institution for Health or Other Serious Reasons

An enrolled student who experiences physical, psychological or other serious difficulties may request a voluntary medical leave of absence. Such a request should be made within thirty (30) days of the end of the semester in question and should be submitted to the Dean of Faculty. The University may require medical confirmation before granting approval to withdraw. An official withdrawal form must be fully completed by the student, dated, and signed by all designated offices and the Office of Academic Records. A student approved to withdraw under this situation will receive a grade of “W” on his or her transcript for each course attempted in the semester.

Involuntary Withdrawal

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

Course or Program Cancellation

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

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

Directed Independent Studies

At the discretion of the instructor, a student may be allowed to take a course for credit in the form of a tutorial. It is understood that such a course is part of the regular curriculum of the University. Permission from the student's academic advisor as well as from the administration is required and will only be granted after a complete syllabus has been created. Directed studies courses are evaluated in accordance with the standard grading system of the University. Students may typically only take one Directed Independent Study during their baccalaureate degree.

Internships

An internship is a curricular-related work-experience opportunity for the purpose of expanding one's education by applying accumulated knowledge in an academic field of study. This purpose presupposes a student has accumulated a background of knowledge in an applicable discipline or field. Therefore, the availability of internships is limited to upperclassmen, normally seniors. The academic department that grants the credits for the work experience approves students individually for internships at Ave Maria University. Internships sponsored by other organizations may also, with the prior approval of the academic advisor, the department chair and the 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. Internships are currently available in Economics and Politics.

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

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

1. The right to inspect and review the student's education record within 45 days of the day the University receives a request for access. Students should submit to the 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 her or his right to hearing regarding the request for amendment.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting on another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill her or his professional responsibility. Effective October 26, 2001, institutions are permitted to disclose - *without the consent or knowledge of the student or parent* - personally identifiable information from the student's education records to representatives of the Attorney General of the United States in response to an *ex parte* order in connection with the investigation or prosecution of terrorism crimes (USA PATRIOT ACT of 2001). An *ex parte* order

is an order issued by a court without notice to an adverse party. In addition, when the University makes a disclosure pursuant to an *ex parte* order, the University official is **not** required to record that disclosure of information in the student's file.

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.

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

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

Directory Information Public Notice

The University may disclose Directory Information without a student's prior written consent. Ave Maria University designates the following as Directory Information: The student's name, addresses, telephone number, e-mail address, date and place of birth major field of study, degree sought, grade level, expected date of completion of degree requirements and graduation, degrees and awards received, dates of attendance, full or part time enrollment status, the previous educational agency or institution attended, class rosters, participation in officially recognized activities and sports, 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 one week of the first day 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. The transcripts are available for \$3 per transcript for students. Graduates/Alumni will be entitled to 5 free transcripts; requests for documents after will be at a cost of \$3 a piece. Students on the Stop List may not receive grades or transcripts. Due to FERPA, grades or transcripts cannot be sent via email, phone, or fax.

Course Prerequisites

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

Withdrawal for Active Military Duty

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

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

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

Student Academic Complaint/Grievance Policy

Students should refer to the academic section of the general student complaint and grievance policy found on page 42 of this publication. Students concerned about academic advising or other academic issues, including an action based upon academic policies, procedures, or deadlines, should contact the Dean of Faculty. Appeals of grades must be submitted by the thirtieth day of the subsequent semester.

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. It allows high-achieving and highly-motivated students to experience the Core Curriculum in a more challenging, accelerated and enriching manner, creating additional opportunities for integrated studies. The Honors Program extends beyond the classroom, the library, and the laboratory, as it fosters a genuine fellowship of Christian intellectual inquiry and conversation.

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, our 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.
 LATN 101H Elementary Latin; LATN 102H Intermediate Latin;
 LITR 103H Literary Tradition I; LITR 104H Literary Tradition II;
 HIST 101H Western Civilization I; HIST 102H Western Civilization II;
 THEO 105H Sacred Scripture; THEO 205H Sacred Doctrine;
 PHIL 205H Nature and Person; PHIL 206H Ethics;
 POLT 203H American Civilization;
 MATH 151 Calculus (regular section);
 BIOL 211; PHYS 221; or CHEM 211 (regular section for science majors)
 BIOL 212; PHYS 222; or CHEM 212 (regular section for science majors)
2. Fulfill their foreign language requirement with Latin.
3. Attend the Honors Integrated Colloquia (see below).
4. Maintain an overall 3.4 GPA or higher.

*Departments may institute additional specialized honors assignments for core classes rather than offering specific Honors sections. Honors students may convert a non-Honors section into an Honors section when scheduling conflicts prevent taking designated Honors sections.

Honors Integrated Colloquia

The Honors Integrated Colloquia are interdisciplinary discussions for students in the Honors Program, which meet 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.

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 into the Honors Program. Priority consideration will be given to students with a high school GPA of 3.6 or higher and an SAT score of 1860 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 offers students majoring in Music an Honors Program specially designed to enhance and complement the unique program requirements of the program in Music. For more information, see the Music program later in this Catalogue.

Ave Maria University

Academic Honor Code

I. Introduction¹

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

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

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

II. The Honor Code²

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

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

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

III. Standards of Conduct³

A. Student Responsibilities

1. Students are to hold one another accountable to the Honor Code. If a student observes another student(s) preparing to violate the Honor Code, the student should approach the other student and encourage him not to go through with the violation. If a student observes another student(s) in violation of the Honor Code, the student should approach the other student and encourage him to turn himself in to the instructor or the 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, or receiving information from a fellow student or another unauthorized source.

2. Cheating on Assignments

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

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

3. Unauthorized Use of Examinations

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

4. Denying Fair Access to Sources

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

5. Tampering with Others' Work

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

6. Falsification of University Documents

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

7. Submitting Work for Multiple Purposes

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

8. Using False Citations

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

9. Submitting False Data

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

10. False Reporting of Attendance

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

11. Assisting Others in Violating the Honor Code

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

12. Failure to Report Violations

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

IV. Faculty Responsibilities⁴

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

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

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

V. The Honor Council⁵

A. The Council Members

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

B. The Term

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

C. The Chair of the Panel

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

D. Meetings of the Honor Council

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

VI. Judicial Procedure of the Honor Council⁶

A. The First Meeting of the Council

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

B. The Formal Hearing (if necessary)

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

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

C. The Judgment of the Honor Council

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

VII. Academic Penalties for Violations⁷**A. Warning**

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

B. Failing Grade for the Course

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

C. Suspension

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

D. Dismissal

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

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

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

Approved July 1, 2003.

(Endnotes)

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

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

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

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

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

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

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

Accounting

The Accounting Major is offered within the Department of Business.

Chair of the Department of Business: Gabriel Martinez, Associate Professor of Business and Economics

The Major in Accounting prepares students for one of the careers in highest demand through excellent training in a rigorous course of study. Students will learn the skills of the accountant in financial and managerial accounting, in accounting information systems, auditing, and tax preparation; students will broaden and deepen their minds in the Core curriculum; students will strengthen their commitment to honesty and integrity.

Demand for the specific skills of the accountant is large and rising, making accounting professional more competitive in the job market. Students will be well prepared to find work in accounting firms where their specific skills will be needed, or in start-up and existing firms that need help with preparing their financial statements and tax reports.

The Accounting major also includes an advising track to prepare students to become a Certified Public Accountant. The major aims to sharpen their skills with the analytical tools of accounting, 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 Outcomes for the Major in Accounting

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

Required Courses for the Major

ECON 201 Principles of Microeconomics
ECON 202 Principles of Macroeconomics
BUSN 230 Statistics
BUSN 303 Management and Ethics
BUSN 305 Finance
BUSN 340 Business Law
ACCT 201 Accounting I: Financial Accounting
ACCT 202 Accounting II: Managerial Accounting
ACCT 300 Cost Accounting
ACCT 301 Intermediate Accounting I
ACCT 302 Intermediate Accounting II

Major Elective Courses (two electives are required from among the following)

ACCT 311 Information Systems
ACCT 411 Auditing
ACCT 421 Individual Taxation

Recommended Track for the Certified Public Accountant (CPA) Exam

Students who are interested in preparing for the CPA Exam should consult with their academic advisor. The State of Florida requires 120 semester hours of college to be eligible to take the Certified Public Accountant (CPA) exam (See <http://www.myfloridalicense.com/dbpr/cpa/faq-exam>). Those credits must include 24 upper-level accounting hours and 24 upper-level business hours. The CPA exam also requires two Business Law classes. To be licensed as a CPA, students will need an additional 30 semester hours beyond the undergraduate level. (See <http://www.myfloridalicense.com/dbpr/cpa/licensure>)

The following list of courses is recommended for students interested in the CPA track:

ECON 201 Principles of Microeconomics
ECON 202 Principles of Macroeconomics
ACCT 201 Accounting I: Financial Accounting
ACCT 202 Accounting II: Managerial Accounting

Upper-level Business Courses (24 credits)

BUSN 230 Statistics
BUSN 303 Management and Ethics
BUSN 304 Marketing
BUSN 305 Finance
BUSN 340 Business Law
BUSN 440 Business Law II

Upper-level Accounting Courses (24 credits)

ACCT 300 Cost Accounting
ACCT 301 Intermediate Accounting I
ACCT 302 Intermediate Accounting II
ACCT 311 Information Systems
ACCT 411 Auditing
ACCT 421 Federal Income Taxation

Admissions Policies

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

Faculty advisors assist BA 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

24 credits, 6 courses

ACCT 201 Financial Accounting
 ACCT 202 Managerial Accounting
 ACCT 300 Cost Accounting
 ACCT 301 Intermediate Accounting I
 ACCT 302 Intermediate Accounting II
 ACCT 421 Individual Taxation

Note that ACCT 201 and 202 (as well as ECON 201 and 202) are pre-requisites to all ACCT courses. ACCT 300 must be taken before (or concurrently with) ACCT 302.

Course Descriptions

ACCT 201 FINANCIAL ACCOUNTING

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. Prerequisite(s): ECON 201 (may be taken concurrently); MATH 150 or higher.

ACCT 202 MANAGERIAL ACCOUNTING

Study of the 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. Prerequisite(s): ACCT 201 with a grade of C or better; ECON 202 (may be taken concurrently); MATH 150 or higher.

ACCT 300 COST ACCOUNTING

Accounting in manufacturing operations; 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. Prerequisite(s): ACCT 201 and ACCT 202 with grades of C or better; ECON 201 and ECON 202 and MATH 150 or higher.

ACCT 301 INTERMEDIATE ACCOUNTING I

In-depth study of the process of preparing and presenting financial information about an entity for outside users (Part I). 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. Prerequisite(s): ACCT 201 and ACCT 202 with a grade of C or better.

ACCT 302 INTERMEDIATE ACCOUNTING II

In-depth study of the process of preparing and presenting financial information about an entity for outside users (Part II). 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 problems and cash flow. Prerequisite(s): ACCT 301. ACCT 302 must be taken before or concurrently with ACCT 303. Must have a 2.5 GPA in all ACCT 300 and ACCT 400 courses.

ACCT 311 INFORMATION SYSTEMS

Introduction to technology/accounting information systems and their interface with business processes, internal controls and database management systems. Emphasis on maintaining and auditing system security and integrity. Practical experience with a commercial accounting package and database management software. Prerequisite(s): Must have a 2.5 GPA in all ACCT 300 and ACCT 400 courses taken at AMU.

ACCT 411 AUDITING

Introduction to auditing and the professional responsibilities of a career in any specialty of the accounting profession. The investigation of accounting information. This is an introductory course in all aspects of the investigative process in auditing. Topics include evaluation in 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. Prerequisite(s): ACCT 301, ACCT 302, ACCT 303. Must have a 2.5 GPA in all ACCT 300 and ACCT 400 courses taken at AMU.

ACCT 421 FEDERAL INCOME TAXATION

Comprehensive introduction to the U.S. federal income tax system. Emphasizes the taxation of individuals but many topics also apply to business entities. Coverage includes technical tax rules and motivations behind these rules, as well as tax planning opportunities and limitations. Prerequisite(s): ACCT 201 and ACCT 202 with grades of C or better.

Typical Plan—Accounting Major

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
MATH 150 Functions	4	THEO 105 Sacred Scripture	4
Elementary Foreign Language	4	Intermediate Foreign Language	4
LITR 103 Literary Tradition I	4	LITR 104 Literary Tradition II	4
HIST 101 Western Civ I	4	HIST 102 Western Civ II	4
Total	16	Total	16

Sophomore Year

Fall Semester	Credits	Spring Semester	Credits
THEO 205 Sacred Doctrine	4	POLT 203 Amer Civ	4
PHIL 205 Nature and Person	4	PHIL 206 Ethics	4
ACCT 201 Financial Accounting	4	ACCT 201 Managerial Accounting	4
ECON 201 Princ Macroecon	4	ECON 202 Princ Microecon	4
Total	16	Total	16

Junior Year

Fall Semester	Credits	Spring Semester	Credits
ACCT 301 Intermediate Acct I	4	ACCT 302 Intermediate Acct II	4
ACCT 300 Cost Accounting	4	BUSN 340 Business Law	4
Natural Science w/ Lab I	4	Natural Science w/ Lab II	4
General Elective	4	BUSN 230 Statistics	4
Total	16	Total	16

Senior Year

Fall Semester	Credits	Spring Semester	Credits
BUSN 305 Finance	4	THEO 400 Living in Christ	4
BUSN 303 Management & Ethics	4	PHIL 400 Phil Pers: Metaphysics	4
General Elective	4	General Elective	4
ACCT Elective	4	ACCT Elective	4
Total	16	Total	16

Students interested in taking the CPA exam should consult their advisor for the courses recommended for the CPA track. See above for the recommended courses, in addition to the courses for the major.

American Studies

Program Director: Dr. John Colman, Assistant Professor of Politics and 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 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.*

Major Requirements

Required Courses:

POLT 203 American Civilization (Core Curriculum Requirement)

POLT 304 Constitutional Law

POLT 301 American Government

POLT 415 American Political Thought

POLT 490 Senior Seminar

LITR 411 American Literature or any other Literature course dealing with American literature

2 out of 3 of the following History offerings

HIST 212 Col America; HIST 213 Revolution to Civil War; or HIST 214 Reconstruction to Present

2 Electives which may include the following:

POLT 307 Presidency

POLT 314 US Foreign Policy

POLT 305 Public Policy

HIST 415 American Legal History

Elective courses can be taken in any department. All courses must focus on primary sources and original documents. All elective courses considered for fulfilling the elective requirements will be approved by the Department of Politics.

Typical Plan—American Studies Major

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
MATH 110, 150, or 151	4	THEO 105 Sacred Scripture	4
LITR 103 Literary Tradition I	4	LITR 104 Literary Tradition II	4
HIST 101 Western Civ I	4	HIST 102 Western Civ II	4
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 205 Sacred Doctrine	4	HIST 212, 213, Or 214	4
Science I with Lab	4	Science II with Lab	4
POLT 203 Amer Civ	4	General Elective	4
Total	16	Total	16

Junior Year

Fall Semester	Credits	Spring Semester	Credits
POLT 301 American Govt	4	HIST 212, 213, or 214	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 415 Amer Polt Thought	4	POLT 490 Senior Seminar	4
LITR 411 American Lit	4	American Studies Elective	4
General Elective	4	THEO 400 Living in Christ	4
General Elective	4	PHIL 400 Phil Perspectives	4
Total	16	Total	16

Biochemistry

Program Director: Dr. James Peliska, Professor of Chemistry

Interdisciplinarity is the hallmark of the biological sciences in the 21st century. In addition to a foundation in chemistry and biology, the biochemistry major provides students with an understanding of the central elements of biochemistry and molecular biology. The biochemistry program curriculum is designed to prepare the student for graduate school, medical school, or other professional programs of study. In addition, graduates should be highly competitive in the chemical, pharmaceutical, and biotechnology marketplace.

Biochemistry Major Student Learning Goal and Outcomes

Goal: *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 at AMU aims to provide a rigorous and modern introduction to the chemical and biochemical sciences in an environment that incorporates classroom teaching, class-associated lab 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 on the basis of accrued knowledge in biology, chemistry, mathematics and physics, drawing together concepts from across these disciplines to solve complex biochemical problems.*
- 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 particular 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.*

Required Courses:

(All courses are four credits unless otherwise noted.)

BIOL 211 Biology I with lab

BIOL 212 Biology II with lab

CHEM 211 General Chemistry I with lab

CHEM 212 General Chemistry II with lab
 CHEM 311 Organic Chemistry I with lab
 CHEM 312 Organic Chemistry II with lab
 PHYS 221 University Physics I: Mechanics with lab
 PHYS 222 University Physics II: Materials with lab
 BIOL 303 Genetics with lab
 BCHM 405 Biochemistry I with lab
 BCHM 406 Biochemistry II with lab

Elective Courses: (Eight credits are required.)

BIOL 305 Molecular Biology with lab
 BCHM 415 Advanced Topics in Biochemistry (2 credits)

Possible Topics Include

- Transcription Control of Gene Expression
- Biochemistry of Cancer
- Organic Mechanisms of Drug Action
- Advanced Structural Biology
- Biochemistry of Viral Action
- Advanced Biochemical Techniques (lab)
- Principles of Pharmacology and Pharmacokinetics
- Enzyme Kinetics and Mechanism
- Protein Trafficking
- Natural Products Biochemistry
- Bio-organic Chemistry

BCHM 497 Directed Research (variable credits)

Course Descriptions

BCHM 405 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. Prerequisites: BIOL 211, BIOL 212, CHEM 211, 212, 311, 312 (or concurrently), PHYS 221, 222 (or 211, 212) (may be taken concurrently). (4 cr.)

BCHM 406 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. Prerequisites: BIOL 211, BIOL 212, CHEM 211, 212, 311, 312, BCHM 405, PHYS 221, 222 (211 & 212 are not permitted), Math 151. (4 cr.)

BCHM 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 transcriptional control of gene expression, the biochemistry of cancer, advanced structural biochemistry, biochemistry of viral action, advanced biochemical techniques (lab), bio-organic chemistry, mechanism of enzyme action, organic chemistry of drug action. Some prerequisites may be taken concurrently, see the Biochemistry program director or specific requirements. Prerequisites: BIOL 211, BIOL 212, CHEM 211, 212, 311, 312, BCHM 405 (2 cr. each)

Typical Plan—Biochemistry Major

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
MATH 151	4	THEO 105 Sacred Scripture	4
LITR 103 Literary Tradition I	4	LITR 104 Literary Tradition II	4
BIOL 211 Biology I	4	BIOL 212 Biology II	4
LATN 101 Elem Latin*	4	LATN 102 Inter Latin*	4
Total	16	Total	16

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

Sophomore Year

Fall Semester	Credits	Spring Semester	Credits
CHEM 211 General Chem I	4	CHEM 212 General Chem II	4
PHYS 221 Physics I: Mechanics	4	PHYS 222 Physics II: Materials	4
BIOL 303 Genetics	4	THEO 205 Sacred Doctrine	4
HIST 101 Western Civ I	4	HIST 102 Western Civ II	4
Total	16	Total	16

Junior Year

Fall Semester	Credits	Spring Semester	Credits
PHIL 205 Nature and Person	4	PHIL 206 Ethics	4
CHEM 311 Organic Chem I	4	CHEM 312 Organic Chem II	4
BCHM Elective (e.g., Mol. Biol)	4	BCHM 405 Biochemistry I	4
POLT 203 Amer Civ	4	General Elective	4
Total	16	Total	16

Senior Year

Fall Semester	Credits	Spring Semester	Credits
BCHM 406 Biochemistry II	4	General Elective	4
BCHM 415 Adv Topics in Biochem 2	2	General Elective	4
BCHM 415 Adv Topics Biochem	2	General Elective	4
THEO 400 Living in Christ	4	PHIL 400 Phil Perspectives	4
General Elective	4		
Total	16	Total	16

Biology Major

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

Students with an interest in biology as a potential major are strongly encouraged to speak with a biology faculty advisor before beginning their freshman year.

Student Learning Goals and Outcomes for the Major in Biology

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

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

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

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

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

Required Prerequisites for the Major

CHEM 211 General Chemistry I (w/lab)

CHEM 212 General Chemistry II (w/lab)

CHEM 311 Organic Chemistry I (w/lab)

CHEM 312 Organic Chemistry II (w/lab)

PHYS 211 College Physics I (w/lab)

PHYS 212 College Physics II (w/lab)

Required Major Courses

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

Elective Major Courses (4 courses or 16 credits required)

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

Minor in Biology

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

Minor in Chemistry

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

Minor in Ecology and Conservation Biology

Biology involves the study of the interactions among the different components of life, from molecules to global cycles. The Minor in Ecology and Conservation Biology focuses on understanding the evolution, distribution and threats to biodiversity. Emphasis is placed on understanding the important aspects of genetics and population biology that impact the management and protection of species and populations of conservation concern. The course will also examine the theory and practice of reserve design and other conservation measures used in a variety of situations worldwide.

Students interested in Ecology and Conservation Biology should take a prescribed set of courses pointing them toward getting further knowledge in this sub-discipline of biology. Preparation for many careers is advanced by coursework in ecology and conservation, e.g. environmental law, environmental consulting, conservation biology, and environmental education. Required Courses are BIOL 211 and 212 and four among the following courses: BIOL 240 General Ecology; BIOL 307 Marine Biology; BIOL 340 Conservation Biology; BIOL 402 Microbial Ecology; BIOL 438 Freshwater Ecology (w/lab).

Course Descriptions

Biology Courses

BIOL 105 ENVIRONMENTAL SCIENCE

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 lab) (4 cr.) All science courses with a laboratory include a \$40 fee.

BIOL 201 CONCEPTS IN BIOLOGY I

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

BIOL 202 CONCEPTS IN BIOLOGY II

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

BIOL 211 BIOLOGY I - CELLULAR AND MOLECULAR BIOLOGY

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

BIOL 212 BIOLOGY II - ORGANISMAL AND POPULATION BIOLOGY

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

BIOL 213 CRITICAL ANALYSIS I

A course designed to introduce students to researching, reading, analyzing and discussing the biological and biochemical literature. This course will involve a combination of faculty and student literature presentations and analysis. Classic and current papers from the fields of biology and biochemistry will be chosen for analysis. This course is required for the Biology major and Pre-Medicine students. Prerequisites: BIOL 211, BIOL 212 (can be taken concurrently) (1 cr.)

BIOL 297 DIRECTED RESEARCH

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

BIOL 303 GENETICS

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

BIOL 304 ANATOMY AND PHYSIOLOGY 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. Prerequisites: BIOL 211, BIOL 212 (4 cr.)

BIOL 305 MOLECULAR BIOLOGY

Designed to explore the biology and molecular regulation of gene expression and other cell

functions. Other topics include the nature, control, recombination and rearrangement of genes, gene manipulation, and recombinant DNA techniques. (with lab) Prerequisites: BIOL 211, BIOL 212, BIOL 303. Recommended: CHEM 211, 212 (4 cr.)

BIOL 306 BASIC AND CLINICAL PHARMACOLOGY

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

BIOL 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 field-work are included. Prerequisite: BIOL 211 and 212. (4 cr.)

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. Prerequisites: BIOL 211, BIOL 212, BIOL 304 (4 cr.)

BIOL 321 TROPICAL ECOLOGY AND FIELD BIOLOGY

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 is primarily field based. Prerequisite: BIOL 211, 212. (4 cr.)

BIOL 400 SPECIAL TOPICS SEMINAR IN BIOLOGY AND MEDICINE

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

BIOL 401 MICROBIOLOGY

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

BIOL 402 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 cr.)

BIOL 405 BIOCHEMISTRY I

A study of proteins, enzymes, carbohydrates, lipids and membranes with an emphasis on the relationship of structure and function. Also included is a study of catabolism with primary focus on glycolysis, gluconeogenesis, glycogen metabolism, Krebs cycle, and oxidative phosphorylation. Prerequisites: BIOL 211, BIOL 212, CHEM 211, 212, 311, 312, PHYS 211, 212. Crosslisted as CHEM 405. (4 cr.)

BIOL 406 BIOCHEMISTRY II

A continuation of Biochemistry I. Topics covered are photosynthesis, biosynthesis of

macromolecular precursors, the chemistry of storage, transmission and expression of genetic information, biochemical dimensions of selected physiological processes. Prerequisites: BIOL 211, BIOL 212; CHEM 211, 212, 311, 312; Physics 211, 212. Crosslisted as CHEM 406. (4 cr.)

BIOL 413 CRITICAL ANALYSIS II

A course designed to build on the skills introduced in BIOL 213 where students research, read, analyze, and discuss the biological and biochemical literature. This course will involve primarily student presentations and analysis. This course is required for all Biology majors. Prerequisites: Senior standing, CHEM 211, 212, 311, 312, BIOL 211, 212, PHYS 211, 212. (1 cr.)

BIOL 415 SPECIAL TOPICS IN BIOLOGY

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

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

BIOL 497 DIRECTED RESEARCH

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

Chemistry Courses

CHEM 211 GENERAL CHEMISTRY I A study of the basic principles of chemistry, with an emphasis on the laws of chemical combination, descriptive inorganic chemistry, thermochemistry, the gas, liquid, and solid states of matter, the periodic law, atomic structure and chemical bonding, and the nature of intermolecular forces. Prerequisite: MATH 150 or higher. (with lab) (4 cr.)

CHEM 212 GENERAL CHEMISTRY II

A continuation of General Chemistry I with emphasis on kinetics, chemical equilibria involving gases, weak acids and bases, and slightly soluble solids, free energy changes, electrochemistry, transition metal chemistry. Prerequisite: CHEM 211. (with lab) (4 cr.)

CHEM 311 ORGANIC CHEMISTRY I

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

CHEM 312 ORGANIC CHEMISTRY II

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

CHEM 405 BIOCHEMISTRY I

A study of proteins, enzymes, carbohydrates, lipids and membranes with an emphasis on the relationship of structure and function. Also included is a study of catabolism with primary focus on glycolysis, gluconeogenesis, glycogen metabolism, Krebs cycle, and oxidative phosphorylation. Prerequisites: BIOL 211, BIOL 212, CHEM 211, 212, 311, 312, PHYS 211, 212. Crosslisted as BIOL 405. (4 cr.)

CHEM 406 BIOCHEMISTRY II

A continuation of Biochemistry I. Topics covered are photosynthesis, biosynthesis of macromolecular precursors, the chemistry of storage, transmission and expression of genetic information, biochemical dimensions of selected physiological processes. Prerequisites: BIOL 211, BIOL 212; CHEM 211, 212, 311, 312; Physics 211, 212. Crosslisted as BIOL 406. (4 cr.)

CHEM 415 SPECIAL TOPICS IN CHEMISTRY

This course will be offered on a periodic basis. Possible topics include Advanced Organic Chemistry, Organic Chemistry of Drug Design and Action, Bioorganic Chemistry. (4 cr.)

Pre-medicine Program

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

Minimal Pre-medicine Requirements

CHEM 211 General Chemistry I (w/lab)

CHEM 212 General Chemistry II (w/lab)

CHEM 311 Organic Chemistry I (w/lab)

CHEM 312 Organic Chemistry II (w/lab)

BIOL 211 Biology I (w/lab)

BIOL 212 Biology II (w/lab)

PHYS 211 College Physics I (w/lab)

PHYS 212 College Physics II (w/lab)

MATH 150 Functions; MATH 151 Calculus is strongly recommended

At least one upper level Biology class is strongly recommended. Especially recommended are BIOL 305 Molecular Biology, BIOL 405/406 Biochemistry, BIOL 303 Genetics, BIOL 304 Anatomy and Physiology. It is recommended that the minimal requirements be completed by the end of the junior year as preparation for the MCAT examination. In addition to the course offering/requirements listed above, a variety of other supplementary programs, seminars, and lectures are offered.

Typical Plan—Biology Major

Freshman Year

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

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

Sophomore Year

Fall Semester	Credits	Spring Semester	Credits
PHIL 205 Nature and Person	4	PHIL 206 Ethics	4
CHEM 211 General Chem I	4	CHEM 212 General Chem II	4
BIOL 303 Genetics	4	THEO 205 Sacred Doctrine	4
HIST 101 Western Civ I	4	HIST 102 Western Civ II	4
BIOL 213 Critical Analysis I	1		
Total	17	Total	16

Junior Year

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

Senior Year

Fall Semester	Credits	Spring Semester	Credits
BIOL Elective	4	BIOL Elective	4
General Elective	4	BIOL 413 Critical Analysis II	1
General Elective	4	General Elective	2
General Elective	4	THEO 400 Living in Christ	4
		PHIL 400 Phil Perspectives	4
Total	16	Total	15

Business Administration

Chair: Gabriel Martinez, Associate Professor of Business and Economics

The Business Administration program seeks to make it possible for 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. If theory and analytical techniques of various sorts are readily learned and imitated, communication and interpersonal skills, as well as the ability to weave together and make use of different kinds of knowledge are at once less easily taught or transferred to others. Precisely because they are less easily imitated, they are highly valued by the business environment. The Business Administration program intends to open to students the possibility to internalize those skills and ability through an uncompromisingly 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 purpose of the inter-acting persons. Personal factors are precisely what makes the difference between good and bad business decisions. The acquired habit of weighing the qualitative and quantitative factors involved in the 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 holds the conviction that students need a broad foundation in the moral dimension of human history, activity, and political life in order to carry out successfully the practice of business. The core thus serves as the necessary foundation for the major in Business Administration.

Student Learning Outcomes for the Major in Business

- | | |
|------------|---|
| Outcome 1: | <i>Students will develop a conceptual understanding of the elements of corporate strategy and translate all of its elements into written strategic case analysis.</i> |
| Outcome 2: | <i>Students will develop a business plan, including presenting three different financial projections: realistic, optimistic and pessimistic estimates, and integrating NPV and IRR results</i> |
| Outcome 3: | <i>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.</i> |
| Outcome 4: | <i>Students will understand and apply strategic and tactical concepts of marketing such as product, price, promotion, place and positioning strategies.</i> |
| Outcome 5: | <i>Students will be able to understand fundamental concepts and principles of management, including the basic roles, skills, and functions of management.</i> |
| Outcome 6: | <i>Students will understand the basic principles of both macro and microeconomics and apply those principles in a business context.</i> |
| Outcome 7: | <i>Students will have a general understanding of the laws of the United States as they relate to business activities, operations and transactions.</i> |

Required Major Courses

ECON 201 Principles of Microeconomics
 ECON 202 Principles of Macroeconomics
 BUSN 230 Statistics (cross-listed w/MATH230)
 ACCT 201 Accounting I: Financial Accounting
 ACCT 202 Accounting II: Managerial Accounting
 BUSN 303 Management and Ethics
 BUSN 304 Marketing
 BUSN 305 Finance
 BUSN 340 Business Law

Elective Major Courses (one required)

See below for descriptions.

Minor in Business

The Minor in Business is aimed toward those students who want to major in 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 ECON 201, 202; ACCT 201; BUSN 303; 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.

BUSN 205. SPREADSHEET MODELS FOR MANAGERIAL DECISION MAKING.

Formulation and solution of business problems using operations research techniques in a spreadsheet environment. Techniques of linear and integer programming, decision analysis, network optimization, queuing, and simulation. Applications from marketing, finance, and operations. Prerequisites: COMP 180, MATH 230.

BUSN 230 STATISTICS

Introduction to statistical inference. Basic probability, descriptive statistics, sampling distributions, parameter estimation, tests of hypothesis, chi-square tests, regression analysis, analysis of variance, and nonparametric tests. (Crosslisted with MATH 230 and ECON 230.)

BUSN 303 MANAGEMENT AND ETHICS

Management theories and their practical applications. Management tools and techniques; practical supervisory skills (empowerment, delegation, teamwork building, motivation, leadership, and training). Conflict management. Prerequisite: ECON 201, 202.

BUSN 304 MARKETING

An introduction to marketing strategy, with emphasis on segmentation, positioning, and the

marketing mix. Ethical principles in marketing, strategic marketing planning, and marketing research. Higher level of thinking skills, communication, teamwork, and analytical skills through case discussions and the development of a comprehensive final project. Prerequisite: ECON 201, 202 and BUSN 230.

BUSN 305 FINANCE

Sources, uses, cost, and control of funds in business enterprises; development of financial statements, financial ratio analysis; working capital management; capital budgeting analysis; capital structure and the cost of capital; bonds and stocks; financial institutions and markets. Prerequisite: ECON 201, 202; BUSN 301, 302.

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.

BUSN 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. Cross-listed as ECON 315

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.

BUSN 340 BUSINESS LAW

The different foundational principles of legal systems. Natural law and the nature of law. The legal environment of business: constitutional Law, courts, torts, civil and criminal Law, compliance issues. Contracts. Sales and lease contracts. Negotiable instruments. Debtor-creditor relationships. Business organizations. Government regulation. Property.

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.)

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: ECON 201, ECON 202, BUSN 340.

Typical Plan—Business Major

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
MATH 150 Functions	4	THEO 105 Sacred Scripture	4
Elementary Foreign Language	4	Intermediate Foreign Language	4
LITR 103 Literary Tradition I	4	LITR 104 Literary Tradition II	4
HIST 101 Western Civ I	4	HIST 102 Western Civ II	4
Total	16	Total	16

Sophomore Year

Fall Semester	Credits	Spring Semester	Credits
THEO 205 Sacred Doctrine	4	POLT 203 Amer Civ	4
PHIL 205 Nature and Person	4	PHIL 206 Ethics	4
Natural Science I w/ Lab	4	Natural Science II w/ Lab	4
ECON 201 Princ Macroecon	4	ECON 202 Princ Microecon	4
Total	16	Total	16

Junior Year

Fall Semester	Credits	Spring Semester	Credits
BUSN 230 Stats for Soc Sci	4	BUSN 302 Managerial Acct	4
BUSN 301 Financial Accounting	4	BUSN 340 Business Law	4
BUSN 304 Marketing	4	General Elective	4
General Elective	4	General Elective	4
Total	16	Total	16

Senior Year

Fall Semester	Credits	Spring Semester	Credits
BUSN 305 Finance	4	THEO 400 Living in Christ	4
BUSN 303 Management & Ethics	4	PHIL 400 Phil Pers: Metaphysics	4
General Elective	4	Business Elective	4
General Elective	4	General Elective	4
Total	16	Total	16

Catholic Studies

Program Director: William Riordan, Professor of 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” (no. 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: *Graduates will prepare a satisfactory senior paper in an area an interdisciplinary topic relating to interplay of the Catholic Faith and another discipline.*

Require 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 courses

ECON 315 Catholic Social Teaching and Economic Life

POLT 302 Catholic Political Thought

LITR 415 Thomas More

PHIL 406 St. Augustine

PHIL 407 Thomas Aquinas

PHIL 408 Franciscan Philosophy

PHIL 409 John Henry Newman

MUSC 305 Heritage of Sacred Music

LITR 205 Medieval Literature

HIST 362 The Crusades

LATN 304 Latin Church Fathers

LATN 403 Scholastic Latin Texts

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

Typical Plan—Catholic Studies Major

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
MATH 110, 150, or 151	4	THEO 105 Sacred Scripture	4
LITR 103 Literary Tradition I	4	LITR 104 Literary Tradition II	4
HIST 101 Western Civ I	4	HIST 102 Western Civ II	4
LATN 101 Elem Latin*	4	LATN 102 Inter Latin*	4
Total	16	Total	16

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

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 Amer Civ	4
Science I with Lab	4	Science II with Lab	4
General Elective	4	THEO 206 Creation & Grace	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	THEO 309 Christ & His Church	4
General Elective	4	General Elective	4
General Elective	4	General Elective	4
Total	16	Total	16

Senior Year

Fall Semester	Credits	Spring Semester	Credits
THEO 405 Triune God	4	THEO 490 Senior Seminar	4
Catholic Studies Elective	4	Catholic Studies Elective	4
General Elective	4	Elective	4
General Elective	4	PHIL 400 Metaphysics	4
Total	16	Total	16

Classics & Early Christian Literature

Chair: Andrew Dinan, Associate Professor of Classics and 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 and Early Christian Literature, with concentration in Latin.

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

Students entering the program with considerable background in classical languages are advised by the department chairman about placement exams. 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.

The Classics and Early Christian Literature Department also generally offers Latin and Greek during the summer session as well as occasionally Hebrew.

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

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

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

Outcome 2: *Classics majors will demonstrate familiarity with the literature and literary culture of the Greco-Roman world and the early Christian centuries, the ability to distinguish among literary genres and styles as well as to*

paraphrase, translate, and comment upon texts in Latin and Greek, and a basic proficiency in writing Latin prose.

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

Courses that Fulfill the Foreign Language Requirement of the Core Curriculum

LATN 101 Elementary Latin; LATN 102 Intermediate Latin

Required Major Courses

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

Elective Major Courses (two required)

GREK 204 Greek Readings: Poetry
 GREK 304 Greek Church Fathers
 GREK 310 Greek Prose Composition
 GREK 403 Greek Poetry
 GREK 415 Special Topics
 LATN 403 Scholastic Latin Texts
 LATN 404 Latin Epistolary Writing
 LATN 415 Special Topics

Minor Programs

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

Course Descriptions

LATN 101 ELEMENTARY LATIN

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

LATN 102 INTERMEDIATE LATIN

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

LATN 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.

LATN 204 GOLDEN AGE POETRY

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

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.

LATN 310 LATIN PROSE COMPOSITION

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

LATN 403 SCHOLASTIC LATIN TEXTS

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

LATN 404 LATIN EPISTOLARY WRITING

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

LATN 415 LATIN SPECIAL TOPICS

The course is designed to accommodate students who have a particular interest in authors or topics not covered in the regular curriculum. It may be taught as a tutorial or as a seminar, depending on enrollment. Examples of topics are the Latin of Jerome's Vulgate, Lactantius' Divine Institutes, Augustine's Confessions, Latin Epigraphy and Paleography, Medieval Lyric Poetry, Liturgical Latin, 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.

Greek course descriptions are located under the Greek Major.

Typical Plan—Classics & Early Christian Literature Major

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
MATH 100,120,150, or 151	4	THEO 105 Sacred Scripture	4
LITR 103 Literary Tradition I	4	LITR 104 Literary Tradition II	4
HIST 101 Western Civ I	4	HIST 102 Western Civ II	4
LATN 101 Elementary Latin	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 Amer Civ	4
Science I with Lab	4	Science II with Lab	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 Elem. Greek	4	GREK 104 Inter. Greek	4
LATN 304 Latin Church Fathers	4	LATN 310 Latin Prose Comp	4
General Elective	4	General Elective	4
General Elective	4	General Elective	4
Total	16	Total	16

Senior Year

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

Economics

Chair: Joseph Burke, Associate Professor of Economics

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

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

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

There is a significant demand for university graduates with a general training in economics. The importance of economics is recognized in business and government as well as in college and university teaching. Economics majors use their talents in educational and financial institutions, in government agencies, and in the corporate sector. A degree in economics is an excellent preparation for graduate study in law, business administration, public administration, public policy, and advanced economics.

Student Learning Goals and Outcomes for the Major in Economics

Goal 1: *Students will be capable of thinking and writing like economists, of making sound, well-integrated, and well-informed arguments about the national and global economy 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.*
- Outcome 4: *Students will be able to identify and describe the main principles of Catholic social teaching and able to incorporate its principles into economic arguments as appropriate.*
- 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.*

Required Major Courses

ECON 201 Principles of Macroeconomics
 ECON 202 Principles of Microeconomics
 ECON 230 Statistics for the Social Sciences
 ECON 301 Intermediate Macroeconomics
 ECON 302 Intermediate Microeconomics
 ECON 315 Catholic Social Teaching
 ECON 490 Senior Seminar: Applied Economic Theory

Elective Major Courses (three required)

ECON 310 History of Economic Thought
 ECON 316 Market, State, and Institutions
 ECON 332 Strategic Thinking and Game Theory
 ECON 403 Introduction to Econometrics
 ECON 415 Special Topics in Economics
 ECON 420 Economics and Ethics of Development
 ECON 421 International Macroeconomics
 ECON 430 Labor Economics and the Economics of Poverty
 ECON 433 Industrial Organization and Public Policy

The Minor in Economics

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

The Minor in Family and Society

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 Minor in Family and Society aids students call by equipping them with the analytical skills necessary to understand the situation of the family in the modern world. Students may enter the family studies program from any major, e.g., economics, history, politics, philosophy, psychology, & business.

Required Courses:

ECON 230 Statistics for the Social Sciences
 ECON 250 Social Analysis I: Family, Society, and Gender
 ECON 350 Social Analysis II: Religion and Education in America
 THEO 409 Christian Marriage
 Economics Elective (with approval)

Course Descriptions

ECON 201 PRINCIPLES OF MACROECONOMICS

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

ECON 202 PRINCIPLES OF MICROECONOMICS

The course will study how, within a market system, individuals and firms use factors of production to satisfy economic needs, emphasizing that the economy is a means and not an end. The course will study the behavior of individuals and firms and market coordination and adjustment by focusing on consumer demand, theories of production and cost, pricing and output under competitive and non-competitive conditions, and factor usage and pricing. The basics of general equilibrium analysis, international trade, the economics of government, natural resource economics, and policies to increase efficiency and diminish inequality and poverty may also be included. Prerequisite: MATH 150 Functions.

ECON 230 STATISTICS FOR THE SOCIAL SCIENCES

Self-contained introduction to statistics with economic applications. Elements of probability theory, sampling theory, statistical estimation, regression analysis, and hypothesis testing. Elementary econometrics and other applications of statistical tools to economic data. Prerequisite: MATH 150 Functions.

ECON 301 INTERMEDIATE MACROECONOMICS

This course deepens the analysis of ECON 201, continuing to examine macroeconomic theories of the determination of national income, employment, the price level, interest rates, exchange rates, and economic growth. It includes a study of the trade-off between the economic goals of low unemployment and low inflation, of monetary and fiscal policy to achieve them, and of the policy positions of various schools of thought. It gives importance to international macroeconomics, to the role of technology in growth, and to issues of economic policy making. Employs standard analytic tools. Prerequisite: ECON 201, MATH 151 Calculus I.

ECON 302 INTERMEDIATE MICROECONOMICS

Deepens the analysis of ECON 202. We will deepen the focus on contemporary theories of consumer and firm behavior, prices, and resource allocation. Examines firm behavior for several market structures, with a critical evaluation of the economic means used to achieve the ends of efficiency and equity. Prerequisite: ECON 202, MATH 151 Calc I.

ECON 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.

ECON 315 CATHOLIC SOCIAL TEACHING

A study of the interrelation of ethics, and economics, focusing on the key principles of Catholic social teaching on the economy. The course examines closely the major papal encyclicals as the major premises of the course and it compares it to thinking on ethics by economists. Texts of

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

ECON 316 MARKETS, STATE, AND INSTITUTIONS

This course studies various ways of organizing an economy and making economic policy through the writings of economists and social philosophers. Most economists have considered alternatives from complete laissez faire to total government control, through a mixed economy with varying degrees of government intervention. A major emphasis of this course is studying and going beyond the market/state dichotomy and introducing intermediate organizations as key to the functioning of a healthy economic society. Texts from pro-free market, pro-state intervention, and pro-subsidiarity thinkers (such as Locke, Friedman, Hayek, Marx, Keynes, Okun, Galbraith, North, Putnam or Schumacher) are included.

ECON 332 STRATEGIC THINKING AND GAME THEORY

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

ECON 403 INTRODUCTION TO ECONOMETRICS

Introduction to econometric models and techniques, emphasizing regression. This course provides an introduction to econometrics for students who have completed a course in introductory statistics (including estimation and hypothesis testing based on sample data and simple least squares regression). It aims to provide a solid practical basis in the subject and to enable students to be able to understand and interpret results published by applied economists in books and journals and also to undertake empirical work of their own. The course will place more stress on understanding and properly applying methods than on formal derivations and proofs. Advanced topics include instrumental variables, panel data methods, measurement error, and limited dependent variable models. Prerequisites: ECON 230, 301, 302.

ECON 415 SPECIAL TOPICS IN ECONOMICS

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

ECON 420 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 ethics of development, focusing on the goals of development and key principles of development ethics, such as participation, solidarity, and subsidiarity. Prerequisites: ECON 301, 302, 230.

ECON 421 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. Prerequisites: ECON 301, 230.

ECON 430 LABOR ECONOMICS AND THE ECONOMICS OF POVERTY

Theory and evidence concerning the functioning of the labor market. Particular emphasis on the roles played by government and institutions. Topics include minimum wages, labor market effects of social insurance and welfare programs, the collective bargaining relationship, discrimination, human capital, and unemployment. Also examines the role of technology, class, gender, race, and law through a historical discussion. The economics of poverty are analyzed through an examination of the extent and causes of poverty, mainly in the United States. The current system of government programs to combat poverty is analyzed. Economic studies integrated with insights from other social sciences. Prerequisite: ECON 201, 202. Pre- or co-requisite: 302.

ECON 433 INDUSTRIAL ORGANIZATION AND PUBLIC POLICY

This is a course in industrial organization, the study of firms in markets. Industrial organization focuses on firm behavior in imperfectly competitive markets, which appear to be far more common than the perfectly competitive markets that are the focus of a basic microeconomics course. This field analyzes the acquisition and use of market power firms, strategic interactions among firms, and the role of government competition policy. The course will approach this subject from both theoretical and applied perspectives. Prerequisites: ECON 301, 302, 230.

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). That paper, about 20-25 pages in length, summarizes professional research on an appropriate topic area. Pre-requisites: ECON 301, 302, 230.

Typical Plan—Economics Major

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
MATH 151 Calculus I	4	THEO 105 Sacred Scripture	4
LITR 103 Literary Tradition I	4	LITR 104 Literary Tradition II	4
HIST 101 Western Civ I	4	HIST 102 Western Civ II	4
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 205 Sacred Doctrine	4	POLT 203 Amer Civ	4
Science I with Lab	4	Science II with Lab	4
ECON 201 Princ Macroecon	4	ECON 202 Princ Microecon	4
Total	16	Total	16

Junior Year

Fall Semester	Credits	Spring Semester	Credits
ECON 301 Inter Macroecon	4	ECON 302 Inter Microecon	4
ECON 315 Cath. Soc. Teaching	4	ECON 230 Stats for Soc Sci	4
General Elective	4	General Elective	4
General Elective	4	General Elective	4
Total	16	Total	16

Senior Year

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

Elementary Education

Chair: Denise Donohue, Assistant Professor of Education

The Elementary Education major has been approved for the 2013-2014 academic year. Ave Maria University is currently coordinating the implementation of the major with our regional accrediting association, the Southern Association of Colleges and Schools Commission on Colleges. The program does not have approval from the State of Florida as an official teacher preparation program and thus does not lead directly to a teaching certificate at this point.

The Elementary (K-6th) Education major seeks to further teaching, inquiry and scholarship in the field of education with a special focus on Catholic and classical education. While examining the field of education using methodologies and practices proper to the discipline, 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 as ultimately rooted in the order of God and creation.

The Elementary Education major will assist students in developing the knowledge, skills and dispositions to be a Kindergarten through 6th grade teacher. Students considering teaching in middle or high school should pursue the Minor in education program listed below. While the elementary education major will serve as useful preparation for those who would like to enter a K-6th teaching career, this major on its own does not currently satisfy the requirements for a state teaching credential. The University is currently in the process of seeking state approval for the major. This approval process may require some changes to the initially established curriculum. The student should not assume the program will possess state program approval status before his or her graduation. However, the value of the major is still high as it may help students seeking immediate employment in private schools which may not require state credentials or in public or private schools which may provide a grace period to earn a credential via alternative certification while employed.

Student Learning Outcomes for the Major in Elementary Education

- Outcome 1: Students will demonstrate understanding and successful practice of each of the following Florida Educator Accomplished Practices (FEAP's): instructional design and lesson planning; the learning environment; instructional delivery and facilitation; assessment; continuous professional improvement; professional responsibility and ethical conduct.*
- Outcome 2: Students will demonstrate the ability to successfully develop, teach, and manage a classroom in a full time one semester student internship.*
- Outcome 3: Students will be able to articulate the unique elements of Catholic and classical educational paradigms and to be familiar with Catholic educational philosophy.*

Admissions Policies

Application to the major in Elementary Education may be made at the end of the sophomore year. Admission requires a passing on the General Knowledge Test of the Florida Teacher Certification Examination, the completion of 64 hours of college work with a 2.5 GPA, and the completion of education prerequisite courses with a letter grade of a C- or better.

Students considering the major must take the education prerequisite courses prior to submitting the application to the major: EDUC 201 Educational Foundations and EDUC 301 Human Development and Learning. The major starts with a traditional foundations course and moves progressively through the general areas of psychology, assessment, classroom management, and instruction. The program will be infused with information and techniques related to teaching English for speakers of other languages (ESOL) and Reading. Many courses will have fieldwork components and students will need to arrange for their own off-site transportation for some class activities. As part of the Education minor, Ave Maria University currently uses the Donahue Academy and several Immokalee schools as coursework training sites.

Required Courses: (56 total credits)

EDUC 201 Educational Foundations (4 credits)
 EDUC 210 Measurement and Evaluation in the Classroom (3 credits)
 EDUC 220 Instructional Strategies (3 credits)
 EDUC 230 Methods of Teaching Reading (3 credits)
 EDUC 240 Classroom Management & Organization (3 credits)
 EDUC 250 Foundations of ESOL (3 credits)
 EDUC 301 Human Development and Learning (4 credits)
 EDUC 330 Assessment and Differentiation of Reading Instruction (3 credits)
 EDUC 340 Teaching Diverse and Exceptional Students (3 credits)
 EDUC 350 Curriculum and Methods of ESOL (3 credits)
 EDUC 360 Teaching Art, Music, and PE in the Classroom (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 and Social Science in the Classroom (3 credits)
 EDUC 400 Student Teaching Practicum (10 credits)
 EDUC 401 Student Teaching Seminar (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 will serve as useful preparation for those who would like to enter a teaching career, *this minor will not on its own satisfy the requirements for a state teaching credential*. This program may help students seeking immediate employment in private schools who may not require state credentials or other schools that may provide a grace period to earn a credential 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 practical courses in education, this formation will make the student a more effective educator. Students also have the opportunity to assist at the nearby Rhodora J. Donahue Academy of Ave Maria, a private, Catholic K-12 school.

Required Courses:

EDUC 201 Foundations of Education (4 credits)
 EDUC 210 Measurement and Evaluation in the Classroom (3 credits)
 EDUC 220 Instructional Strategies (3 credits)
 EDUC 230 Methods of Teaching Reading (3 credits)
 EDUC 240 Classroom Management & Organization (3 credits)
 EDUC 301 Human Development and Learning (4 credits)
 Special Methods (based on their major) (3 credits)

Education Courses

EDUC 201 EDUCATIONAL FOUNDATIONS

This course will provide the education major or the liberal arts majors with exposure to the basics of the teaching vocation. It will expose students to the elements involved in the art and science of teaching as well as the sociological, historical, and philosophical foundations of education. It will particularly focus on key elements informing American education, classical education and Catholic education. This course will also introduce the principles and practices of elementary and secondary education. Observations and participation in actual classroom procedures are required through structured field experiences. This course requires four hours in school-based fieldwork. (4 credits)

EDUC 210 MEASUREMENT AND EVALUATION IN THE CLASSROOM

This course will provide the student with information related to classroom assessment concepts and the principles needed for effective evaluation of learning outcomes. It will focus on establishing credible performance standards, communicating those standards and providing feedback as well as matching assessments to these standards for positive consequences and practicality. Construction and measurement of various assessment techniques for formative and summative assessments such as selected response, constructed response, portfolio and feedback will be presented. Current assessment strategies such as e-portfolio and electronic grading and assessing of students with special needs and ELL students will be reviewed as will principles of validity, reliability and bias for standardized tests. (3 credits)

EDUC 220 INSTRUCTIONAL STRATEGIES

This course will provide the student with strategies for managing the classroom, instruction and evaluation as they relate to teaching the essential school competencies. Presents relationship between curriculum theories and instructional practices, interrelationship of various components of a curriculum design, and curriculum design as a basis for decision-making in constructing instructional programs. Demonstrates different applications of curriculum principles to the development of educational programs. This course requires 10 hours in school-based fieldwork. (3 credits)

EDUC 230 PRINCIPLES AND METHODS OF TEACHING READING

This course will provide the student with current research and instructional approaches that focus on improving literacy skills. Students will learn about the reading process, identify reading demands in content areas, develop instructional activities to improve reading, and use reading/writing/thinking activities in daily instruction. (3 credits)

EDUC 240 CLASSROOM MANAGEMENT & ORGANIZATION

This course will provide the student 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, legal issues related to the rights and responsibilities of teachers, and the strategies for creating a positive, safe environment to meet the needs of all students, especially ELL students. This course requires four hours in school-based fieldwork. (3 credits)

EDUC 250 FOUNDATIONS OF ESOL (ENGLISH FOR SPEAKERS OF OTHER LANGUAGES)

This course will provide the student with information and skills as to how to teach English language learners (ELLs). ELLs are either immigrants or were born in this country, but their first/home language is not English. Both foreign-born ELLs and U.S.-born ELLs have different needs as they develop the necessary skills to learn various subjects at school. Teachers will understand how a second language – in this case, English – should be taught and learned in a

school where ELLs must daily learn normal content in the second language. This involves getting to know policies, programs, and practices for ELLs. Topics include how ELLs learn a second language; how to teach a second language and other subjects to ELLs; what their academic needs are; and how to measure ELLs' progress adequately in assigned content areas. (3 credits)

EDUC 301 HUMAN DEVELOPMENT AND LEARNING

This course will introduce students to developmental theory and research and its application to education. 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 socio-cultural contexts (culture, gender, socioeconomic status, race, and ethnicity, etc.) on physical, cognitive, and psychosocial development. Prerequisite: EDUC 201. (4 credits)

EDUC 302 EDUCATIONAL PSYCHOLOGY.

Emphasizes the psychological approach to learning, including physical, social and moral development as applied to the classroom. Methods of evaluation, transfer, training, developmental patterns of pupils, teacher student interaction, behavior management, and socio-cultural influences are discussed. (4 credits) Cross-listed with PSYC 302 Educational Psychology.

EDUC 330 ASSESSMENT AND DIFFERENTIATION OF READING INSTRUCTION

This course will provide the student with the opportunity to learn about research and best practices in developmental reading and learn how to assess abilities and needs of individual students within the classroom, especially ELL students. Various materials and activities are developed for whole group, small group, and individual instruction, based on informal and formal assessment. (3 credits)

EDUC 340 TEACHING DIVERSE AND EXCEPTIONAL STUDENTS

This course will provide teachers with a framework for understanding the students who make up today's classrooms. We will explore factors that make students diverse and the implications of diversity in classrooms, especially ELL students. Participants will gain an understanding of best practices/method for developing positive empowering relationships with students and the development of classroom communities. Specific emphasis will be on student learning styles and modalities differentiated instruction, and the skills and techniques to best reach, instruct and inspire students with learning exceptionalities.

EDUC 350 CURRICULUM AND METHODS OF ESOL

This course will build on the teacher candidates' knowledge of applied linguistics and cross-cultural communication and extend their understanding of the nature and role of language and culture in classrooms. This course will prepare teacher candidates to plan for, instruct, and assess English Language Learners (ELLs) in K-12 settings. The 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 requires fifteen (15) hours of field experience in a K-12 classroom setting. (3 credits)

EDUC 360 TEACHING ART/MUSIC/PE IN THE CLASSROOM

This course imparts effective teaching methodologies for teaching Art, Music, and Physical Education in the Classroom; emphasis on methods and objectives of academic subject matter at the appropriate grade level, evaluating student progress, current research in education, and practice teaching experiences; includes participation in school setting. This course requires 10 hours in school-based fieldwork. (3 credits)

EDUC 370 TEACHING LANGUAGE ARTS IN THE CLASSROOM

This course imparts effective teaching methodologies for Teaching Language Arts in the classroom; emphasis on methods and objectives of academic subject matter at the appropriate grade level, evaluating student progress, current research in education, and practice teaching experiences; includes participation in school setting. This course requires 10 hours in school-based fieldwork. (3 credits)

EDUC 380 TEACHING MATH IN THE CLASSROOM

This course imparts effective teaching methodologies for teaching Math in the classroom; emphasis on methods and objectives of academic subject matter at the appropriate grade level, evaluating student progress, current research in education, and practice teaching experiences; includes participation in school setting. This course requires 10 hours in school-based fieldwork. (3 credits)

EDUC 390 TEACHING SCIENCE AND SOCIAL STUDIES IN THE CLASSROOM

This course imparts effective teaching methodologies for Teaching Science and Social Studies in the classroom; emphasis on methods and objectives of academic subject matter at the appropriate grade level, evaluating student progress, current research in education, and practice teaching experiences; includes participation in school setting. This course requires 10 hours in school-based fieldwork. (3 credits)

EDUC 400 STUDENT TEACHING PRACTICUM

Teacher candidates participate in a ten-week internship of full-time teaching in an area and level related to their intended certification. Candidates are supported and assessed through regularly scheduled visits from college field-experience supervisors, and participate in periodic evaluations in a cooperative setting with their K-12 cooperating teacher. (10 credits)

EDUC 401 STUDENT TEACHING SEMINAR

This weekly seminars at the university provides the teacher candidate with a supportive environment, helpful resources, and thought-provoking presentations and discussions on all aspects of the classroom experience. It will also assist in completing the required electronic portfolio demonstrating all Florida Educator Accomplished Practices and assist with job placement strategies. (2 credits)

Typical Plan—Elementary Education

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
MATH 150 or 151	4	THEO 105 Sacred Scripture	4
LITR 103 Literary Tradition I	4	LITR 104 Literary Tradition II	4
HIST 101 Western Civ I	4	HIST 102 Western Civ II	4
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 205 Sacred Doctrine	4	POLT 203 Amer Civ	4
Science I with Lab	4	Science II with Lab	4
EDUC 201 Educational Found	4	EDUC 301 Human Dev & Learn	4
Total	16	Total	16

Junior Year

Fall Semester	Credits	Spring Semester	Credits
EDUC 210 Measurement & Eval	3	EDUC 240 Class Mgmt & Org	3
EDUC 220 Instructional Strat	3	EDUC 230 Meth of Teach Read	3
EDUC 250 Foundations of ESOL	3	EDUC 340 Teach Div & Except	3
EDUC 360 Teach Art, Music & PE	3	EDUC 370 Teaching Lang Arts	3
General Elective	4	General Elective	4
Total	16	Total	16

Senior Year

Fall Semester	Credits	Spring Semester	Credits
EDUC 330 Asmt & Diff Read Instr	3	EDUC 400 Stud Teach Practicum	10
EDUC 350 Curr & Method ESOL	3	EDUC 401 Stud Teach Seminar	2
EDUC 380 Teach Mathematics	3	PHIL 400 Phil Perspectives	4
EDUC 390 Teach Sci & Soc Sci	3		
THEO 400 Living in Christ	4		
Total	16	Total	16

Global Affairs & International Business

Program Director: Gabriel Martinez, Associate Professor of Economics

The last four decades have seen an enormous increase in the amount and the intensity of interaction across the globe. Business is global. Everyone is aware of the enormous impact that the rest of the world has on our daily lives. Today, very few firms 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? To the basic toolset of business, the major in International Business 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 and International Business

Goal 1. *Students will have a strong intellectual foundation with which to think about business, 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 be able to understand fundamental concepts and principles of management, including the basic roles, skills, and functions of international 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 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.*

Required Courses:

ECON 201 Principles of Microeconomics;
ECON 202 Principles of Macroeconomics
ECON 230 Statistics for the Social Sciences
ECON 301 Intermediate Macroeconomics
ECON 315 Catholic Social Teaching and Economic Life
POLT 205 International Relations
BUSN 301 Financial Accounting
BUSN 302 Managerial Accounting
BUSN 303 Management and Ethics
BUSN 305 Finance
BUSN 400 International Business

One Elective out of

ECON 420 The Economics and Ethics of Development
ECON 421 Globalization

Typical Plan—Global Affairs and International Business Major

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
MATH 151 Calculus I	4	THEO 105 Sacred Scripture	4
LITR 103 Literary Tradition I	4	LITR 104 Literary Tradition II	4
HIST 101 Western Civ I	4	HIST 102 Western Civ II	4
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 205 Sacred Doctrine	4	ECON 230 Stats for Soc Sci	4
Science I with Lab	4	Science II with Lab	4
ECON 201 Princ Macroecon	4	ECON 202 Princ Microecon	4
Total	16	Total	16

Junior Year

Fall Semester	Credits	Spring Semester	Credits
ECON 301 Inter Macroecon	4	POLT 205 Internat Relations	4
ECON 315 Cath. Soc. Teaching	4	BUSN 302 Managerial Acct	4
BUSN 301 Financial Acct	4	POLT 203 Amer Civ	4
General Elective	4	General Elective	4
Total	16	Total	16

Senior Year

Fall Semester	Credits	Spring Semester	Credits
BUSN 400 International Business	4	BUSN 303 Management & Ethics	4
BUSN 305 Finance	4	ECON 420 or 421	4
General Elective	4	General Elective	4
THEO 400 Living in Christ	4	PHIL 400 Phil Perspectives	4
Total	16	Total	16

Greek

Chair: Andrew Dinan, Associate Professor of Classics and Early Christian Literature

The major in Greek is a rigorous academic program designed to develop proficiency in the Greek language, 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 influence. Acknowledging the deep presence and transformation of classical culture during the Christian era, the Department is committed to integrating the study of classical Greek literature and the vast corpus of Greek writings from the biblical, patristic, and Byzantine eras.

Student Learning Goals and Outcomes for the Major in Greek

Goal 1: *The Greek Major enables students to acquire a reading knowledge of classical, New Testament, and patristic Greek as well as of Latin. The program emphasizes reading and writing in Greek in order to enable effective study, reflection, and evaluation of texts.*

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

Outcome 2: *Greek 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 Greek and Latin, and a basic proficiency in writing Greek 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.*

Required Courses:

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

Course Descriptions**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.

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.

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. Prerequisite: GREK 103, 104.

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: these 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.

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.

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.

GREK 403 GREEK POETRY

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

GREK 415 GREEK SPECIAL TOPICS

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

Typical Plan—Greek Major

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
MATH 150 or 151	4	THEO 105 Sacred Scripture	4
LITR 103 Literary Tradition I	4	LITR 104 Literary Tradition II	4
HIST 101 Western Civ I	4	HIST 102 Western Civ II	4
LATN 101 Elementary Latin	4	LATN 102 Intermediate Latin	4
Total	16	Total	16

Sophomore Year

Fall Semester	Credits	Spring Semester	Credits
LATN 203 Latin Readings	4	LATN 204 Golden Age Poetry	4
GREK 103 Elem. Greek	4	GREK 104 Inter. Greek	4
PHIL 205 Nature and Person	4	PHIL 206 Ethics	4
THEO 205 Sacred Doctrine	4	POLT 203 Amer Civ	4
Total	16	Total	16

Junior Year

Fall Semester	Credits	Spring Semester	Credits
GREK 203 Greek Prose	4	GREK 204 Greek Poetry	4
Science I with Lab	4	Science II with Lab	4
General Elective	4	General Elective	4
General Elective	4	General Elective	4
Total	16	Total	16

Senior Year

Fall Semester	Credits	Spring Semester	Credits
GREK 310 Greek Prose Comp	4	GREK 304 Grk Church Fathers	4
GREK Elective	4	General Elective	4
General Elective	4	General Elective	4
THEO 400 Living in Christ	4	PHIL 400 Phil Perspectives	4
Total	16	Total	16

History

Chair: Jeffrey Hass, Associate Professor History

The major in history exists because of that special environment in which man lives: time. History is a way of understanding the ways men and their societies change over time. Furthermore, history properly understood should focus not just on the events and changes, but also on the reasons for those changes. Thus, history stresses more than just knowledge of places or facts; rather, it stresses analysis and insight.

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

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 serves to instill in its practitioners a number of qualities. The ability to analyze and understand is paramount to an understanding of history. The ability to express oneself well, be it in speech or in prose, is crucial. Technically, the history major helps students form the ability to make inferential deductions in written form, and the capacity to identify, assess and use historically-appropriate supporting evidence. The ability to adopt a critical sense of the available material that records the events of the past is important, as is the ability to read accurately and well; history majors will be trained to identify historically fallacious or suspect arguments. History majors will be expected to demonstrate a mastery of the basic facts of Western and American Civilization.*

- Outcome 1:** *Students will demonstrate knowledge of the primary events in the history of Western Civilization, for example, the events, concepts and persons of ancient Greece and Rome.*
- Outcome 2:** *Students will demonstrate knowledge of the primary events of American Civilization.*
- Outcome 3:** *Students will demonstrate familiarity with the nature and history of historical inquiry.*
- Outcome 4:** *Students upon completion of the history major will demonstrate the ability to make inferential deductions in written form; identify historical fallacies; demonstrate the capacity to utilize within the context of historical study books, journal articles, and primary sources.*

Core Courses

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

Required Major Courses

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

Elective Major Courses (four required)*Intermediate Courses in American History*

HIST 212 America: The Colonial Era
HIST 213 America: The Revolution through the Civil War
HIST 214 America: Reconstruction through the Present

Intermediate Courses in European History

HIST 224 Medieval Europe
HIST 225 The Renaissance and Reformation
HIST 228 Modern & Contemporary Europe

Advanced Courses in American and European History

HIST 335 History of Modern Ireland
HIST 352 American Economic History
HIST 359 American Political History
HIST 362 The Crusades
HIST 366 The History of the British Empire
HIST 367 War and Society

Minor in History

A Minor requires three history courses beyond the three required for the core curriculum.

Course Descriptions**HIST 101 WESTERN CIVILIZATION I**

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

HIST 102 WESTERN CIVILIZATION II

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

HIST 212 AMERICA: THE COLONIAL ERA

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

HIST 213 AMERICA: THE REVOLUTION THROUGH THE CIVIL WAR

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

HIST 214 AMERICA: RECONSTRUCTION THROUGH THE PRESENT

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

HIST 224 MEDIEVAL EUROPE

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

HIST 225 THE RENAISSANCE AND REFORMATION

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

HIST 228 MODERN & CONTEMPORARY EUROPE

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

HIST 290 HISTORY OF IDEAS

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

HIST 307 THE UNITED STATES PRESIDENCY

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

HIST 315 JUNIOR RESEARCH SEMINAR

The Junior Research Seminar introduces majors to focused historical research in advance of their senior sequence (HIST 401, 490). It will take the form of a seminar class on a focused area of historical inquiry. Subjects will vary, but the course will always reflect an area of active scholarly inquiry on the part of the offering Professor. Examples might include "The British State and the Irish Catholic Church, 1868-78" or "Building Mussolini's Rome: The Built Environment in Fascist Italy, 1925-39". All students will be expected to produce no less than two substantial essays, as well as contribute to seminar discussions as directed by the offering Professor. (Required for history majors.) Prerequisites: HIST 101, 102, 203, 290.

HIST 322 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. By analyzing primary texts and leading class discussion, they will learn how to evaluate ancient evidence for the history of Greece, assess the relative reliability of ancient historians and use documentary evidence.

HIST 335 MODERN ITALY

This course will examine selected topics in the history of modern Italy from 1797 to 1992. Special attention will be paid to cultural and political developments. Themes will include the

role of violence in politics, the attempt to forge a unified state, the division between North and South, the rise of fascism, and the impact of war on Italian society. Special attention will be placed on the increasingly secular nature of Italian society and the state's at times problematic relationship with the Vatican.

HIST 352 AMERICAN ECONOMIC HISTORY

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

HIST 355 THE AMERICAN WEST

This course will survey the history of the American West from Spanish colonization to the 1950s. Employing various interpretive perspectives, it will discuss the West as both a meeting place of various races and nationalities and as a frontier of the burgeoning United States. Themes will include exploration and settlement, race and ethnic relations, gold and land rushes, urbanization, tourism, film, music and literature and the West as myth and symbol.

HIST 359 AMERICAN POLITICAL HISTORY

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

HIST 362 THE CRUSADES

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

HIST 363 CHIVALRY AND KNIGHTHOOD

This course examines the martial culture that arose in the Central and High Middle Ages. Specific points of interest include: the rise and decline of the knight; the ceremonies and practices of knighthood; the Church and chivalry; warfare and chivalry; courtly life; heraldry; and the Tournament. Particular focus will be placed on investigating the perception versus the reality of the concept of chivalry. As such, the course readings will be interdisciplinary; consisting of a cross section of available literature and historical documents.

HIST 366 THE HISTORY OF THE BRITISH EMPIRE

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

HIST 367 WAR & SOCIETY

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

HIST 401 HISTORIOGRAPHY

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

HIST 415 SPECIAL TOPICS IN HISTORY

This course may be offered on different topics based upon the expertise of the faculty and student interest. Topics may include: American Presidency; Anglo-Scottish Wars of the 14th

Century; Modern Italy; Nationalisms; Political Biographies; Roman History; United Kingdom; or Waning of the Middle Ages.

HIST 490 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 Chair. Prerequisite: HIST 401.

Typical Plan—History Major

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
MATH 100,120,150 or 151	4	THEO 105 Sacred Scripture	4
LITR 103 Literary Tradition I	4	LITR 104 Literary Tradition II	4
HIST 101 Western Civ I	4	HIST 102 Western Civ II	4
Elementary Foreign Language I	4	Intermediate Foreign Language II	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 Amer Civ	4
Science I with Lab	4	Science II with Lab	4
HIST 290 History of Ideas	4	General Elective	4
Total	16	Total	16

Junior Year

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

Senior Year

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

Humanities and Liberal Studies

Program Director: Travis Curtright, Associate Professor of Humanities and Literature

The program's reading list is 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 inter-disciplinary 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 and Liberal Studies is a properly catholic discipline for a Catholic University.

- Outcome 1: Students will develop knowledge in History of major historical events and movements of the formation of Western Civilization.*
- Outcome 2: Students will demonstrate knowledge of some central philosophers and philosophical traditions that have informed western civilization.*
- Outcome 3: Students will develop knowledge in Politics of the governmental, political, and societal structures of the United States.*
- Outcome 4: Students will be able to write an argumentative essay, exhibiting competence in invention, organization, and style.*
- Outcome 5: Students will demonstrate skills in oral presentation.*

Required Courses:

HUMS 301: Humanities Seminar I
 HUMS 302: Humanities Seminar II
 HUMS 490 Senior Seminar: Thomas More
 PHIL 302: Ancient Philosophy
 PHIL 305: Medieval Philosophy
 LITR 206: Shakespeare
 THEO 309: Christ and His Church or THEO 411: Advanced Scripture
 POLT 402: Modernity and Post-modernity

Electives (Two Required):

Courses from any department with substantial interdisciplinary content or within the Western intellectual tradition are eligible, per approval from the Program Director. The following are among the elective courses satisfying these criteria:

HUMS 325 Jane Austen and Samuel Johnson
 HUMS 330 Shakespeare in Performance
 ECON 303: Great Economic Ideas
 GREK 203: Greek Readings
 HST 290: History of Ideas
 HST 366: British Empire
 LATN 204: Golden Age Poetry
 LATN 304: Latin Church Fathers
 LITR 490: Literary Theory
 MATH 201: History of Mathematics

MUSC 212A/B: Survey of Western Music I / II

POL 201: Introduction to Political Thought

POL 302: Catholic Political Thought

POL 305: Politics and Literature

PHIL 402: Recent Philosophy

PHIL 403: Political Philosophy

PHIL 405: Philosophy of Science

PHIL 413: Modern Philosophy

PHIL 414: Contemporary Philosophy

Humanities Courses:

HUMS 301 HUMANITIES SEMINAR I

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

HUMS 302 HUMANITIES SEMINAR II

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

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.

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. (Crosslisted as THEA & LITR.)

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, we will consider his understanding of Christian humanism and its influence.

Typical Plan—Humanities Major

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
MATH 150, or 151	4	THEO 105 Sacred Scripture	4
LITR 103 Literary Tradition I	4	LITR 104 Literary Tradition II	4
HIST 101 Western Civ I	4	HIST 102 Western Civ II	4
LATN 101 Elem Latin	4	LATN 102 Inter 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 Amer Civ	4
Science I with Lab	4	Science II with Lab	4
HUMS 301 Humanities I	4	HUMS 302 Humanities II	4
Total	16	Total	16

Junior Year

Fall Semester	Credits	Spring Semester	Credits
LITR 206 Shakespeare	4	Humanities Elective	4
PHIL 302 Ancient Philosophy	4	PHIL 305 Medieval Phil	4
Humanities Elective	4	THEO 309 or 411	4
General Elective	4	General Elective	4
Total	16	Total	16

Senior Year

Fall Semester	Credits	Spring Semester	Credits
POLT 402 Mod & Post-modernity	4	PHIL 400 or 401 Metaphysics	4
HUMS 490 Thomas More	4	THEO 400 Living in Christ	4
Humanities Elective	4	General Elective	4
General Elective	4	General Elective	4
Total	16	Total	16

Literature

Chair: John Roy, Instructor of Literature and Education

Literature embodies a vision of life. For those who wish to explore the perennial themes of human experience, the study of literature is an essential part of an education. The University faculty holds that a close reading of great literary works imparts wisdom and is one of the modes of perceiving truth; that literature is best understood not only in relation to theology, philosophy, and history, but also as synthesizing and ordering the insights of these modes of knowledge. Literary study's special interest in perspective, form, tone, nuance, setting, wit, and irony goes far in shaping a subtle intelligence that appreciates the complexity and fulsomeness of human experience.

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

Student Learning Goals and Outcomes for the Major in Literature

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

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

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

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

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

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

Minor in Literature

To complete the minor in Literature, students must complete four literature courses in addition to the two required core Literature courses.

Core Courses (*LITR 103/104 are necessary prerequisites for upper-level LITR courses.*)

LITR 103 Literary Tradition I

LITR 104 Literary Tradition II

Required Major Courses

LITR 205 Medieval Literature
 LITR 206 Shakespeare
 LITR 307 Early Modern Literature
 LITR 309 Romanticism
 LITR 310 The Novel
 LITR 311 Eighteenth Century Literature
 LITR 411 American Literature
 LITR 412 Twentieth Century Literature
 LITR 490 Senior Seminar: Literary Theory

Course Descriptions**LITR 103 LITERARY TRADITION I**

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

**LITR 103C LITERARY TRADITION I COMPOSITION INTENSIVE AND
 LITR 100 INTRODUCTION TO ENGLISH COMPOSITION**

LITR 103C is the same as LITR 103 with the additional requirement of LITR 100. Entrance by departmental placement only. LITR 100 is taken concurrently with LITR 103C and aims to strengthen and improve student writers through a twofold emphasis on grammar and revision. Students who fail LITR 100 must retake and pass the course; a failure in LITR 100 results in a failure in the corresponding LITR 103C. (zero credits, pass/fail; may be repeated)

LITR 104 LITERARY TRADITION II

A continuation of 103 in which many of the same themes are re-examined in light of later Christian and modern concerns. Readings are from major works of the medieval, Renaissance, and Modern periods, and shall include *Beowulf*, Dante's *Divine Comedy*, Shakespeare's plays, Milton's *Paradise Lost*, and some modern narrative. Continued emphasis is placed upon composition instruction.

LITR 205 MEDIEVAL LITERATURE

The object of the course is to familiarize students with the intellectual life of the Middle Ages as expressed through the literature, visual arts, and philosophical considerations of the times.

LITR 206 SHAKESPEARE

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

LITR 307 EARLY MODERN LITERATURE

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

LITR 309 ROMANTICISM

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

LITR 310 THE NOVEL

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

LITR 311 EIGHTEENTH CENTURY LITERATURE

This course is a survey of Restoration and Eighteenth-Century literature in Britain in several genres. We will investigate the major intellectual attitudes of the period--Protestant, Augustan, and Enlightened. Important authors will include Bunyan, Dryden, Butler, Congreve, Swift, Pope, Gray, Smart, Johnson and Burns.

LITR 411 AMERICAN LITERATURE

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

LITR 412 TWENTIETH CENTURY LITERATURE

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

LITR 415 SPECIAL TOPICS

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

LITR 490 SENIOR SEMINAR: LITERARY THEORY

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

LITR 497 SENIOR RESEARCH AND HONORS THESIS

Literature majors who have a major G.P.A. of ~ 3.6 or higher and who wish to write a senior thesis of >50 pages must submit a formal application by March 15th of the preceding year to include: (1) a prospectus: a 2-3 page statement of the topic and its critical significance, the particular means of exploration, and expected findings; (2) a list of primary and secondary sources that will be employed (>20 secondary sources); (3) an advisor: a dept member who has agreed to oversee your project because it corresponds with his or her area of research expertise; (4) a second reader: a dept member who has agreed to read and to evaluate your thesis; and (5) a third reader: a member from inside or outside the department who has agreed to evaluate your thesis. Honors are granted to those whose thesis earns no lower than an "A-" and who have maintained a 3.6 grade point average in the major. (Permission of department required; 4 credits)

Typical Plan—Literature Major

Freshman Year

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

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

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 Amer Civ	4
Science I with Lab	4	Science II with Lab	4
LITR 206 Shakespeare	4	LITR 205 Medieval Literature	4
Total	16	Total	16

Junior Year

Fall Semester	Credits	Spring Semester	Credits
LITR 307 Early Modern Lit	4	LITR 309 Romanticism	4
LITR 311 18 th Cent Literature	4	LITR 310 The Novel	4
General Elective	4	General Elective	4
General Elective	4	General Elective	4
Total	16	Total	16

Senior Year

Fall Semester	Credits	Spring Semester	Credits
LITR 411 American Literature	4	LITR 490 Senior Seminar	4
LITR 412 20 th Cent Literature	4	THEO 400 Living in Christ	4
General Elective	4	PHIL 400 Phil Perspectives	4
General Elective	4	General Elective	4
Total	16	Total	16

Managerial Economics and Strategic Analysis

Program Director: Joseph Burke, Associate Professor of Economics

The major in Managerial Economics and Strategic Analysis (MESA) is designed for students who wish to apply advanced 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 & Outcomes for the Managerial Economics and Strategic Analysis Major

Goal 1: *Students will know how to analyze the problems and realities of the business world through detailed knowledge of business 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.*

Required Courses:

ECON 201 Principles of Microeconomics
ECON 202 Principles of Macroeconomics
ECON 230 Statistics for the Social Sciences
ECON 302 Intermediate Microeconomics
ECON 403 Introduction to Econometrics
ECON 332 Game Theory and Strategic Thinking
BUSN 301 Financial Accounting
BUSN 303 Management and Ethics
BUSN 340 Business Law

Two Electives out of

BUSN 304 Marketing
ECON 430 Labor Economics and the Economics of Poverty
ECON 433 Industrial Organization and Public Policy
ECON 404 Business and Economic Forecasting

Typical Plan—Managerial Economics and Strategic Analysis Major

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
MATH 150 or 151	4	THEO 105 Sacred Scripture	4
LITR 103 Literary Tradition I	4	LITR 104 Literary Tradition II	4
HIST 101 Western Civ I	4	HIST 102 Western Civ II	4
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 205 Sacred Doctrine	4	ECON 230 Stats for Soc Sci	4
Science I with Lab	4	Science II with Lab	4
ECON 201 Princ Macroecon	4	ECON 202 Princ Microecon	4
Total	16	Total	16

Junior Year

Fall Semester	Credits	Spring Semester	Credits
BUSN 301 Financial Acct	4	BUSN 303 Management & Ethics	4
ECON 315 Cath. Soc. Teaching	4	ECON 302 Inter Microecon	4
POLT 203 Amer Civ	4	ECON 332 Game Theory & Strat.	4
General Elective	4	General Elective	4
Total	16	Total	16

Senior Year

Fall Semester	Credits	Spring Semester	Credits
ECON 403 Intro to Econometrics	4	BUSN 340 Business Law	4
BUSN 304 or 404	4	ECON 430 or 433	4
General Elective	4	General Elective	4
THEO 400 Living in Christ	4	PHIL 400 Phil Perspectives	4
Total	16	Total	16

Mathematics

Chair: Michael Marsalli, Professor 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

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

The Mathematics Core

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

Core Courses (one required)

MATH 100 Number, Magnitude, Form
 MATH 110 College Algebra
 MATH 120 Finite Mathematics
 MATH 150 Functions
 MATH 151 Calculus I

The Mathematics Major

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

Required Major Courses

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

PHYS 221 University Physics: Mechanics
 PHYS 222 Univ Physics: Materials or PHYS 223 Univ Physics: Electricity and Magnetism
 LATN 101 Elementary Latin & LATN 102 Intermediate Latin

Elective Major Courses (four required)

MATH 201 History of Mathematics
 MATH 230 Statistics
 MATH 252 Ordinary Differential Equations
 MATH 311 Linear Structures
 MATH 312 Number Theory
 MATH 350 Real Analysis
 MATH 351 Complex Analysis
 MATH 352 Partial Differential Equations
 MATH 360 Differential Geometry
 MATH 361 Knot Theory
 MATH 491 Undergraduate Research
 ECON 403 Introduction to Econometrics

Minor in Mathematics

The mathematics minor program consists of a total of at least six courses in mathematics. MATH 150 Functions counts as one of the six, whereas MATH 100 Number, Magnitude and Form, MATH 110 College Algebra, and MATH 120 Finite Mathematics, and do not.

Course Descriptions

MATH 100 NUMBER, MAGNITUDE, FORM

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

MATH 110 COLLEGE ALGEBRA

A survey of equations involving linear, quadratic, polynomial, rational, exponential, and logarithmic functions. Systems of equations and applications.

MATH 120 FINITE MATHEMATICS

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

MATH 150 FUNCTIONS

A survey of the fundamental mathematical functions and their applications including the linear, absolute value, polynomial, rational, exponential, logarithmic, and trigonometric functions. MATH 110 or placement required.

MATH 151 CALCULUS I

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

MATH 201 HISTORY OF MATHEMATICS

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

MATH 230 STATISTICS

Self-contained introduction to statistics with social science applications. Elements of probability theory, sampling theory, statistical estimation, regression analysis, and hypothesis testing. Applications of statistical tools to social science data. MATH 150 required. Crosslisted with ECON 230.

MATH 250 CALCULUS II

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

MATH 251 VECTOR CALCULUS

Calculus of functions in several variables. Topics include the geometry of Euclidean space, vector algebra, forms, matrices, vector-valued functions, the Inverse and Implicit Function Theorems, line and surface integrals, differential forms, and the theorems of Green, Gauss, and Stokes. Applications to physics. MATH 250 required.

MATH 252 ORDINARY DIFFERENTIAL EQUATIONS.

An introduction to the theory of ordinary differential equations with an emphasis on methods of solution. Topics include first-order equations, existence and uniqueness, linear equations, equations with constant coefficients, variation of parameters, Laplace transforms, series solutions, systems of equations, numerical methods. MATH 250 required.

MATH 270 SCIENTIFIC PROGRAMMING

An introduction to programming via the solution of various problems in mathematics and the sciences. Problem description, development of a model, creation and implementation of a computational method of solution, and assessment of results. MATH 151 required.

MATH 310 ALGEBRAIC STRUCTURES

An introduction to abstract algebra. Topics include groups, subgroups, quotient groups,

homomorphisms, rings, ideals, fields. Emphasis on constructing, writing, and presenting proofs. MATH 251 required.

MATH 311 LINEAR STRUCTURES

A study of abstract linear algebra. Topics include vector spaces, linear transformations, matrices, eigenvalues, canonical forms, inner product spaces, the Spectral Theorem. MATH 251 required.

MATH 312 NUMBER THEORY

A study of the basic properties of the integers including divisibility, primes and their distribution, unique factorization, the Euclidean algorithm, congruences, primitive roots, arithmetic functions, quadratic reciprocity, Diophantine equations, and other topics. MATH 251 required.

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. MATH 250 required.

MATH 350 REAL ANALYSIS

A rigorous study of the theoretical structure of calculus including the real numbers, metric spaces, limits, continuity, differentiation, integration, the Fundamental Theorem of Calculus, infinite series, and power series. MATH 310 or 311 required.

MATH 351 COMPLEX ANALYSIS

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

MATH 352 PARTIAL DIFFERENTIAL EQUATIONS

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

MATH 360 DIFFERENTIAL GEOMETRY

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

MATH 361 KNOT THEORY

The geometry and topology of knots, links, surfaces, and three-dimensional manifolds. Topics include: Continuity, topological equivalence, isotopy, Reidemeister moves, colorings, Alexander and Jones Polynomials, Euler characteristic, the classification of surfaces, Polyhedral solids, and Heegard splittings. MATH 310 or 311 or permission of instructor required.

MATH 490 SENIOR SEMINAR

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

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

Typical Plan—Mathematics Major

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
MATH 151 Calculus I	4	MATH 250 Calculus II	4
LITR 103 Literary Tradition I	4	LITR 104 Literary Tradition II	4
HIST 101 Western Civ I	4	HIST 102 Western Civ II	4
LATN 101 Elem Latin	4	LATN 102 Inter 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 105 Sacred Scripture	4	THEO 205 Sacred Doctrine	4
PHYS 221 Univ Physics I w/ lab	4	PHYS 222 Univ Physics II w/ lab	4
MATH 251 Vector Calculus	4	MATH 270 Scientific Program	4
Total	16	Total	16

Junior Year

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

Senior Year

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

Music

Chair: Timothy McDonnell, Assistant Professor of Music

The Department of Music 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 or voice), 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 branch out into 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 competitive level of competency in the areas of applied music, music theory, and music history.*

Outcome 1: *Students will achieve skill and experience as musical performers, both individually and in ensemble, that are commensurate with a Bachelor of Arts framework.*

Outcome 2: *Students will compare favorably with peers at similar institutions with respect to mastery of the theoretical functions of music, and to the heightened aural acuity to recognize these functions by ear.*

Outcome 3: *Students will demonstrate thorough knowledge of the development of style throughout Western music history.*

Outcome 4 *[for students electing the concentration in Sacred Music]: Students will acquire a working knowledge of the function of music in the Catholic liturgy as well as a fundamental understanding of the historical and philosophical principles at work in this field.*

ADMISSION

Admission to the Department of Music is dependent upon the successful completion of an audition in piano, organ, or voice, and a diagnostic test in music theory. A successful audition will consist of the performance of a challenging classical work that demonstrates technical and musical maturity, and the potential for advanced study in music. 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 or singing. 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. In order to provide this practical basis for musical growth, all music majors are required to take applied music in their performance concentration (piano, organ, or voice) during all eight semesters of their career at AMU.

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 at AMU is the Music Department's most visible presence in the University community,

and a proud ambassador of AMU's academic and spiritual values in the wider Southwest Florida region.

MUSIC THEORY

The theoretical training offered by the music curriculum at AMU 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 at AMU 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. Insofar 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.

KEYBOARD BENCHMARKS

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. A full description of this program is available in the Departmental Handbook and in the Keyboard Benchmark Handbook available from the Music Department.

THE ARTS REQUIREMENT IN MUSIC

Any course MUSC course may fulfill the arts requirement, including MUSC 101 Gregorian Chant in Liturgy and History, MUSC 101M/W (Men's/Women's Schola), MUSC 200 300 (University Choir), or MUSC 410 (Chamber Choir).

REQUIRED MAJOR COURSES

MUSC 104A Elementary Music Theory I (3 credits)
 MUSC 104B Elementary Music Theory II (3 credits)
 MUSC 105A Elementary Musicianship I (1 credit)
 MUSC 105B Elementary Musicianship II (1 credit)
 MUSC 111-113 Applied Voice, Organ or Piano (1 credit per semester, 8 credits required)
 MUSC 204A Intermediate Music Theory I (4 credits)
 MUSC 204B Intermediate Music Theory II (4 credits)
 MUSC 205A Intermediate Musicianship I (1 credit)

MUSC 205B Intermediate Musicianship II (1 credit)

MUSC 312A Survey of Western Music History I (3 credits)

MUSC 312B Survey of Western Music History II (3 credits)

MUSC 430 Choral Conducting (2 credits)

6 credits of mixed ensemble (MUSC 200/300 or MUSC 410). 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.

NON-CURRICULAR REQUIREMENTS

Keyboard Benchmarks

Studio Classes

Recital Attendance

Colloquia Attendance

HONORS PROGRAM IN MUSIC

In order to provide highly motivated and high achieving students an arena in which pursue further excellence, the Department of Music offers qualified majors the opportunity to participate in a unique honors program that features projects that demonstrate superior accomplishment within the art of music as well as seminars that offer students a singular venue in which to apply their intellects to special topics in music. Students who participate successfully in the honors program will receive the designation with honors in music on their transcripts upon graduation from the University.

Entrance requirements:

- 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 into the Program for Honors in the Music Major. Priority consideration will be given to students with a high school GPA of 3.6 or higher and an SAT score of 1860 and above, or an ACT score of 27 and above.
- Continuing students and transfer students may enter the Program for Honors in the Music Major only with the permission of the Department of Music.

Program requirements:

- Honors project in MUSC 104B: Elementary Music Theory II
- Honors project in MUSC 204B: Intermediate Music Theory II
- Honors Music Seminar for 3rd and 4th year students
 - One semester per year (required in both junior and senior years)
- MUSC 300- and 400-level electives (excluding choral ensembles), 12 credits required
 - 4 of these 12 credits may be satisfied by a 400-level elective course from another discipline
- 8 semesters of choral ensemble participation
- University Honors Integrated Colloquia, optional
- Must maintain a minimum 3.4 GPA overall and in MUSC coursework

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.

MUSC 104A: Elementary Music Theory I (3 credits)
MUSC 104B: Elementary Music Theory II (3 credits)
MUSC 105A: Elementary Musicianship I (1 credit)
MUSC 105B: Elementary Musicianship II (1 credit)
MUSC 111-113 Applied Voice, Organ or Piano (1 credit per semester, 2 credits required)
MUSC 312A: Survey of Western Music History I (3 credits)
MUSC 312B: Survey of Western Music History II (3 credits)
Any music elective (2 credits required)
Recommended: MUSC 430: Choral Conducting (2 credits);
MUSC 200/300: Ave Maria University Choir (1 credit per semester)

SACRED MUSIC CONCENTRATION

The Department of Music offers its students an elective concentration in Sacred Music, which emphasizes the restoration, preservation, and cultivation of the Catholic Church's heritage of sacred and liturgical music. In addition to supplying a broader view of musical practice, the sacred music concentration richly supplements the skill set required for positions of musical leadership in the Catholic Church.

Requirements for the Concentration in Sacred Music

MUSC 101M Men's Schola Gregoriana or 101W Women's Schola Gregoriana (0 credits)
MUSC 305 Heritage of Sacred Music (4 credits)
MUSC 420 Gregorian Chant (2 credits)

Course Descriptions

MUSC 101 GREGORIAN CHANT IN LITURGY AND HISTORY

Lecture, 1 hour. An introduction to the history, notation, theory, repertoire, and liturgical place of Gregorian chant. Prerequisite: none, no audition required. This course fulfills the first fine arts practicum requirement of the core curriculum. (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. Fulfills first core arts practicum requirement. (0 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. Fulfills first core arts practicum requirement. (0 credits)

MUSC 104A ELEMENTARY 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 non-music students; MUSC 105A taken concurrently. (3 credits)

MUSC 104B ELEMENTARY 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. Prerequisite: MUSC 104A; MUSC 105B taken concurrently. (3 credits)

MUSC 105A ELEMENTARY MUSICIANSHIP I

Lecture/Lab, 4 hours. Melodic, rhythmic and harmonic materials of Western music. Includes sight singing, explanations, drills, melodic/rhythmic/harmonic dictation, and listening analysis. Prerequisite: MUSC 104A taken concurrently or permission of instructor. (1 credit)

MUSC 105B ELEMENTARY MUSICIANSHIP II

Lecture/Lab, 4 hours. Continuation of MUSC 105A. Melodic, rhythmic and harmonic materials of Western music. Includes sight singing, explanations, drills, melodic/rhythmic/harmonic dictation, and listening analysis. Prerequisite: completion of MUSC 105A; MUSC 104B taken concurrently or permission of instructor. 1 credit)

MUSC 111 APPLIED VOICE

Performance/Private Lesson, 1 hour. 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 lab fee is assessed for this course for each student. Fees are subject to change and a fee schedule is published annually in the Music Department Handbook.

MUSC 112 APPLIED ORGAN

Performance/Private Lesson, 1 hour. 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 lab fee is assessed for this course for each student. Fees are subject to change and a fee schedule is published annually in the Music Department Handbook.

MUSC 113 APPLIED PIANO

Performance/Private Lesson 1 hour. Development of skills and musicianship through the study of piano technique and literature. Prerequisite: Audition and permission of instructor. (1 credit) May repeat for credit. A lab fee is assessed for this course for each student. Fees are subject to change and a fee schedule is published annually in the Music Department Handbook.

MUSC 200/300 AVE MARIA UNIVERSITY CHOIR

Performance Ensemble, 4 hours. 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, etc. Prerequisite: Open to all students by audition. (1 credit) May repeat for credit.

MUSC 204A INTERMEDIATE MUSIC THEORY I

Lecture, 4 hours. Musical form and analysis of the Baroque and Classical Eras: Principles of eighteenth-century counterpoint, harmony and Classical styles. Completes the study of Common Practice Period Harmony. Compositions in prescribed styles. Prerequisite: MUSC 104A and B. (4 credits)

MUSC 204B INTERMEDIATE MUSIC THEORY II

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

MUSC 205A INTERMEDIATE MUSICIANSHIP I

Lecture/Lab, 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 204A. Prerequisite: MUSC 104A-B, MUSC 105A-B, and MUSC 204A is taken concurrently, or by permission of instructor. (1 credit)

MUSC 205B INTERMEDIATE MUSICIANSHIP II

Lecture/Lab, 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 204B. Prerequisite: MUSC 104A-B, MUSC 105A-B, MUSC 204A, and MUSC 204B is taken concurrently, or by permission of instructor. (1 credit)

MUSC 305 HERITAGE OF SACRED MUSIC

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

MUSC 312A SURVEY OF WESTERN MUSIC HISTORY I

Lecture, 4 hours. History of western music from plainchant through the Baroque period. Prerequisite: MUSC 204B. (3 credits)

MUSC 312B SURVEY OF WESTERN MUSIC HISTORY II

Lecture, 4 hours. History of western music from the Classical period through the Modern Era. Prerequisite: MUSC 312A. (3 credits)

MUSIC 401 OF MONKS AND KNIGHTS: INTERSECTIONS OF THE SACRED AND SECULAR

Lecture, 4 hours. Musically speaking, how did the medievals view the seeming dichotomy between the sacred and the secular? This question will be approached through a study of medieval monophonic song—the lyrics and music of plainchant and of songs of the troubadours and trouvères. What do these songs tell us about the lives and loves of their composers? (4 credits)

MUSC 403 MUSIC IN SHAKESPEARE'S ENGLAND

Lecture, 4 hours. Acknowledged by many to be the “Golden Age” of English music and poetry, the reigns of the Tudors and the early Stuarts will be the focus of this course. The tapestry of musical genres to be studied will include English popular song, madrigals, lute songs, keyboard music, instrumental ensemble music, anthems, motets, and Masses. These will be examined as part of the dramatic panorama of English history surrounding Shakespeare's life. (4 credits)

MUSIC 405 MOZART'S OPERAS

Lecture, 4 hours. The major operas of Wolfgang Amadeus Mozart will be studied from several perspectives: musical, dramatic, historical, and cultural. What makes Mozart's operas great? How did he achieve the superb character delineations that make *The Abduction from the Seraglio*, *The Marriage of Figaro*, *Don Giovanni*, *Così fan tutte*, and *The Magic Flute* ever popular masterpieces of the highest order? (4 credits)

MUSC 406 BEETHOVEN'S INSTRUMENTAL MUSIC: "THE REALM OF THE MONSTROUS AND IMMEASURABLE"

Lecture, 4 hours. E.T.A. Hoffmann described Beethoven's instrumental music thus, in his seminal essay of 1813. This course will explore selected instrumental works of Beethoven, including his symphonies, piano sonatas, and chamber music. How was Beethoven's music received in his own day, and what set him apart from his contemporaries? (4 credits)

MUSIC 407 WAGNER'S DER RING DES NIBELUNGEN: OPERA AS EPIC AND PSYCHOLOGY

Lecture, 4 hours. Richard Wagner created a world of mythic proportions in his great cycle of four music dramas (*Das Rheingold*, *Die Walküre*, *Siegfried*, *Götterdämmerung*). This course will have a special focus on the leitmotifs, melodic fragments used primarily in the orchestra to represent persons, things, or concepts important to the drama. Wagner considered these to be the true tellers of the story, that interior drama which was all-important to the composer. (4 credits)

MUSC 409 PARIS, CRUCIBLE OF THE MODERN

Lecture, 4 hours. From the last decade of the nineteenth century to the beginning of World War II, Paris was the center for all that was new. The focus of this course will be several masterpieces of early twentieth-century music, including works by Debussy, Ravel, Stravinsky, among others. What were some of the musical and cultural forces that contributed to the renown of Paris? (4 credits)

MUSC 410 CHAMBER CHOIR

Performance Ensemble, 3.75 hours. Competitive ensemble that focuses on the development of ensemble vocal skills, stylistic sensitivity, and musicianship through the study of challenging choral literature. Prerequisite: Audition. (1 credit) May repeat for credit.

MUSC 411 COLLEGIUM MUSICUM

Performance Ensemble, 1 hour. Competitive ensemble course, taken concurrently with MUSC 410 Chamber Choir. Students are coached 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. (1 credit) May repeat for credit.

MUSC 412 CHURCH MUSIC REPERTOIRE AND ADMINISTRATION

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

MUSC 415 SPECIAL TOPICS

Topics may include: Choral Writing; Composition of a Major Work; Music of a Major Composer; Advanced Music Theory; Advanced Gregorian Chant; Orchestration. Prerequisite: MUSC 204B, 312B and permission of instructor. (1-4 credits)

MUSC 420 GREGORIAN CHANT

Lecture, 2 hour. Notation, forms, history, modes, and liturgical uses of Gregorian chant. MUSC 101M or 101W Men's or Women's Schola Gregoriana must be taken concurrently. Prerequisite: MUSC 104B or permission of instructor. (2 credits)

MUSC 430 CONDUCTING

Lecture/Lab, 2 hours. 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: completion of MUSC 204B. Enrollment in MUSC 200 300 or MUSC 410 concurrently. (2 credits)

MUSC 440 SENIOR RECITAL

Senior Capstone. Directed independent study. Select musical literature for and prepare a full solo recital of 40 minutes duration or half solo recital 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 440-441 LECTURE-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 499 DIRECTED INDEPENDENT STUDY

Topics may include: Choral Writing; Composition of a Major Work; Music of a Major Composer; Advanced Music Theory; Advanced Gregorian Chant; Orchestration. If enough students are interested in the same topic in a given semester, the course may become MUSC 415. Prerequisite: MUSC 204B, 312B and permission of instructor. (1-2 credits)

Typical Plan—Music Major

Freshman Year

Fall Semester	Cr.	Spring Semester	Credits
MUSC 200, 300, or 410 Mixed Ensemble	1	MUSC 200, 300, 410 Mixed Ens.	1
MUSC 111, 112, or 113* App Mus	1*	MUSC 111, 112, or 113* App Mus	1
MUSC 104A Elem Mus Theor I	3	MUSC 104B Elem Mus Theor II	3
MUSC 105A Elem Musician I	1	MUSC 105B Elem Musician II	1
HIST 101 Western Civ I	4	HIST 102 Western Civ II	4
LATN 101 Elem Latin	4	LATN 102 Inter Latin	4
Total	14	Total	14

Sophomore Year

Fall Semester	Credits	Spring Semester	Credits
MUSC 200, 300, or 410 Mixed Ensemble	1	MUSC 200, 300, 410 Mixed Ens.	1
MUSC 111, 112, or 113* App Mus	1	MUSC 111, 112, or 113* App Mus	1
MUSC 204A Inter Mus Theor I	4	MUSC 204B Inter Mus Theor II	4
MUSC 205A Inter Musicianship	1	MUSC 205B Inter Musicianship	1
LITR 103 Literary Tradition I	4	LITR 104 Literary Tradition II	4
MATH 100, 120, 150, or 151	4	POLT 203 Amer Civ	4
THEO 105 Sacred Scripture	4	THEO 205 Sacred Doctrine	4
[MUSC 101 M/W Scola	0 [§]]	[MUSC 101 M/W Scola	0 [§]]
Total	17	Total	17

Junior Year

Fall Semester	Credits	Spring Semester	Credits
MUSC 200, 300, or 410 Mixed Ensemble	1	MUSC 200, 300, 410 Mixed Ens.	1
MUSC 111, 112, or 113* App Mus	1	MUSC 111, 112, or 113* App Mus	1
MUSC 312A Survey Mus Hist I	3	MUSC 312B Survey Mus Hist II	3
PHIL 205 Nature and Person	4	PHIL 206 Ethics	4
General or Music Elective	4	MUSC 430 Conducting	2
Science I with Lab	4	Science II with Lab	4
General or Music Elective	1	General or Music Elective	4
		[MUSC 305 Heritage Sac Music	4 [§]]
Total	18	Total	19

Senior Year

Fall Semester	Credits	Spring Semester	Credits
MUSC 200, 300, or 410 Mixed Ensemble	1	MUSC 200, 300, 410 Mixed Ens.	1
MUSC 111, 112, or 113* App Mus	1	MUSC 111, 112, or 113* App Mus	1
PHIL 400 Phil Perspectives	4	THEO 400 Living in Christ	4
[MUSC 420 Gregorian Chant	2 [§]]	MUSC 440 or 441 Recital/Project	1
General Elective	4	General Elective	4
General Elective	4	General Elective	4
Total	14	Total	15

*Each course number in applied music is reserved for a particular concentration in piano, voice, or organ.

§ These courses constitute the requirements of the Concentration in Sacred Music.

Philosophy Major

Chair: Michael Pakaluk, Professor of Philosophy

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

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

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

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

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

The philosophy program also recognizes the strong and intimate relation between the disciplines of philosophy and theology. God is the supreme and privileged object of philosophical speculation, and much about his being and nature can be attained by philosophy's own method. But unaided human reason comes to its limits in its knowledge of the nature of God and His acts, and here passes into the service of the reflection on revealed truth. In this regard, philosophy acts both as a propaedeutic to the faith, and also provides a foundation presupposed for the

clarification and analysis carried out by theology of the truths revealed by God. On the other hand, philosophy itself is also clarified and developed by engaging revelation philosophically. In this activity, philosophers are “working on their own terrain and with their own purely rational method, yet extending their research to new aspects of truth.” (*Fides et Ratio* 76) Aware of the Church’s custodianship of the truths of revelation, philosophy at Ave Maria University understands the organic relationship in which it stands to the Church’s Magisterium.

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 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 400 Philosophical Perspectives: Metaphysics (Majors take PHIL 401 Metaphysics.)

Required Major Courses

PHIL 203 Logic

PHIL 205 and PHIL 206 are prerequisites for all required and elective courses. Courses should be taken in the prescribed order unless counseled otherwise by a departmental advisor.

PHIL 302 Ancient Philosophy

PHIL 305 Medieval Philosophy

PHIL 401 Metaphysics

PHIL 403 Political Philosophy

PHIL 413 Modern Philosophy

PHIL 414 Contemporary Philosophy

Research Thesis*

Elective Major Courses (two required)

PHIL 301 Philosophy of Religion
 PHIL 310 Philosophy of Love
 PHIL 402 Aesthetics
 PHIL 405 Philosophy of Science
 PHIL 406 St. Augustine
 PHIL 407 St. Thomas Aquinas
 PHIL 408 Franciscan Philosophy
 PHIL 409 John Henry Newman
 PHIL 410 Plato
 PHIL 411 Aristotle
 PHIL 412 Recent Philosophy
 PHIL 415 Special Topics
 PHIL 490 Senior Seminar

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

The Minor in Philosophy

The minor in philosophy allows students majoring in other disciplines to develop a concentration in philosophy, and to have this concentration officially recognized. The student must complete seven philosophy courses--four courses in addition to the three core philosophy courses (PHIL 205, 206, 400). It is suggested that the student specify his courses to have a concentration complementing his chosen major.

Course Descriptions

PHIL 203 LOGIC

This course introduces students to the basic structures of sound thinking and will focus mainly on classic Aristotelian logic. It will help them to think and argue more clearly, as well as to analyze effectively the arguments and ideas of others. Our study of the science and art of proper reasoning includes analysis of the operations of the intellect, viz. understanding, judgment, and reasoning; and the way these operations produce their proper products, viz. the term, proposition, and syllogism. The student will also be introduced to modern symbolic logic. Logic will not be treated as a mere technique, but a field to be studied for its own sake.

PHIL 205 NATURE AND PERSON

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

PHIL 206 ETHICS

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

PHIL 301 PHILOSOPHY OF RELIGION

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

PHIL 302 ANCIENT PHILOSOPHY

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

PHIL 305 MEDIEVAL PHILOSOPHY

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

PHIL 308 EPISTEMOLOGY

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

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

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

PHIL 401 METAPHYSICS

This course focuses on the major themes of the philosophy of being via ancient, medieval, and modern texts. It will consider the principles of being (and especially God), including what it means for a thing to exist, the transcendental properties of being, act and potency, essence

and existence, participation, the principles of change and of contingent being, corruptibility and immortality, time and eternity, proofs for the existence of God, and accounts of the divine attributes the divine governance of the universe, and the 'nature' and place of evil in the universe. After reviewing the metaphysical insights of Plato, Aristotle, and the early medievals, special attention is paid to Thomistic metaphysics, and the relationship of classical metaphysics as a whole to the modern challenges and developments brought by Descartes, Kant, Hegel, Heidegger, and others. Prerequisite: PHIL 205, 206, 302, 303, 305.

PHIL 310 PHILOSOPHY OF LOVE

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

PHIL 402 AESTHETICS

This course is an inquiry into the nature of beauty, art, and related phenomena. Consideration is given to aesthetic problems as reflected in literature, film, theater, and fine arts. Concepts of beauty in nature and in art, artistic creation, the aesthetic response, and art criticism are examined. Ancient, medieval, and modern authors are read. Prerequisite: PHIL 205, 206.

PHIL 403 POLITICAL PHILOSOPHY

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

PHIL 405 PHILOSOPHY OF SCIENCE

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

PHIL 406 ST. AUGUSTINE

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

PHIL 407 ST. THOMAS AQUINAS

This course focuses, from a philosophical perspective, on the thought of St. Thomas Aquinas, the Angelic doctor. While concentrating on specific topics--e.g., nature, man, metaphysics,

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

PHIL 408 FRANCISCAN PHILOSOPHY

This course begins with a brief characterization of the early Franciscan movement, and then focuses on the thought of the three great scholastic thinkers that grew out of it: St. Bonaventure, Blessed Duns Scotus, and William of Ockham. Towards the end of the course the relevance of the Franciscan tradition for contemporary thought will be discussed as well.

PHIL 409 JOHN HENRY NEWMAN

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

PHIL 410 PLATO

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

PHIL 411 ARISTOTLE

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

PHIL 412 RECENT PHILOSOPHY

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

PHIL 413 MODERN PHILOSOPHY: DESCARTES TO KANT

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

PHIL 414 CONTEMPORARY PHILOSOPHY

This course surveys the most important authors in modern philosophy. Contemporary philosophy emerges in a complex reaction to the project begun by modern philosophers. The goal of the course is to understand the world in which we live by reference to the philosophy that has shaped and continues to shape it. Prerequisite: 205, 206, 302, 305

PHIL 415 SPECIAL TOPICS IN PHILOSOPHY

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

PHIL 490 SENIOR SEMINAR

When offered, this course will be designed for and restricted to graduating philosophy seniors. In a seminar format, students will examine a topic in depth and course requirements will include preparation of a Research Thesis to be presented at the end of the semester. Seminar topics are determined by the seminar director in consultation with the philosophy faculty and generally involve topics in metaphysics, epistemology, or the thought of a particular philosopher or philosophical tradition. Prerequisite: all required courses except PHIL 403.

Typical Plan—Philosophy Major

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
MATH 100, 120, 150, or 151	4	THEO 105 Sacred Scripture	4
LITR 103 Literary Tradition I	4	LITR 104 Literary Tradition II	4
HIST 101 Western Civ I	4	HIST 102 Western Civ II	4
LATN 101 Elem Latin	4	LATN 102 Inter 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 Amer Civ	4
Science I with Lab	4	Science II with Lab	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 Phil	4
PHIL 302 Ancient Philosophy	4	PHIL 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
PHIL 401 Metaphysics	4	PHIL 403 Political Philosophy	4
PHIL 413 Modern Philosophy	4	PHIL 414 Contem Philosophy	4
PHIL Elective (Thesis**)	4	THEO 400 Living in Christ	4
General Elective	4	General Elective	4
Total	16	Total	16

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

Physics

Program Director: Patrick Kelly, Associate 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 that surrounds us. Higher education is a means of furtherance along that road. In the university, we come into contact, in a deep and serious manner, with truths that are universal and knowledge which transcends mere utility. These have been gained through the experiences and labours 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 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 realise their vocations and garner productive employment.

Student Learning Goals and Outcomes for the Physics Major

Goal 1: *The students who opt for the physics major receive a deep and rich exposition of theoretical, experimental, and computational science.*

- 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.*

Overview of the Physics Major Program

The physics major curriculum consists of a set of required classes in physics [PHYS], Mathematics [MATH], Chemistry [CHEM], and Latin [LATN], 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 in order to satisfy the minimal requirements for the major. Four other electives are “free.” These classes may be taken in any area of studies.

Courses taken at other institutions, or via Advanced Placement, may be substituted in place of required or elective physics classes, subject to the approval of the department. Free elective courses which are transferred in must meet the criteria necessary for acceptance by the University.

Students may elect to obtain a minor in any of the disciplines represented in the University's Core Curriculum by concentrating all four free electives. Otherwise, it is our recommendation that the free electives be devoted to additional courses in physics, mathematics, and chemistry.

The Core Curriculum has a two-semester, eight-credit, language requirement. Physics 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 physical principles and theories, and the development of models to investigate particular situations. Via the student's encounter with the language and grammar of Latin, and his development of techniques and accommodations leading to genuine comprehension of Latin sentences and paragraphs, we hope to foster and enhance his comprehension of scientific and technical reading material.

Required Courses:

PHYS 221 University Physics I: Mechanics with lab
 PHYS 222 University Physics II: Materials with lab
 PHYS 223 University Physics III: Electricity and Magnetism with lab
 PHYS 321 Modern Physics
 PHYS 490 Advanced Laboratory
 MATH 151 Calculus I
 MATH 250 Calculus II
 MATH 251 Vector Calculus
 MATH 252 Ordinary Differential Equations
 MATH 270 Scientific Programming
 CHEM 211 General Chemistry I with lab
 LATN 101 Elementary Latin and 102 Intermediate Latin

Elective Course: Choose at least four.

PHYS 330 Intermediate Mechanics
 PHYS 341 Thermodynamics and Statistical Mechanics
 PHYS 350 Intermediate Electromagnetism
 PHYS 355 Electric Circuits with lab
 PHYS 361 Quantum Mechanics I
 PHYS 362 Quantum Mechanics II
 PHYS 386 Simulations in Physics
 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 (at least) six courses in physics, along with (a minimum of) MATH 151, 250 (Calculus I/II). Four courses are prescribed: PHYS 221, 222, 223, 321; while the remaining two may be taken from the set of all Physics classes numbered 330 and higher.

Physics Courses

PHYS 211 COLLEGE PHYSICS I

Mechanics is foundational to physics. Topics include: rectilinear and rotational motions of particles and rigid bodies, forces, energy methods, conservation laws, oscillations, and waves. (with lab) Prerequisite: MATH 150 or equivalent.

PHYS 212 COLLEGE PHYSICS II

Thermodynamics, electricity and magnetism, and optics are essential aspects of classical physics. Topics include: temperature, heat and its transfer, the Laws of Thermodynamics, electric force, field, potential, and current; capacitance, resistance, induction, circuits, and optics. (with lab) Prerequisite: PHYS 211 or permission of the instructor.

PHYS 221 UNIVERSITY PHYSICS: MECHANICS

Mechanics is foundational to physics. Topics include: rectilinear and rotational motions of particles and rigid bodies, forces, energy methods, conservation laws, and Newton's Law of Universal Gravitation. (with lab) Prerequisite: MATH 151, or permission of the instructor.

PHYS 222 UNIVERSITY PHYSICS: MATERIALS

Oscillatory and wavelike behaviours are ubiquitous in nature. The production and flow of thermal energy, heat, are governed by the Laws of Thermodynamics. Topics include: materials, oscillations, travelling and standing waves, interference and diffraction, geometric optics, and the Laws of Thermodynamics. (with lab) Prerequisites: PHYS 221 and MATH 250, or permission of the instructor.

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 lab) Prerequisites: PHYS 221 and MATH 250, or permission of the instructor.

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 and MATH 250.

PHYS 330 INTERMEDIATE MECHANICS

Topics include: central force potentials, Lagrangian and Hamiltonian formulations of dynamics, fluids. Prerequisites: PHYS 221 and either of PHYS 222/223.

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. Prerequisites: PHYS 222.

PHYS 350 INTERMEDIATE ELECTROMAGNETISM

Topics include: Maxwell's equations in differential form, electrodynamics, electromagnetic waves, special relativity. Prerequisites: PHYS 223

PHYS 355 ELECTRIC CIRCUITS

Topics include: DC, AC, and transient electrical circuit analysis, involving passive elements such as resistors, capacitors, transformers, etc. Basic DC, AC, and transient circuit analysis involving passive elements are covered. Circuit theories and analysis techniques developed in lecture

are studied in the lab. Pspice is used to simulate circuits and predict experimental results. Experimental data is analysed and interpreted using Excel. (with lab) Prerequisites: PHYS 223, MATH 250 and 270, or permission of the instructor.

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.

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.

PHYS 386 SIMULATIONS IN PHYSICS

Topics include: random walks in one and more dimensions, monte carlo methods, ising model. Prerequisite: MATH 270

PHYS 415/416 SPECIAL TOPICS

This course shall be offered when there is a conjunction of demand for, and the availability of expert instruction in, a specialised area of physics. [1 - 4 Credits] Prerequisites: Contingent on subject matter and permission of the instructor.

PHYS 490 ADVANCED LABORATORY

Certain classic experiments were seminal in the development of our modern understanding of the fundamental properties of nature. This course is a laboratory course with an historical aspect. Topics include measuring: e/m , e , h , c , G , and R . Prerequisites: PHYS 221, 222, 223, and 321, or permission of the instructor.

PHYS 491 UNDERGRADUATE RESEARCH

Student-Faculty collaboration on research projects of mutual interest. [1 - 4 Credits] Prerequisite: Permission of the instructor.

PHYS 499 DIRECTED READING IN PHYSICS

A guided survey of a specialised area of physics. [1 - 4 Credits] Prerequisites: Contingent on subject matter and permission of the instructor.

Typical Plan—Physics Major

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
MATH 151 Calculus I	4	MATH 250 Calculus II	4
CHEM 211 Gen Chemistry I	4	PHYS 221 Univ Phys: Mechanics	4
LITR 103 Literary Tradition I	4	LITR 104 Literary Tradition II	4
LATN 101 Elem Latin	4	LATN 102 Inter Latin	4
Total	16	Total	16

Sophomore Year

Fall Semester	Credits	Spring Semester	Credits
PHYS 321 Modern Physics	4	MATH 270 Scientific Program	4
PHYS 223 Univ Phys: E&M	4	PHYS 222 Univ Phys: Materials	4
MATH 251 Vector Calculus	4	THEO 105 Sacred Scripture	4
HIST 101 Western Civ I	4	HIST 102 Western Civ II	4
Total	16	Total	16

Junior Year

Fall Semester	Credits	Spring Semester	Credits
MATH 252 Or Diff Eqs	4	PHYS Physics Elective	4
PHYS Physics Elective	4	POLT 203 Amer Civ	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
PHYS Physics Elective	4	PHYS 490 Advanced Lab	4
PHIL 400 Phil Perspectives	4	PHYS Physics Elective	4
General Elective	4	THEO 400 Living in Christ	4
General Elective	4	General Elective	4
Total	16	Total	16

Political Economy and Government

Program Director: Seana Sugrue, Associate Professor of Politics

The major in Political Economy and 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 policy making. Together, they prepare students to be informed, intelligent participants in our democracy.

The major in Political Economy and Government is designed for students who wish to understand the political principles and economic tools and concepts involved in domestic policy making. 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 Political Economy and Government Major

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:

ECON 201 Principles of Microeconomics
 ECON 202 Principles of Macroeconomics
 ECON 230 Statistics for the Social Sciences
 ECON 302 Intermediate Microeconomics
 POLT 201 Introduction to Political Thought
 POLT 301 American Government
 POLT 304 Constitutional Law

One Elective out of

ECON 315 Catholic Social Teaching and Economic Life

POLT 302 Catholic Political Thought

One Elective out of

POLT 305 Public Policy

POLT 314 U.S. Foreign Policy

One Elective in

Economics

Other courses in the same areas of politics and economics may be substituted with the approval of the program director.

Typical Plan—Political Economy and Government Major

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
MATH 150 Function	4	THEO 105 Sacred Scripture	4
LITR 103 Literary Tradition I	4	LITR 104 Literary Tradition II	4
HIST 101 Western Civ I	4	HIST 102 Western Civ II	4
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 205 Sacred Doctrine	4	POLT 203 Amer Civ	4
POLT 201 Intro to Pol Thought	4	ECON 230 Stats for Soc Sci	4
ECON 201 Princ Macroecon	4	ECON 202 Princ Microecon	4
Total	16	Total	16

Junior Year

Fall Semester	Credits	Spring Semester	Credits
POLT 301 American Govt	4	ECON 302 Inter Microecon	4
POLT 304 Constitutional Law	4	ECON 315 or POLT 302	4
Science I with Lab	4	Science II with Lab	4
General Elective	4	General Elective	4
Total	16	Total	16

Senior Year

Fall Semester	Credits	Spring Semester	Credits
POLT 305 or 314	4	ECON 335, 430, or 433	4
General Elective	4	General Elective	4
General Elective	4	General Elective	4
THEO 400 Living in Christ	4	PHIL 400 Phil Perspectives	4
Total	16	Total	16

Politics

Chair: John Colman, Assistant Professor 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 factual operations of systems of governance, including the American system.*

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

Required Major Courses

POLT 201 Introduction to Political Thought
POLT 202 Comparative Politics
POLT 203 American Civilization
POLT 205 International Relations
POLT 301 American Government
POLT 302 Catholic Political Thought
POLT 304 Constitutional Law
POLT 490 Senior Seminar

Elective Major Courses (two required)

POLT 204 Introduction to Political Research
POLT 305 Public Policy
POLT 307 The United States Presidency
POLT 308 The United States Congress
POLT 309 The Judiciary of the United States
POLT 314 U.S. Foreign Policy
POLT 415 Special Topics in Political Science and International Relations
POLT 495 Internship in Politics
HUMS 301 Humanities Seminar I
HUMS 302 Humanities Seminar II

Minor in Politics

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

Course Descriptions

POLT 201 INTRODUCTION TO POLITICAL THOUGHT

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

POLT 202 COMPARATIVE POLITICS

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

POLT 203 AMERICAN CIVILIZATION

This course covers the major events and themes in the development of the U.S. Republic, from its colonial origins to the present day. Special concentration is paid to the development of the American political system. It is meant to provide special background for U.S. students interested in the history of their own nation, as well as Ave Maria's foreign students who are interested in the history and system of governance of their host country.

POLT 204 INTRODUCTION TO POLITICAL RESEARCH

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

POLT 205 INTRODUCTION TO INTERNATIONAL RELATIONS

This course provides an introduction to 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 critically assess 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.

POLT 301 AMERICAN GOVERNMENT

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

POLT 302 CATHOLIC POLITICAL THOUGHT

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

POLT 304 CONSTITUTIONAL LAW

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

POLT 305 PUBLIC POLICY

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

POLT 307 THE UNITED STATES PRESIDENCY

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

POLT 308 THE UNITED STATES CONGRESS

An examination of the national legislature comparing the understanding of the Congress at the Founding with contemporary practice. The course considers the key constitutional and traditional differences between the House and the Senate, basic rules and procedures of

how a bill becomes a law, the fundamentals of the electoral process, Congressional campaign strategies, redistricting and appointment, and the interaction between Congress and the rest of the “Washington” establishment.

POLT 309 THE JUDICIARY OF THE UNITED STATES

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

POLT 314 U.S. FOREIGN POLICY

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

POLT 320 AMERICAN POLITICAL THOUGHT

The Federalist is 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 America 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.

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.

POLT 415 SPECIAL TOPICS IN POLITICS

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

POLT 490 SENIOR SEMINAR

The senior seminar is the capstone course for all majors and designed to be the last course in the Politics sequence. The course has several objects: to present a topic and texts that comprehend and build upon the student’s previous coursework in the department; to hone the student’s skill in spoken argument and intellectual conversation; to develop the student’s skill in written argument, through a lengthy term paper; to test the student’s comprehension of seminal works through an oral examination.

POLT 495 INTERNSHIP IN POLITICS

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

Typical Plan—Politics Major

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
MATH 100, 120, 150, or 151	4	THEO 105 Sacred Scripture	4
LITR 103 Literary Tradition I	4	LITR 104 Literary Tradition II	4
HIST 101 Western Civ I	4	HIST 102 Western Civ II	4
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 205 Sacred Doctrine	4	POLT 203 Amer Civ	4
Science I with Lab	4	Science II with Lab	4
POLT 201 Intro to Pol Thought	4	POLT 202 Comp Politics	4
Total	16	Total	16

Junior Year

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

Senior Year

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

Psychology Major

Chair: Keith Houde, 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

- Outcome 1: Students will master content within the discipline of psychology as well as the skills required to practice within the field.*
- Outcome 2: Students will be able to conceptualize and utilize the scientific method in research papers and during fieldwork opportunities*
- Outcome 3: Students will be able to apply theories and techniques learned throughout the program in preparation for graduate training, or for work in clinical or other professional settings.*
- Outcome 4: The student will write according to APA style and will submit work demonstrating knowledge of writing references in the bibliography section of their work.*
- Outcome 5: Students will have a practical knowledge of the major mental illnesses. They will be able to list main characteristics of four major mental illnesses, as per the DSM-5.*
- Outcome 6: Students will be able to evaluate certain psychological theories in light of an authentic Catholic anthropology.*

Required Major Courses

PSYC 201 Principles and Methods of Psychology
 PSYC 205 Foundations of Psychology as a Human Science
 PSYC 230 Statistics for the Social Sciences
 PSYC 301 Human Development and Learning
 PSYC 305 Research Methods and Design
 PSYC 317 Psychopathology
 PSYC 425 Cognitive Neuroscience
 PSYC 490 History & Systems of Psychology: Senior Seminar

Required Core Courses in the Natural Sciences

BIOL 201 and 202 or 211 and 212 (or approved equivalents)

Elective Major Courses (two required):

PSYC 302 Educational Psychology
PSYC 310 Introduction to Counseling and Personality Theories
PSYC 320 Social Psychology
PSYC 350 Health Psychology
PSYC 360 Evaluation and Testing
PSYC 409 Christian Marriage
PSYC 415 Special Topics in Psychology
PSYC 495 Senior Internship
PSYC 497 Directed Research in Psychology

Minor in Psychology

A Minor in Psychology is available. The Minor requires PSYC 201, 205, 230, 301 and two Psychology electives.

Course Descriptions**PSYC 201 PRINCIPLES AND METHODS OF PSYCHOLOGY**

This course will introduce 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. Additional (and complementary to the main text) readings will involve the role of psychology on education, child-raising, religion, popular culture and public policy. This course is a prerequisite for all upper-level PSYC courses.

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. This course thus considers psychology in its humanistic roots as distinct from, and yet connected to, the contemporary focus on the discipline as an empirical science. The course will investigate the fundamental figures responsible for the development of modern psychology. In addition, the course will investigate the origins of psychology as a discipline by examining the psychological characteristics of the human person through the lens of ancient philosophers as well as major figures in the Christian tradition. Prerequisite: PSYC 201, PHIL 205.

PSYC 230 STATISTICS FOR THE SOCIAL SCIENCES

Self-contained introduction to statistics with social science applications. Elements of probability theory, sampling theory, statistical estimation, regression analysis, and hypothesis testing. Applications of statistical tools to social science data. Prerequisite: MATH 150 Functions. Cross-listed with STAT 230.

PSYC 301 HUMAN DEVELOPMENT AND LEARNING

This intensive course will introduce 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.

PSYC 302 EDUCATIONAL PSYCHOLOGY.

Emphasizes the psychological approach to learning, including physical, social and moral development as applied to the classroom. Methods of evaluation, transfer, training, developmental patterns of pupils, teacher student interaction, behavior management, and socio-cultural influences are discussed. Cross-listed with EDUC 302 Educational Psychology.

PSYC 305 RESEARCH METHODS AND DESIGN

A survey of the basic techniques and methods essential to conducting independent research in the sciences (and social sciences), and locating, processing, and presenting research materials. Students will be expected to read, present, and discuss current research papers in the social sciences and science fields of their choosing. A final research project is required. Prerequisite: PSYC 201, 230.

PSYC 310 INTRODUCTION TO COUNSELING AND PERSONALITY THEORIES

Introduces students to theories and approaches used in counseling, including psychoanalytic, eclectic, non-directive, cognitive-behavioral, family systems, positive psychology, and various other approaches. The course considers areas such as adolescent counseling, marriage and family counseling, and treating addictive behaviors. The usefulness of different approaches will be critiqued from a Christian view of the person. The class will include an intensive experiential component, introducing students to the interpersonal processes involved in the counseling process. The didactic portion of the course will also involve an evaluation of the effectiveness of various approaches taken in such areas as adolescent counseling, the treatment of addictive behaviors, couples and family counseling, and grief counseling. Prerequisite: PSYC 201.

PSYC 317 PSYCHOPATHOLOGY

An introductory survey 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, stress, mood disorders, suicide, eating 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 320 SOCIAL PSYCHOLOGY

This course offers a broad introduction to 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. Prerequisite: PSYC 201.

PSYC 350 HEALTH PSYCHOLOGY

A study of the psychological and social factors influencing health and the basic psycho-social processes in selected diseases and disabilities; along with presentation of basic medical terminology. Prerequisite: PSYC 201.

PSYC 360 EVALUATION AND TESTING

Theory and techniques of psychological measurement are covered. Tests of ability, achievement, aptitude, interests, and personality are studied as well as uses and limitations of psychological assessment. Prerequisite: PSYC 201, 230.

PSYC 409 CHRISTIAN MARRIAGE (Cross-listed with THEO 409)

PSYC 415 SPECIAL TOPICS IN PSYCHOLOGY

Considers special topics within the field of psychology. Prerequisite: PSYC 201.

PSYC 425 COGNITIVE NEUROSCIENCE

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. This 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. Prerequisite: PSYC 201, BIOL 201, 202 or 211, 212.

PSYC 490 HISTORY AND SYSTEMS OF PSYCHOLOGY: SENIOR SEMINAR

This course traces the history of psychology beginning with Freudian and behaviorist models, and continuing with the development of humanistic or self-psychology, cognitive-behavior theory, and most recently, positive psychology. The philosophical assumptions underlying the theories will be examined in the light of Catholic philosophy and theology. Historical influences on the development of psychology will be discussed as well as psychology's emergence as a shaping force in history. Research paper required. Prerequisite: PSYC 201, 205.

PSYC 495 SENIOR INTERNSHIP

Supervised study of and participation in one of various professional service agencies at approved locations. The purpose is to expose students to the need for trained psychologists and social workers, and to formulate their own educational and professional needs in qualifying for such positions. Placement may be in a clinical or applied setting. Permission of instructor required. (variable credit; 40 practicum hours per credit hour.)

PSYC 497 DIRECTED RESEARCH

Requires students with junior or senior standing to write a thesis on an approved topic related to a specific area of emphasis. The thesis requires extensive library and/or field research under the supervision of a faculty member. Students are required to have a 3.25 GPA in their major and a 3.00 GPA overall to take this course. Permission of instructor required. (variable credit.)

Typical Plan—Psychology Major

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
MATH 150 or 151	4	THEO 105 Sacred Scripture	4
LITR 103 Literary Tradition I	4	LITR 104 Literary Tradition II	4
HIST 101 Western Civ I	4	HIST 102 Western Civ II	4
Elementary Foreign Language	4	Intermediate Foreign Language	4
Total	16	Total	16

Sophomore Year

Fall Semester	Credits	Spring Semester	Credits
THEO 205 Sacred Doctrine	4	POLT 203 Amer Civ	4
PHIL 205 Nature and Person	4	PHIL 206 Ethics	4
BIOL 201 Concepts in Biology I	4	BIOL 202 Concepts in Biology II	4
PSYC 201 Princ & Meth of Psych	4	PSYC 205 Found Psyc Hum Sci	4
Total	16	Total	16

Junior Year

Fall Semester	Credits	Spring Semester	Credits
PSYC 301 Human Development	4	PSYC 305 Research Methods	4
PSYC 230 Statistics for Soc Sci	4	PSYC 317 Psychopathology	4
General Elective	4	General Elective	4
General Elective	4	General Elective	4
Total	16	Total	16

Senior Year

Fall Semester	Credits	Spring Semester	Credits
PHIL 400 Phil Pers: Metaphysics	4	THEO 400 Living in Christ	4
PSYC 425 Cognitive Neuro	4	PSYC 490 Hist & Syst: Sen Semi	4
Psychology Elective	4	Psychology Elective	4
General Elective	4	General Elective	4
Total	16	Total	16

Theology

Chair: Dr. Gregory Vall, Associate Professor of Theology

Director of Undergraduate Studies: William Riordan, 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 205 are prerequisites to all upper-level courses.

Student Learning Goals and Outcomes for the Major in Theology.

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

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

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

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

Core Courses

THEO 105 Sacred Scripture

THEO 205 Sacred Doctrine

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

Required Major Courses

THEO 206 Creation and Grace
 THEO 306 Catholic Spirituality or THEO 409 Christian Marriage
 THEO 307 Sacraments
 THEO 309 Christ and His Church
 THEO 405 Triune God
 THEO 490 Senior Seminar

Elective Major Courses (two required):

THEO 411 Advanced Scripture
 THEO 412 Mary, Mother of God
 THEO 410 Theology of Pope John Paul II
 THEO 414 St. Thomas Aquinas
 THEO 415 Special Topics

Minor in Theology

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

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:

THEO 250 Foundations of Catechesis
 THEO 350 Catechesis in the Church
 Theology Elective in Apologetics (C. S. Lewis, Foundations of Apologetics, etc.)
 EDUC 201 Educational Foundations or EDUC 202 Educational Psychology
 PSYC 203 Human Development

Course Descriptions

THEO 105 SACRED SCRIPTURE

This course serves as the first theology course in the core curriculum. Since God is the primary author of Scripture, the soul of sacred theology is the study of the sacred page. This course has a twofold goal: to introduce students to the principles of authentic Catholic biblical exegesis, and to explore how God, the Creator, has acted through his covenants to draw his people, disordered by the Fall, back to himself. The course begins by examining the principles of Catholic exegesis as set forth definitively by *Dei Verbum* and the *Catechism of the Catholic Church*. We then undertake a careful reading of large segments of the Old and New Testaments, with an emphasis on the unity of Scripture.

THEO 205 SACRED DOCTRINE

This course serves as the second theology course in the core curriculum. Building upon the scriptural foundation of the previous required course in Sacred Scripture, this course is an introduction to dogmatic Catholic theology. Particular attention will be given to natural and divine revelation, the modes of transmission of divine revelation, the essential doctrines of the

faith, the moral life and the sacraments.

THEO 206 CREATION AND GRACE

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

THEO 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 include the *Didache*, St. Augustine's *First Catechetical Instruction*; St. Cyril of Jerusalem's *Catechetical and Mystagogical Sermons*; *Sermons* by St. Gregory the Great, St. Peter Canisius and contemporary papal teaching including *Evangelii Nuntiandi*, *Catechesi Tradendae* and *Novo Millennio Inuente*, as well as the *General Directory for Catechesis*. Prerequisite: THEO 105, 205.

THEO 305 MORAL THEOLOGY

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

THEO 306 CATHOLIC SPIRITUALITY

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

THEO 307 SACRAMENTS

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

THEO 309 CHRIST AND HIS CHURCH

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

THEO 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 an ever growing number of 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 include the RCIA Study Edition, *Catechesi Tradendae*, Catechetical Documents and *The Mystery We Proclaim*. Prerequisite: THEO 105, 205.

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

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

THEO 405 TRIUNE GOD

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

THEO 409 CHRISTIAN MARRIAGE

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; 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; an increased facility in articulating the Catholic understanding in writing; and a sapiential appreciation of the place of the truths about marriage in theology. (Cross-listed with PSYC 409.)

THEO 411 ADVANCED SCRIPTURE

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

THEO 412 MARY, MOTHER OF GOD

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

THEO 414 ST. THOMAS AQUINAS

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

THEO 415 SPECIAL TOPICS

Other theology courses may be offered under Special Topics including, but not limited to, Canon Law, Ascetical and Mystical Theology, Catholic Bioethics, Apologetics, and the Theology of Tradition.

THEO 490 SENIOR SEMINAR (required for majors)

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

Typical Plan—Theology Major

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
MATH 100, 120, 150, or 151	4	THEO 105 Sacred Scripture	4
LITR 103 Literary Tradition I	4	LITR 104 Literary Tradition II	4
HIST 101 Western Civ I	4	HIST 102 Western Civ II	4
LATN 101 Elem Latin	4	LATN 102 Inter 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 Amer Civ	4
Science I with Lab	4	Science II with Lab	4
General Elective	4	THEO 206 Creation & Grace	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	THEO 309 Christ & His Church	4
General Elective	4	General Elective	4
General Elective	4	General Elective	4
Total	16	Total	16

Senior Year

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

Additional Academic Courses

Fine Arts Practica

ARTS 220 DANCE PRACTICUM

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

THEA 202 THEATRE PRACTICUM

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

THEA 204 THEATRE PRODUCTION PRACTICUM

Students will participate the production of a play. This practicum allows students to work in technical support or performance roles for university-sponsored dramatic productions. Productions vary by semester and are, in part, determined by the talents and abilities of the students who enroll in the course. This course satisfies the second required fine arts practicum. (zero credit)

ARTS 201 ART APPRECIATION PRACTICUM

A course designed to introduce students to the visual arts, through the study of art elements, art criticism, art history, and analysis of works of art. This course does not count as credit towards your degree, but does count as a graduation requirement. (zero credit)

COMM 101 PUBLIC SPEAKING PRACTICUM

The convergence of communications and computing technologies has revolutionized the way we communicate. This course develops communication skills and expertise in a multi-media environment. Students learn to write for a variety of situations and deliver diverse information using the Internet, PowerPoint and audio/visual technologies. Topics include persuasive and informative writing and speaking, interviewing techniques, and business negotiating skills. This course does not count as credit towards your degree, but does count as a graduation requirement. (zero credit)

Modern Languages and Literature Courses

FREN 101 ELEMENTARY FRENCH

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

FREN 102 INTERMEDIATE FRENCH

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

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.

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.

SPAN 101 ELEMENTARY SPANISH

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

SPAN 102 INTERMEDIATE SPANISH

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

SPAN 203 LATIN AMERICAN LITERATURE

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

Study Skills Practica

UNIV 98 FIRST-YEAR STUDY SKILLS PRACTICUM

This workshop series will cover the basic skills required to be a successful college student. Topics covered will include time management, study skills, note taking, reading comprehension, writing academic papers, avoiding plagiarism, course selection and registration, academic planning, overcoming test anxiety, and preparing for final exams. Successful completion of the practicum requires weekly meetings with student support staff. Students are placed into this course based upon a review of their academic profile including standardized test scores, high school grades and course work, results from internal placement exams, and other factors. Any student may elect for this course. (zero credit, P/F)

UNIV 99 STUDY SKILLS PRACTICUM

This workshop series will review the basic skills required to be a successful college student. Topics covered will include time management, study skills, note taking, reading comprehension, writing academic papers, avoiding plagiarism, course selection and registration, academic planning, overcoming test anxiety, and preparing for final exams. Successful completion of the practicum requires weekly meetings with student support staff. Current students are placed into

this course as part of being placed on Academic Probation. Transfer students are placed into this course based upon a review of their academic profile including standardized test scores, previous university grades and course work, results from internal placement exams, and other factors. Any student may elect for this course. (zero credit, P/F)

Pre-law

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

The University also enjoys a close relationship with the Ave Maria School of Law in Naples, Florida. Although the Ave Maria School of Law is an independent institution, members of its faculty and admission staff routinely visit the University in order to assist undergraduate students in learning more about law school and the legal profession in general.

The Patrick F. Taylor Graduate Programs of Theology

Chair and Director of the Ph.D. Program: Dr. Gregory Vall

Director of the M.A. Program: Dr. Roger Nutt

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

Michael Dauphinais, Ph.D., Associate Professor
Fr. Robert Garrity, S.T.D., Assistant Professor
Fr. Matthew Lamb, Dr. Theol., Cardinal Maida Professor
Steven Long, Ph.D., Professor
Roger Nutt, S.T.D., Associate Professor
William Riordan, S.T.D., Professor
Thomas Scheck, Ph.D., Associate Professor
David Tamsiea, Ph.D. (Candidate), Assistant Professor
Gregory Vall, Associate Professor
Michael Waldstein, Ph.D., Max Seckler Professor
Mrs. Susan Nutt, Administrative Assistant

Contact Information

Graduate Theology
Ave Maria University
5050 Ave Maria Blvd.
Ave Maria, FL 34142

Mrs. Nutt (admissions/logistics): 239-280-1629
Dr. Vall (Ph.D. director): 239-280-1615
Dr. Nutt (M.A. director): 239-280-1603
Email: graduatetheology@avemaria.edu

Tuition and Fees for the 2013-2014 Academic Year

Graduate Tuition: \$476 per credit or \$11,424 for full-time (12 credits per semester)
Technology Fee: \$200 per year
Activities fee: \$100 per year.

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—is only given when the student withdraws from a course during the first ten weeks of the semester. 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.

Transfer Credits

Upon approval of the program director, a maximum of 8 graduate credits may be transferred from similar programs at accredited institutions. At the time of application it is the responsibility of the student to petition the director for the transfer of credit and to supply documentation and description of the course(s) for which credit is sought. 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.

Academic Honor Code

The Ave Maria University Academic Honor Code (pp. 66-71 above) 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 \$155 early in the semester in which they intend to graduate. Application to Graduate Forms are available from the Registrar's Office. Approvals are required by the Program Director.

Institutional Policies and Procedures

Unless otherwise specified in this catalogue, 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, policies and procedures established by the Offices of Financial Aid, Bursar, Registrar, Student Life, Residence Life, Campus Security, Library.

Master of Arts (M.A.) in Theology

Student Learning Goal and Outcomes

Goal: *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 exhibit a suitable level of reading proficiency in Latin.*

Outcome 5: *Students will derive spiritual benefit from the university's sacramental life and retreat opportunities, especially as this bears on their theological formation.*

Outcome 6: *Students will exhibit the habit and unified vision of theological wisdom.*

Outcome 7: *Graduates will be accepted into doctoral programs or find suitable employment in Catholic (or similar non-Catholic) pastoral and educational institutions.*

Admission Requirements and Scholarships

Applicants to the M.A. Program must possess a bachelor's degree and must submit:

- (1) Official GRE Score Report from ETS
- (2) Seal-bearing transcripts (from all institutions attended)
- (3) Completed and signed application with \$50 application fee
- (4) Two letters of recommendation
- (5) Statement of intent (750-words): brief intellectual autobiography, academic interests and goals, and Christian-ecclesial commitment

A limited number of merit-based scholarships will be offered to outstanding applicants.

Program Requirements

The requirements listed below are typically completed during a two-year residency. All required courses and most electives are 4 credit hours each.

- (1) 48 credit hours of graduate theology courses, maintaining a GPA of 2.7 or higher

- (2) Eight required courses (32 credits): THEO 501, 502, 523, 525, 527, 533, 552 and 599
- (3) Four electives (16 credits), subject to approval of the program director (500-level courses in Theological Latin, Theological Greek, or Theological Hebrew may be taken as electives)
- (4) Latin reading proficiency, demonstrated by the proficiency exam or approved AMU courses (with a grade of B- or higher)
- (5) M.A. Thesis (THEO 599), including oral presentation, on an approved topic

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. Students are encouraged to take advantage of the sacramental and spiritual life of the university as an integral element in their theological formation.

Typical Plan of Study

Year One

Fall Semester

THEO 501 Old Testament
 THEO 523 Triune God
 THEO 552 Fundamental Moral Theology*

Spring Semester

THEO 502 New Testament
 THEO 525 Christ and His Church
 THEO 527 Sacraments*

Year Two

THEO 553 Systematic Theology & Eschatology
 Graduate Theology Elective
 Graduate Theology Elective

THEO 599 M.A. Thesis
 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 program with little or no Latin should take THEO 509 & 510 Theological Latin I & 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 2.7 or higher) to maintain any scholarship or financial aid. If a student receives a final grade of C+ or lower in any course, he or she will be required to retake the course or, at the program director's discretion, to resubmit selected assignments. A student who receives three or more grades of C+ or lower, or two or more grades of F, in a single academic year will be discontinued from the program.

M.A. students are expected to maintain full-time status and to devote themselves to studies as to a full-time occupation. If personal circumstances require the interruption of studies, the student should inform the department chair immediately and must apply to the program director 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 he or she wishes to return.

The "Application for M.A. Degree" form is available from the registrar. It must be returned to the registrar, along with a check in the amount of the graduation fee, early in the semester in which the student intends to graduate.

Five Year B.A./M.A. Program

High-achieving AMU undergraduates majoring in Theology may complete the B.A. and M.A. in the course of five academic years by taking certain M.A. courses as electives during their junior and senior years. Interested students should consult the director of the undergraduate Theology program during sophomore year, receive permission to embark on the five-year track, and begin planning with their advisor. The typical program is as follows.

*Freshman Year**Fall Semester*

MATH 100, 120, 150, or 151
LITR 103
HIST 101
LATN 101

Spring Semester

THEO 105 Sacred Scripture
LITR 104
HIST 102
LATN 102

Sophomore Year

PHIL 205
THEO 205 Sacred Doctrine
Science w/ Lab
Requirement for Minor

PHIL 206
POLT 203
Science w/ Lab
THEO 206 Creation and Grace

Junior Year

THEO 305 Moral Theology
THEO 306 or THEO 409
Requirement for Minor
Requirement for Minor

THEO 307/527 Sacraments
THEO 309/525 Christ and His Church
Requirement for Minor
Requirement for Minor or Elective

Senior Year

PHIL 400 or 401
THEO 501 Old Testament
THEO 405/523 Triune God
General Elective

THEO 490 Senior Seminar
THEO 502 New Testament
THEO Elective
General Elective

Fifth Year

THEO 552 Fundamental Moral Theology
THEO 553 Systematic Theology & Eschatology
Graduate Theology Elective
Graduate Theology Elective*

THEO 599 M.A. Thesis
Graduate Theology Elective
Graduate Theology Elective
Graduate Theology Elective*

*Students who have not minored in Classics or passed the Latin proficiency exam must take THEO 509 & 510 Theological Latin I & II during the Fifth Year.

Doctor of Philosophy (Ph.D.) in Theology

Student Learning Goal and Outcomes

Goal: *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 systematic and/or moral 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.*

Outcome 7: *Graduates will obtain faculty positions in institutions of higher education.*

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 and signed 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) Academic writing sample (min. 8 pages)

Those accepted into the program will be offered a full tuition-remission scholarship and an annual living stipend of \$12,000. They must, however, pay the technology fee, the activities fee, and the graduation fee.

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) Two required courses: THEO 691 Ancients, and THEO 692 Moderns (8 credits)
 - (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, submit a comprehensive-exams reading plan to the program director, and schedule the written and oral exams for the following November. Prepare for comps over the summer.

Year Three—Fall Semester

Register for THEO 699: Residential Research & Dissertation (1 credit). Ask a faculty member to be your dissertation director, discuss and refine the topic, and begin your research. Serve as research assistant to an assigned faculty member (not necessarily your director). Take written and oral comprehensive exams in November as scheduled.

Year Three—Spring Semester

Register for THEO 699. Serve as a teaching assistant to an assigned professor, and attend an assigned undergraduate course throughout the semester. Ask two professors to be readers on your dissertation board (one of these may be external to the department or to the university). Submit your dissertation proposal to the program director and to the dissertation director. Once the proposal has been approved by your board, and both the proposal and the composition of your board have been validated by the entire Theology faculty, you may begin writing.

Year Four

Register for THEO 699. Teach one section of an undergraduate course per semester (normally THEO 105: Sacred Scripture, THEO 205: Sacred Doctrine, or THEO 400: Living in Christ: Moral Theology). Complete and defend the dissertation. The "Application for Ph.D. Degree" form is available from the registrar. It must be returned to the registrar, along with a check in the amount of the graduation fee, early in the semester in which the student intends to graduate.

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.

The tuition-remission scholarship and living stipend remain in effect throughout the four-year residency, provided the candidate is in good academic standing (see below), maintains full-time status, and follows the above course of study in a timely fashion. 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 & 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. Candidates must maintain good academic standing (GPA of 3.0 or higher) to retain the tuition-remission scholarship and the living stipend. If a candidate receives a final grade of C+ or lower in any course, he or she 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 he or she wishes to return.

COURSE DESCRIPTIONS (M.A. and Ph.D.)

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. *Vall*

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. *Waldstein*

THEO 509 THEOLOGICAL LATIN I (LATN 103)

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. Graduate students seeking a comprehensive and mature introduction or review of Latin enroll in THEO 509, which comprises all of the content of LATN 103 and an additional one-hour class per week devoted to the study of early Christian Latin vocabulary and literature. *Classics Faculty*

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. THEO 510 comprises the entire content of LATN 104 and an additional hour per week devoted to the reading and analysis of selections from ecclesiastical Latin writings from the patristic period to modern times. Prerequisite: THEO 509. *Classics Faculty*

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. *Classics Faculty*

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. *Classics Faculty*

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 Hithpaal 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). *Vall*

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). *Vall*

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. *Vall*

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. *Dauphinais*

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. *Riordan*

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. *Long*

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. *Tamisiea*

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. *Nutt*

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's 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. *Long or Tamisiea*

THEO 553 SYSTEMATIC THEOLOGY AND ESCHATOLOGY

This course provides an overview of the sapiential character of our M.A. program. 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. *Lamb*

THEO 591/691 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. *Lamb*

THEO 592/692 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. *Lamb*

THEO 595 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. *Scheck*

THEO 595/695 SPECIAL TOPICS

With the approval of the program director, courses may be offered on special topics.

THEO 597/697 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.

THEO 599 M.A. THESIS

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

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. *Vall*

THEO 614 ISAIAH 40-66

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

THEO 616 THE GOSPEL OF JOHN

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

THEO 619: EPISTLE TO THE HEBREWS

Rhetorically sophisticated and theologically profound, the Epistle to the Hebrews is of unique importance for understanding the high priesthood of Jesus Christ and the relationship between the old and new covenants. After treating introductory questions (genre, author, destination, date, and structure), the course will turn to a detailed exegesis, with special emphasis on the author's use of the Old Testament, aided by the commentaries of Thomas Aquinas and H. W. Attridge. *Vall*

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. *Vall*

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. *Long*

THEO 622 ETERNITY AND TIME IN AUGUSTINE, PLOTINUS, BOETHIUS, AND AQUINAS

This seminar explores how the wisdom and understanding of eternity and time in Augustine, Boethius, and Aquinas are philosophically and theologically relevant as corrections to contemporary historicism. The seminar will research how Plotinus has a very different understanding of eternity and time than Augustine, relating this to major differences in their respective philosophies due to the influence of faith and theology on Augustine. Finally, we shall see how Boethius mediates Augustine's breakthrough to the Middle Ages and Aquinas. A reading knowledge of Greek and Latin is encouraged. *Lamb*

THEO 625 BODY, SOUL, AND CHRISTIAN THEOLOGY

John Paul II's *Theology of the Body* provides a fruitful point of departure for examining the theology of the body in the Early Church, above all because of its comprehensive "hermeneutics of the gift" (TOB 13:2). The introductory part of this course turns to the interpretation of the Gospel of John and of Gnosticism in Rudolf Bultmann, Martin Heidegger, and Hans Jonas. In close collaboration with each other, these three authors sharply raise the question of the body in the modern context of a mechanized universe. Bultmann responds to this question in an existentialist reading of John and Jonas in an existentialist reading of Gnostic texts. The main part of the course turns to the sources themselves to develop a comparative reading of the Gospel of John, the Gnostic Apocryphon of John and the Anti-Gnostic writings of Irenaeus of Lyon. *Waldstein*

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. *Lamb*

THEO 631 ST. AUGUSTINE'S *DE TRINITATE*

The purpose of this seminar is to study St. Augustine's *De Trinitate* as the apex of Augustine's work, setting out in detail his theological investigation of an immaterial image of the Trinity. Our study is primarily foundational, indicating how St. Augustine developed analogy as different from metaphor and how created knowing and loving as *imago Dei* demand the movement from our descriptive categories of God to the Triune God as revealed Father, Son, and Holy Spirit. The influence of Augustine's work on subsequent Trinitarian theology is also studied. A reading knowledge of Latin is strongly recommended. *Lamb*

THEO 632 ST. AUGUSTINE'S *DE CIVITATE DEI*

The main focus of this seminar will show how the political theology of St. Augustine draws upon a proper understanding of the classical three ways of living to demonstrate the inadequacy of philosophy to deal with the injustice and evil in human history. Augustine shows the need of salvation in Christ Jesus, and the wisdom of Christian faith, hope, and charity to redeem human society and history and justify the quest for intellectual and moral excellence. This seminar's approach to *The City of God* will be primarily a careful reading of the text. A reading knowledge of Latin is strongly recommended. *Lamb*

THEO 636 AQUINAS ON SALVATION

This course will introduce students to Aquinas's theology of salvation as presented in the *tertia pars* of the *Summa theologiae*. 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. *Nutt*

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. *Lamb*

THEO 639 THE THEOLOGY OF HANS URS VON BALTHASAR

Among twentieth-century Catholic theologians, Balthasar is the only one to have produced a monumental fifteen-volume systematic theology. Balthasar structured his massive systematics around the three transcendentals of beauty, goodness, and truth. This seminar will explore how his tripartite work provides a historical transposition of the transcendentals in terms of the classical three ways of living. The Glory of the Lord, his theological aesthetics of beauty, corresponds with the productive-poetic way of living. Balthasar dwells on the many forms of creation and redemption that are objectively visible in the history of salvation to those with the eyes of faith. Theo-Drama transposes the practical way of living with its attention to the dramatic living out of the good in the theological and human virtues in the life of the Church. Finally, his Theo-Logic transposes the theoretical way of living with its sustained attention to truth, wisdom, and science. A reading knowledge of German is recommended. *Waldstein*

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. *Long*

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

Guided by the theology of St. Thomas Aquinas in dialogue with contemporary treatments such as the *Catechism 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. *Long*

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. *Long*

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. *Long or Tamisiea*

THEO 698 NON-RESIDENT RESEARCH AND DISSERTATION

(one credit, Pass/Fail)

THEO 699 RESIDENT RESEARCH AND DISSERTATION

(one credit, Pass/Fail)

Institute for Pastoral Theology: Master of Theological Studies

Associate Director: Dr. Timothy Herrman, Associate Professor of Pastoral Theology

Ave Maria University's Institute for Pastoral Theology (IPT) operates a graduate program with the mission to place the gift of pastoral theology at the service of the Church. It accomplishes this task by supporting research, publishing, teaching, and learning in pastoral theology.

All dimensions of the Institute – faculty, curriculum, administration, and instruction – are interrelated and ordered to this end. The Master of Theological Studies (MTS) degree is the focus of the Institute's teaching and learning. Its goal is to impart to students a thorough and in-depth understanding of the principles of pastoral theology in view of providing the Church with men and women who can bring to their ecclesial service a mature and balanced theological competence.

The MTS degree takes its place within the mission of Ave Maria University (AMU): to provide an integrated liberal arts and professional education with a theological perspective at the baccalaureate and graduate levels. The heart of this intellectual activity involves a synthesis of faith and reason that is capable of taking root in the lives of individuals and, as a consequence, raising culture to a level worthy of the dignity of man in keeping with the eternal design of God. Within the Church, and as a vital arm of her mission, the Catholic university promotes “the protection and advancement of human dignity and of a cultural heritage through research, teaching, and various services offered to the local, national, and international communities.” (Ex corde ecclesiae, 12) All pastoral service in and for the Church is ultimately a service to man, his dignity and culture. With its focus on pastoral theology, the IPT program thus participates in and contributes to the mission of AMU.

As an academic community, AMU accomplishes its mission by fully and systematically engaging in a rich and multiform dialogue. A Catholic university is a place of dialogue with the Church's living tradition, so that all members of the community can more fully appropriate their faith. It is a place of dialogue with the arts, science, and culture, so that the progress sought in these domains may be viewed in light of the integral dignity and development of the human person. Through this dialogue among the members of the university community, AMU experiences the rich diversity of gifts, insights, and spiritualities of its faculty, staff and students as a reflection of the Catholic unity of the universal Church.

The IPT participates in and contributes to this multiform dialogue through research, publishing, teaching, and learning in pastoral theology. As with all theology, the first dimension of this dialogue is with divine revelation itself. Transmitted through Scripture and Tradition, revelation is the source of the Church's catholic unity. Contact with the Church's 2000 years of experience in living the life of God is an inexhaustible well of wisdom for contemporary theology. A second dimension of the dialogue is interaction with the rich reservoir of philosophy and science. Especially relevant for the mission of the IPT is the identification and critical understanding of the principles that must guide dialogue with the human sciences. In order to derive the benefits of what is true in the discoveries of these sciences and form a genuine synthesis of faith and reason, students of pastoral theology must be aware of the tendency of modern science to assert a hegemony that restricts the range of reason (Pope Benedict XVI), and of the Church's understanding of the architectonic nature of theology. Briefly, since pastoral theology is the study of the Church's doctrine in view of building up the Church for the service to man, the

findings of the various sciences must be critically evaluated in light of the Church's vision of integral human development. As an institute within the larger community of AMU, the faculty, staff, and students of the IPT engage in the third dimension of dialogue through interactions with the broader AMU community, with colleagues in pastoral theology at other institutions of higher education, and with a wide range of ecclesial and pastoral agents and institutions (dioceses, parishes, apostolates).

The Master of Theological Studies Degree

The Master of Theological Studies (MTS) degree program imparts a comprehensive theological education with a view to facilitating a full, conscious, active, and effective participation in the life and mission of the Church. This participation requires a thorough and in-depth understanding of the principles of pastoral activity. The goal of the MTS degree is precisely to lead students to a mastery of these principles in their theological dimension. This orientation toward taking up the Church's mission gives our program its pastoral character. The emphasis on fundamental principles derived from the Church's living Tradition gives the program its properly theological character. This also explains our strong emphasis on spirituality and the universal call to holiness. As Pope John Paul II has written, "I have no hesitation in saying that all pastoral initiatives must be set in relation to holiness." Holiness is the goal of all the Church's activity, but in addition, it is people living a holy life who most effectively take up the Church's mission.

From these considerations we derive a number of fundamental convictions (described in more detail with supporting documentation in the work of Douglas Bushman, S.T.L., on the "Fundamental Convictions Concerning Pastoral Theology") about the nature of pastoral theology that inspire and determine the core curriculum and the qualifications of the faculty for the MTS degree in Pastoral Theology:

Conviction #1: We educate students in the basic principles of pastoral theology, with a theoretical emphasis. Since the Church directs that the theoretical foundation is essential for pastoral activity, it is therefore an essential element in the formation of those engaged in pastoral activities. This places pastoral theology among the properly theological sciences, having in common with them all the first principles of theology while being distinguished by its focus on the theoretical principles of pastoral activity.

Conviction #2: Pastoral theology studies doctrine with a view to its relevance for the life of faith. This makes explicit that the principles of pastoral theology are the principles of the Church's faith. Pastoral theology is not merely "practical theology." Rather it studies Catholic doctrine with the understanding that the truth revealed by Christ not only informs our minds but also guides our actions. "Pastoral is not less than 'doctrinal'; rather, it is doctrinal in a way which is not content to conceptualize, define, deduce, and anathematize. The pastoral approach expresses saving truth...in the very expression of doctrine" (Yves Congar). Thus pastoral theology must be grounded in the Church's doctrine.

Conviction #3: Pastoral theology is anthropocentric in pursuit of its proper end—the true good of man. Since "pastoral concern means the search for the true good of man, a promotion of the values engraved in his person by God" (Pope John Paul II), pastoral theology is a truly anthropocentric enterprise. To be at the service of the true good of man, pastoral theology identifies and studies the fundamental principles of Christian anthropology concerning the human person, his dignity, freedom, and capacity to cooperate with God in the fulfillment of the divine plan and his personal vocation.

Conviction #4: Pastoral theology is best understood as the study of the Church's participation in the divine pedagogy, since the Church is the first intention of God and the goal of this pedagogy. Divine revelation provides the fundamental principles of all theological reflection and has an essentially pastoral nature. In it we discover the principles of divine wisdom which God has implemented for His plan of salvation. The Church can do no better than to identify, analyze, imitate, and enact these same principles as she continues the saving mission of Jesus Christ. This makes pastoral theology "a scientific reflection on the Church as she is built up daily, by the power of the Spirit, in history" (Pope John Paul II).

Conviction #5: The IPT follows the Church by adopting the priority of forming agents of pastoral activity. The first priority in pastoral training is the formation of persons who engage in pastoral service. "Any pastoral activity for the carrying out of which there are not at hand persons with the right formation will necessarily come to nothing" (General Catechetical Directory, 108). Because action follows upon being (*operatio sequitur esse*), there is no better way to assure effective pastoral action than to deepen a person's being in Christ. The most effective pastoral agents are holy people, and holiness is the full living of the realities conveyed in the Church's doctrine. Thus, the foundation of pastoral formation is the understanding of the Church's faith, since nothing is so fundamental in forming a person as the truths that are held by faith.

Conviction #6: Our approach to pastoral theology is inspired by the pastoral orientation of Vatican II. Pope John Paul II referred to the Second Vatican Ecumenical Council as the gift of the Holy Spirit to the Church of our times. Since this Council was deliberately pastoral in its orientation, the IPT takes this as the direction for the study of pastoral theology today.

Conviction #7: Pastoral theology takes the universal call to holiness as its foundational principle. The pastoral orientation of Vatican II takes as its focus the universal call to holiness (*Lumen Gentium*, V). Pope John Paul II also noted that all pastoral initiatives must be set in relation to holiness. Therefore pastoral theology studies holiness as both the goal and source of all pastoral activity, since holy men and women are best equipped to cooperate with the Holy Spirit; as John Paul II observed, "'The saints have always been the source and origin of renewal in the most difficult moments of the Church's history.' Indeed, 'holiness is the hidden source and infallible measure of her apostolic activity and missionary zeal'" (CCC, 828).

Conviction #8: The IPT adheres to the twofold law of fidelity to God and fidelity to man. Truth makes this one single law. God is Truth and the source of all truth, so that by faithfully conforming pastoral action to the truth one is faithful to God. At the same time, truth is man's highest good and the source of all authentic liberation (Jn 8:32). Thus, by faithfully conforming pastoral action to the truth one is faithful to man. Concretely, fidelity to God means conforming all pastoral action to the teaching of the Church, and fidelity to man means taking into account his actual situation and adapting pastoral charity to his needs. This law of twofold fidelity assures that our students can bring the full richness of the Catholic Tradition to bear upon the pastoral challenges the Church faces in placing herself at the service of man. In this way pastoral action can be at the same time creatively responsive to specific pastoral situations and in complete harmony with the Catholic Tradition.

Program Goals and Student Learning Outcomes for the Master of Theological Studies in Pastoral Theology

Goal 1: *To provide the Church with men and women who can bring to their ecclesial service a mature and balanced theological competence.*

Outcome 1: *Graduates will comprehend the nature and implications of defining pastoral theology as the systematic reflection on the divine pedagogy in view of the Church's participation with the Holy Spirit in building up the Church for the sake of its mission of service to man.*

Goal 2: *To master the fundamental principles of theology, spirituality, and pastoral practice, and learn how to evaluate and employ the best resources in all of these domains.*

Outcome 2: *Graduates will comprehend the principles of theological science: divine revelation and the means of its transmission (Scripture and Tradition), and interpretation (Magisterium); the unity of truth and the complementarity of faith and reason; the analogy of faith; the hierarchy of truth; the auto-critical function of theology with respect to divine revelation and Catholic Tradition.*

Outcome 3: *Graduates will possess knowledge of the distinction between nature and grace and the vital importance of God's mercy and forgiveness in regard to personal happiness, the call to holiness, the fulfillment of personal vocation, and the pursuit of the common good within society.*

Outcome 4: *Graduates will possess knowledge of the Church's pastoral principles and Her pastoral orientation.*

Outcome 5: *Graduates will understand the implications both of man being made in God's image and the call to communion with God who respects man's free will, so that man may become self-governing and self-determining.*

Outcome 6: *Graduates will possess general knowledge of the various disciplines within theology and know how they are related.*

Goal 3: *To equip students to create, implement, and direct pastoral programs in full conformity with the doctrine of the Church.*

Outcome 7: *Graduates will possess knowledge of the theological, spiritual and pastoral principles necessary to engage others in dialogue regarding the more fundamental questions of human existence, and will be able to apply their theological knowledge and skills to the unique tasks of their chosen professions, and to their service within the Church.*

Goal 4: *To assure that the wisdom of the Church's lived experience will guide the adaptation of pastoral programs and activities to the specific needs of particular ecclesial communities.*

Outcome 8: *Graduates will understand the pastoral relevance of the Church's doctrine, and why this doctrine is necessary for both holiness and the well-being of human society.*

Outcome 9: *Graduates will understand why it is necessary to distinguish between essential and unchanging elements of the Catholic Tradition and the Church from those elements that are historically and culturally contingent and that may be adapted for the sake of the Church's service to man. They will understand and be able to apply the principles of the hermeneutics of continuity and the reading of the signs of the times for the sake of pastoral aggiornamento.*

Goal 5: *To deepen the members' participation in and responsibility for the Church's life, in order to promote a full, active, conscious, and effective participation in the Church's mission.*

Outcome 10: *Graduates will know how to make use of, interpret, and do research within the fundamental sources containing the principles of pastoral theology: Sacred Scripture, Vatican II and post-conciliar papal teaching, the Catechism of the Catholic Church, rites of the Liturgy, Code of Canon Law, and classics of Catholic spirituality.*

Outcome 11: *Graduates will understand that an education in pastoral theology like that provided by the IPT facilitates and promotes a full, conscious, active and effective participation in the life and mission of the Church. This means that they will have an in-depth understanding of the nature and mission of the Church and the centrality of the universal call to holiness.*

Outcome 12: *Graduates will understand that the study of pastoral theology supports and is a participation in the mission of Ave Maria University by its advancement of the synthesis of faith and reason within the sphere of pastoral theology. In this way it contributes to raising culture to a level worthy of the dignity of man in keeping with the eternal design of God.*

Program Overview

To earn the MTS degree, students master the fundamental principles of theology, spirituality, and pastoral practice, and learn how to evaluate and employ the best resources in all of these domains. Those involved in professional service to the Church are thereby equipped to create, implement, and direct pastoral programs in full conformity with the doctrine of the Church, while those who simply wish to grow in holiness are equipped with a comprehensive education in their faith so as to live more fully in the life and mission of the Church. Holiness is after all the goal of all the Church's activity, but it is also people living a holy life who most effectively take up the Church's mission.

The uniqueness of the MTS degree can best be understood by comparing it to other programs in theology, like a Master of Pastoral Studies and a Master of Arts in theology. The MTS neither prepares specialists for particular ministries, apostolates and service in the Church (although some specifically focused courses like Catechetics are offered periodically) nor prepares students to do further doctoral research (no language or thesis is required to graduate). Rather, it offers a foundational theological education and spiritual formation, with a pastoral orientation, as the basis for principled, and for that reason effective, participation in the Church's life and mission.

The curriculum and format are guided by important considerations regarding theological education, spiritual formation, and pastoral formation. The IPT strives to form the whole person in these essential areas in order to provide effective service in the Church:

Theological Education

The mature faith and theological education that the IPT program aims to establish in each student are built upon seven pillars, or foundational texts of the Catholic Tradition:

- Sacred Scripture
- The Documents of Vatican II
- The Catechism of the Catholic Church

- Catholic Liturgical Documents
- The Code of Canon Law
- Post-Conciliar Papal teachings
- Classics of Catholic Spirituality

The significance of these texts is further explained in the IPT Handbook for Students.

Guided by these foundational texts, the courses in Scripture, ecclesiology, anthropology etc., teach students the fundamental principles of each discipline and present them with an historical perspective that is necessary in order to distinguish between what is essential in the Catholic Tradition and what can be adapted for pastoral purposes.

Spiritual Formation

The emphasis on spiritual formation in this program is based on two considerations. The first is our understanding of the continuity between evangelization, catechesis, and theology. All three concern faith, with evangelization as the initial coming to faith, catechesis as its maturation, and theology as faith's systematic reflection on itself. The truths studied in theology are the same truths that were first encountered in a life giving conversion and then seen through catechesis in light of the totality of what God has revealed. Jesus Christ is that totality of revelation received by faith in response to evangelization, more fully possessed through catechesis, and systematically examined in theology. Jesus Christ is at the heart of theology because He is the content of the faith that it is theology's task to order. Theological investigation that reduces revelation to a mere object to be known betrays that revelation. To be true to itself, theology must remain in vital contact with its center, God's own Word, Jesus Christ. This is accomplished through the living faith of professors and students alike. That faith is ever conscious that God revealed Himself in order to draw us into communion with Himself, and that His Word is always given in conjunction with His Spirit of Love.

The second reason for the emphasis on spiritual formation is the connection between holiness and pastoral activity. Because action follows upon being (*operatio sequitur esse*), the concern for effective activity must begin with our Christian being. This is borne out in the Church's history: "Saints have always been the source and origin of renewal in the most difficult moments of the Church's history" (Pope John Paul II). While recognizing the utility of proven methods and organization in service to the pastoral mission, holiness prevents those engaged in that mission from reducing it to a merely human activity. Neither professional competence without the guidance of holiness nor holiness without expertise is adequate to the challenge of bringing effective love to those who need it. Both are needed if our love is to be "more than words or mere talk, but something active and genuine" (1 Jn 3:18).

While all courses are taught with a view to the pastoral priority of the universal call to holiness, two core courses in spirituality expose students to the Catholic understanding of the spiritual life as one of continual conversion, prayer and spiritual direction, along with a strong emphasis on the centrality of the Eucharist.

Pastoral Orientation

Though the courses offered in the MTS are academic in form and doctrinal in content, they are prepared and presented with pastoral implications in mind. The Church, like Christ, exists to serve and promote integral human development because, as Pope John Paul II so consistently emphasized, "Man is the path for the Church." Indeed, Christ-like service is the great sign of maturity in faith, the fruit of a deeply rooted participation in divine life, and the action that

follows upon holiness. All ecclesial service is directed to the material and spiritual needs of the human person, while its various forms and adaptations are determined by the particular needs people have.

To be effective, the Church's service must be based on a profound knowledge of the human person. To use the expression of Pope Paul VI, the Church must be an "expert in humanity" if she is to make the treasure of divine revelation relevant to contemporary man. This indicates how the pastoral orientation of the MTS curriculum is inspired by the "law of fidelity to God and of fidelity to man" (Pope John Paul II). The core courses in doctrine concern fidelity to God, while fidelity to man finds expression in the core course in Christian Anthropology, which incorporates the understanding of man outlined by Vatican II and developed by post-conciliar papal teachings. The courses in Moral Theology and Social Ethics, along with two courses in spirituality, build on this foundation, while the core course in Pastoral Theology makes explicit and more fully synthesizes these principles.

The Intensive Weekend Format

The degree program's format was developed to accommodate students whose access to graduate studies in theology is restricted by job, family, or distance. Courses are offered in an intensive weekend format: Friday evening through Sunday afternoon one weekend per month, August through May.

The advantages of this format are several:

- Without relocating and with a minimum impact one's job or one's family, a person can complete the MTS degree (36 credit hours) in just three years.
- Meeting only once a month allows each student to design a personalized schedule of study and ample time to prepare for classes around the daily obligations that usually prevent a student from attending school.
- Six hour class periods allow professors more adequate time to develop difficult or complex topics.
- Over a period of three years, students can easily develop strong bonds of friendship and have numerous opportunities for interacting with faculty.
- For students traveling great distances, there is just one commute per month.
- This makes it possible for our faculty to teach at several locations around the country, assuring consistency in instruction.

The challenges that this format presents, however, are not insignificant. Students are expected to attend all class weekends, and should recognize that the rigors of graduate level course work are not lessened by the weekend format. Rather, the student must take on an even greater responsibility for his study schedule and contact with the professor since these take place outside of a classroom. While in-class time is limited to the weekend schedule, students should expect to set aside a minimum of 15 hours per week for study. The policy governing absences is further explained in the IPT Handbook for Students.

The curriculum for the MTS degree consists of 36 credits and is composed of two credit courses. Based on the formula of 15 contact hours per credit, each course will meet for six

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hours per weekend, for a total of 30 hours of lecture per course per semester. A maximum of six credits can be taken each semester. Students taking a full load of six credits each semester can complete the program in three years (six semesters).

Year I Fall

IPTH 710 Vat II & Post-Conciliar Papal Teachings	2
IPTH 713 Found of Cath Spir	2
IPTH 714 Old Testament I	2
Credit hours / semester:	6

Spring

IPTH 721 Cath. Theol. Trad.	2
IPTH 722 Fundamental Theol.	2
IPTH 724 New Testament I	2
Credit hours / semester:	6

Year II Fall

IPTH 731 Christian Anthropology	2
IPTH 732 Spiritual Theology	2
PTH 734 Old Testament II	2
Credit hours / semester:	6

Spring

IPTH 741 Canon Law	2
IPTH 742 Ecclesiology	2
IPTH 744 New Testament II	2
Credit hours / semester:	6

Year III Fall

IPTH 751 Moral Theology	2
IPTH 752 Liturgy, Sacraments	2
Elective	2
Credit hours / semester:	6
Total of 36 credit hours	

Spring

IPTH 761 Social Ethics	2
IPTH 762 Pastoral Theology	2
Elective	2
Credit hours / semester:	6

Electives:

Two elective courses (four credit hours) allow students to develop a concentration in various areas like Scripture, liturgy, theological masters (St. Augustine and St. Thomas Aquinas), apologetics, catechesis, spirituality, and moral theology. Electives are offered on the basis of availability of faculty and the interest of the students. Student interest is determined by a survey of eligible students that is conducted in the middle of the spring semester of Year II.

Independent Study:

Independent studies facilitate the pursuit of interests for which there are no corresponding courses offered in the program. They are based on a signed agreement between student and professor, which must be approved by the Director of the program. However, the anticipated expansion of the program and corresponding workloads of the IPT faculty, including significant travel, greatly reduce the opportunity for independent studies. Students interested in pursuing subjects for which courses are not offered should inquire among their fellow students to determine if there is sufficient interest for an elective course.

Requirements for Admission

Application to the MTS degree program requires a Bachelor's degree or a minimum of 90 semester hours in a liberal arts program. A 2.5 (on a scale of 4.0) minimum grade point average in college level work is required for admittance. Furthermore, applicants should demonstrate an aptitude for pastoral studies as a result of a background in the liberal arts, theology or religious studies, experience in ecclesial service, or completion of a diocesan program of formation or certification. The GRE and foreign language ability are not required. In addition, applicants must submit the following to the IPT office:

- Application form
- Application fee
- Intellectual Autobiography

- List of recently read books and articles
- Letter stating reasons for wanting to study pastoral theology
- Writing Sample
- Two Letters of Recommendation
- Official Transcripts from all colleges or universities previously attended.

The final step in the application process is an interview. The interview is an important step in an ongoing process of dialogue between the IPT administrators and every student in the program in order to bring about the greatest possible benefit. In the interview, each applicant's background is evaluated individually in order to determine evidence of aptitude for studies in pastoral theology and familiarity with fundamental theological vocabulary and concepts, Scripture, and ecclesial structures. If deficiencies are identified, an applicant may be required to take appropriate courses and/or directed individual study prior to or after acceptance.

Admissions inquiries may be made by calling the number below or through the IPT's web site: www.ipt.avemaria.edu. Applications should be obtained from and forwarded to the IPT office at the following address:

Institute for Pastoral Theology
Ave Maria University
5050 Ave Maria Blvd.
Ave Maria, Florida 34142

Telephone: (239) 280-2528
Toll free: (866) 866-1100
Fax: (239) 280-2527
E-mail: ipt@avemaria.edu

Provisional Admission: In cases where one or more of the above requirements may not be satisfied but the applicant evidences potential and desire for the pursuit of graduate education, the IPT's process of admission may provisionally accept an applicant for enrollment for up to three courses. Such enrollments are conditioned upon the earning of a 2.5 average in course work attempted, actively participating in the courses and the program, and satisfying any other conditions attached to the acceptance.

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

Classification of Students for the IPT Program: Degree seeking students are divided into full-load students (6 credit hours per semester) and partial-load (fewer than 6 credit hours per semester). Non degree seeking students are accepted as special students for the purpose of enrolling in courses for credit but are not admitted to the degree program; thus, they are not eligible for scholarships. Should special students subsequently apply and be accepted into the program, a maximum of nine credit hours can be accepted. Audit students enroll for a course, or courses, on a non-credit basis. An auditor participates in class simply as a listener and does not submit work for evaluation.

Transfer of Graduate Credit: Upon approval of the Director, a maximum of eight graduate credits can be transferred from similar programs at accredited institutions. Students must have received a 2.5 GPA or better in all classes that they wish to transfer. Transfer credits do not count toward the cumulative GPA. At the time of application it is the responsibility of the student to petition the Director for the transfer of credit and to supply the proper documentation and

description of the courses for which credit is sought. Credit earned for courses taken in any other program while enrolled in the IPT program cannot be transferred.

Time Limit for Completion of Degree and Leave of Absence: All course work required for graduation must be completed within six years of beginning the program. Students who need to interrupt their course of studies for a duration of one semester or more must apply for a leave of absence. Request for a leave must be made at least two weeks prior to the first day of classes and addressed to the Director, who makes the final decision. Leaves will be granted for a fixed period and only when there is a good reason for the absence and a good prospect of the student's returning to the program. Leaves of absence will not be counted in the time limit for completion of the degree. Students who interrupt their course of studies without a leave of absence are considered to have resigned from the program and must reapply for admission if they should desire to return. This reapplication will consist of the completion of a new application form, payment of an application fee, and an interview.

Graduation Requirements: The MTS degree requires 36 credits of course work with a cumulative GPA of 2.5 or better. These 36 credits include any transfer credit from previous work, as determined at the time of enrollment. Each student is responsible to assure that all required courses have been taken. To avoid potential scheduling difficulties, students are strongly encouraged to take classes in the prescribed order. Because of the intensive weekend format of the MTS degree program, this responsibility is especially engaged when a student deviates from the standard sequence of regular courses (e.g., by taking fewer than six credits, by taking a one-semester leave-of-absence, by taking a summer course, or by taking a course in an approved study abroad program.) When a student needs courses from one or more levels, and this need does not fit the schedule of courses offered, a student may have to enroll for the course at another location or wait until a required course is offered again.

Candidates for the MTS degree must submit a degree application form and fee early in the semester in which they intend to graduate. Details regarding this procedure are found in the IPT Handbook for Students.

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

Financial Aid: All degree-seeking students in the IPT who take four or more credits per semester are eligible to apply for the AMU-IPT Scholarship. To apply, students must complete the Free Application for Federal Student Aid (FAFSA), which can be found at www.fafsa.ed.gov. Students must also maintain the Satisfactory Academic Progress requirement of a 2.5 GPA in order to be eligible to apply for the scholarship. The AMU-IPT Scholarship is based on need as determined by the FAFSA. This scholarship ranges from 10-30% of tuition for those who are eligible and does not include fees, books or any other related costs.

Through the years IPT students have often received various kinds of financial support from their local diocese or parish, in addition to local and national Catholic organizations that have also responded to requests. We encourage students to contact their pastors and members of such organizations to explore the possibility of receiving funds.

Course Descriptions

Core Courses

IPTH 710 VATICAN II AND POST-CONCILIAR PAPAL TEACHINGS

In this course students will examine the teaching of the Second Vatican Ecumenical Council and related post-conciliar papal teachings. A major goal of this course is to understand the pastoral nature of the Council and the inherently pastoral character of all the Church's doctrine. The course further demonstrates the Council's continuity with the Catholic Tradition as well as its fresh insights. It shows how post-conciliar papal teaching sought to define, expand and implement the pastoral directives of Vatican II. This demonstration involves a careful examination of the four constitutions of the Council and a selection of representative texts from Pope Paul VI, Pope John Paul II and Pope Benedict XVI. Major themes include: the mystery of God's love revealed in the economy of salvation, the Church's role in that economy, the universal call to holiness, the Trinitarian and Christ-centered enrichment of faith as the foundation of the renewal of mission, the interplay of the human and the divine, the centrality of personal conversion, the Church in dialogue with the modern world and the Church at the service of human life and liberty.

IPTH 713 FOUNDATIONS OF CATHOLIC SPIRITUALITY

This course examines the nature of the spiritual life—the end, means, expressions, and relation of holiness to the mission of the Church. It demonstrates: 1) that doctrine is foundational to spirituality; 2) how holiness is manifested in the rich variety of spiritual families in the Catholic tradition. The course stresses conversion as the fundamental human response to God's initiative of love. Readings include Chapter V of *Lumen Gentium* on the Universal Call to Holiness and St. Francis de Sales' *Introduction to the Devout Life* or St. Therese of Lisieux's *Story of a Soul*.

IPTH 714 OLD TESTAMENT I

This course is a study of the message of the Old Testament and its unifying themes. The course emphasizes a Catholic theological synthesis of such themes as creation, covenant, redemption, sin, righteousness, the love of God, and the prophetic prefiguring of Christ and the Church. It includes the development of the pastoral skills needed to apply the synthetic method of Bible study to particular topics.

IPTH 721 CATHOLIC THEOLOGICAL TRADITION

This course examines the Catholic Church's living tradition from the close of revelation to the eve of Vatican II, as expressed in the Magisterium and the work of leading theologians. It emphasizes the fundamental unity of all doctrine in the truth that comes from Christ, the continuity of this doctrinal tradition throughout the ages, and the historical context within which the truth of Catholic doctrine is articulated and understood. This course offers students an opportunity to view the vital relationship between the Church's doctrine and ecclesial and spiritual dimensions of the Catholic faith.

IPTH 722 FUNDAMENTAL THEOLOGY

This course introduces students to the principles, sources, matter, and scope of theology within the Catholic tradition, emphasizing the "foundations" for theology. The focus is not so much on the "what" of theology as on the "why", i.e., the reasons that ground the faith we confess. The course presents vocabulary and concepts that facilitate contemporary theological discussion and development. Drawing on Pope John Paul II's Encyclical *Fides et ratio* and selected works of great theologians like Augustine, Anselm and Aquinas, the course illustrates the vital relationship between faith and reason in Catholic theology.

IPTH 724 NEW TESTAMENT I

This course is a spiritual and theological reading of the New Testament, with an emphasis on the development of the synthetic method, applied to themes concerning Jesus Christ, the Holy Spirit, and the apostolic mission of the Church. The course emphasizes the pastoral character of New Testament texts from a Catholic perspective, and is directed toward ongoing conversion and the universal call to holiness.

IPTH 731 CHRISTIAN ANTHROPOLOGY

This course is a scientific investigation into the nature and vocation of the human person in the light of Christian revelation. Drawing upon Conciliar documents, the writings of John Paul II, and classics of Christian thought, special attention is given to the source and significance of our human dignity and freedom, the nature of and relationship among the intellect, will, and the passions, the significance of the body in a Christian framework and the meaning of the human person as created in the image and likeness of God, as having fallen into sin, as redeemed by Christ, and as healed and perfected in communion with the Father, and the Holy Spirit.

IPTH 732 SPIRITUAL THEOLOGY

This course builds upon the themes of the first year course on Catholic Spirituality and examines the principles, means, and end of the Christian life of perfection. It is rooted in the mystery of Jesus Christ and the life that he infuses within us at baptism. Particular emphasis is placed on the life of prayer, the vital significance of doctrine within the life of prayer and the development of a specifically Christian virtue including, of course, the infused virtues and the gifts of the Holy Spirit. Required readings include St. Augustine's Confessions, St. Bonaventure's Journey of the Mind to God, St. Theresa of Avila's Interior Castle, St. John of the Cross' Ascent of Mount Carmel/Dark Night of the Soul.

IPTH 734 Old Testament II

This course is an analytical approach to the study of select portions of the texts of the Old Testament (See the following list for areas of concentration). Critical methods will be illustrated in the selected texts including source criticism, grammatical and rhetorical analysis, textual criticism, historical criticism, and lexical study. The course will emphasize the Catholic understanding of Old Testament canon and cultural, geographical, and historical backgrounds.

IPTH 734.01 OLD TESTAMENT II: PENTATEUCH

An analytical approach to the study of the texts of the Pentateuch (Genesis-Deuteronomy).

IPTH 734.02 OLD TESTAMENT II: HISTORICAL BOOKS

An analytical approach to the study of the texts of the Historical Books (Joshua-Nehemiah).

IPTH 734.03 OLD TESTAMENT II: PROPHETS

An analytical approach to the study of the texts of the Prophets (Isaiah-Malachi, less Daniel).

IPTH 734.04 OLD TESTAMENT II: WISDOM LITERATURE

An analytical approach to the study of the texts of the Wisdom Literature (Job-Sirach).

IPTH 734.05 OLD TESTAMENT II: LITERATURE OF HELLENISTIC JUDAISM

An analytical approach to the study of the texts of the literature of Hellenistic Judaism (Tobit, Judith, Esther, Maccabees, and Daniel).

IPTH 741 CANON LAW

This course is a presentation of the 1983 Code of Canon Law (except for canons on religious life, general procedural law, and certain ecclesiastical structures) in order to orient students to the Catholic Church's principal governing document. It includes an overview of the history of canon law, techniques of canonical interpretation, and an explanation of the role of law in personal and ecclesial life. Areas of concentration include ecclesiastical finances, teaching mission, membership in the Church, marriage and annulments, and disciplinary law.

IPTH 742 ECCLESIOLOGY

This course focuses on the ecclesiology of Vatican II and includes a detailed analysis of *Lumen Gentium*, and an examination of the nature of renewal and the ecclesiology of communion. It demonstrates that it is essential to the Church to be simultaneously a personal communion in grace, truth, and love (the personal aspect) and an institution (the objective aspect). These principles serve as the foundation for understanding the Church as the sacrament of salvation and of unity in which Christ continues His saving mission as Prophet, Priest, and King. This doctrinal foundation further serves as the basis for a development of an ecclesial spirituality that emphasizes the universal call to holiness in the Church. Particular attention is given to Pope John Paul II's understanding of the attitudes of participation in and co-responsibility of all the baptized for the life and mission of the Church.

IPTH 744 New Testament II

This course is an analytical approach to the study of select portions of the texts of the New Testament (See the following list for areas of concentration). Principles of New Testament criticism are illustrated and basic research methods are set forth. The course stresses a close reading of texts in order to facilitate the pastoral objective of proper application.

744.01 NEW TESTAMENT II: MATTHEW-MARK

An analytical approach to the study of Matthew and Mark.

744.02 NEW TESTAMENT II: LUKE-ACTS

An analytical approach to the study of Luke and Acts.

744.03 NEW TESTAMENT II: EPISTLES OF ST. PAUL

An analytical approach to the study of the epistles of St. Paul.

744.04 NEW TESTAMENT II: JOHANNINE LITERATURE

An analytical approach to the study of the writings of St. John.

744.05 NEW TESTAMENT II: GENERAL EPISTLES

An analytical approach to the study of the epistles of St. James, St. Peter, and the Letter to the Hebrews.

IPTH 751 MORAL THEOLOGY

This course is an examination of the central sources and themes of Catholic moral theology, with emphasis on the role of the objective moral order and personal conscience, the nature of the moral act, and the scope of the Church's right and duty to make binding moral pronouncements. Key source texts will include Sacred Scripture, the Catechism of the Catholic Church, the writings of Pope John Paul II, especially *Veritatis splendor*, and the classics of Catholic moral theology.

IPTH 752 LITURGY, SACRAMENTS, AND SACRAMENTALS

This course is an integrated examination of the fundamental liturgies of the Catholic Church, especially the holy sacrifice of the Mass and the Divine Office, presented in their historical context and in contemporary practice, with special attention to the question of how liturgy contributes to personal and community holiness. It also examines the seven sacraments of the Church, with attention to the place of sacraments in the economy of salvation and to fostering appropriate lay participation in sacramental celebrations; and c) the authentic place of selected Catholic sacramentals such as Christian burial, the rosary, and various devotions in the life of faith. Students will spend time examining fundamental documents such as Sacrosanctum concilium and the General Instruction on the Roman Missal, as well as canonical and liturgical directives in these areas.

IPTH 761 SOCIAL ETHICS

This course presents an overview of the Catholic Church's teaching on the nature of society with a concentration on its consequences for personal, ethical decision making in a social context. Students will study Biblical and magisterial sources for the principles of modern Christian social ethics and will be equipped to make reasoned assessments and critiques of competing ethical systems.

IPTH 762 PASTORAL THEOLOGY

This course is an integrated study of the biblical, historical, magisterial, and canonical foundations of the Catholic Church's understanding of ecclesial service, as it is rooted in the universal call to holiness. The course incorporates the theological synthesis of Truth and Love, stressing the interrelationship between doctrine and the active witness of sharing God's merciful love among the faithful. Particular emphasis will be placed on the relationship of ordained and non-ordained forms of service in the Church, and a critical examination of the role of the human sciences in the service of the Church's mission.

Elective Courses

IPTH 711 VATICAN II: THE PASTORAL COUNCIL

This course provides a study of the historical context and genesis of the sixteen documents of Vatican II as well as an examination of the themes of select Conciliar texts. A major goal of this course is to underscore the pastoral nature of the Council in order to demonstrate that doctrine has an inherently pastoral character. A careful analysis of the four constitutions (Sacrosanctum concilium, Dei Verbum, Lumen Gentium, and Gaudium et spes) is intended to demonstrate the continuity of the Catholic Tradition as well as the fresh insights of Vatican II. Major themes include: the mystery of God's love revealed in the economy of salvation, the universal call to holiness, human dignity, the role of the laity, and the Church in dialogue with the modern world.

IPTH 712 WRITINGS OF POPE JOHN PAUL II

In this course students will examine the teachings of Pope John Paul II that define, expand, and implement the pastoral emphasis of Vatican II. Texts include Redemptor hominis, Dives in misericordia, Dominum et Vivificantem, Redemptoris Mater, Redemptoris missio, Reconciliatio et paenitentia, Christifideles laici, Salvifici doloris, Tertio millennio adveniente, Novo millennio ineunte, and Letter to Youth of the World. Key themes include the Trinitarian and Christ-centered enrichment of faith as the foundation of the renewal of mission, the interplay of the human and the divine, the centrality of personal conversion, the Church at the service of human dignity, and the pastoral role of the Jubilee in the pope's implementation of the renewal of Vatican II.

IPTH 770 CATHOLIC MASTERS

This course examines in an integrated manner the life and works of great Catholic theological and spiritual masters such as St. Athanasius, St. Benedict, St. Leo the Great, the Cappadocian Fathers, St. Augustine, St. Anselm of Canterbury, St. Thomas Aquinas, St. Thomas More, St. Charles Borromeo, John Cardinal Newman, Henri de Lubac, or Hans Urs von Balthasar.

IPTH 771 CATECHISM OF THE CATHOLIC CHURCH

An examination of the historical context and background of the CCC, and an analysis of its structure and content. The course will identify and synthesize several themes that link it to the magisterium of Vatican II and John Paul II, including: faith and life, dialogue of salvation, personalism of faith, witness, conversion, communion, and Christ-centered catechesis.

IPTH 772 CHURCH HISTORY

An examination of selected periods of the Church's life ad intra and ad extra, emphasizing the distinctions between the divine and human elements of the Catholic Church, and also between those elements which are essential and those which are adaptable to different cultures and pastoral needs. This diachronic study of the active witness of the Church aims at fostering holiness and ongoing conversion.

IPTH 773 PASTORAL CARE

An examination of theories and practices that contribute to a Catholic understanding of the care of souls. Drawing on insights from psychology, it will stress the anthropological and moral implications of various approaches and set forth the contributions of certain Catholic and Christian thinkers in this area. The course will help students understand the fundamental psychological makeup and needs of the human person, out of which will emerge practical principles of pastoral care.

IPTH 774 HISTORY OF MARIAN DOCTRINE AND DEVOTION

A study of the doctrinal development and practical implementation of the Catholic Church's teachings concerning Mary, the Mother of our Lord, and Mother of the Church. Important theological distinctions will be examined which will inform a proper pastoral understanding of Marian doctrine and devotion in the Church today.

IPTH 775 ECUMENISM AND EVANGELIZATION

An examination of the faithful witness of the Catholic Church as specifically set forth by the Council Fathers of Vatican II and by Popes Paul VI and John Paul II. The course will focus on ways in which individual Catholics, parishes, and dioceses can respond to the urgent call to restore the unity of Christ's broken Body and proclaim the good news to all.

IPTH 776 CATECHETICS

A theological, historical, and pastoral approach to the task of setting forth the teachings of the Catholic Church, from its source in the definitive revelation of Jesus Christ, through Scripture and Tradition, and as formulated by the Church's Magisterium. The pastoral component of the course will include an introduction to methods, curriculum, teacher preparation, and the certification process. It will emphasize the practical implementation of the aims of the Catechism of the Catholic Church and the General Directory for Catechesis.

IPTH 777 CHRISTIAN MARRIAGE AND THE FAMILY

An in-depth study of sacramental marriage and family life according to the teachings of the Catholic Church, presented in a way that recognizes that the majority of Christians specify their universal call to holiness in the context of marriage and family. Various Conciliar and post Conciliar documents, especially the writings of Pope John Paul II, are discussed, and a proper

cultural and ecclesiastical history of marriage and family life is presented, with special attention given to the role of Christian parents in stable family life.

IPTH 778 SEXUAL ETHICS

Presentation of Catholic principles of sexual morality and an examination and critique of competing systems. Carefully grounded in general principles of Catholic moral theology with emphasis on the sacrament of matrimony, primary course texts are drawn from the classics of Christian thought and the writings of Pope John Paul II.

IPTH 779 ECCLESIASTICAL DOCUMENTS ON CATHOLIC EDUCATION

Systematic examination of fundamental texts on Catholic education from the late 19th century until the present day. Includes study of universal magisterial documents, as well documents of the NCCB.

IPTH 781 CANONICAL STRUCTURES

Study of canonical norms on major parish, diocesan, and national ecclesiastical structures, including parish councils, diocesan synods and councils, episcopal conferences, associations of the faithful. Discusses the important but limited role of structures in assisting Catholics to lead a life of holiness. Includes a brief overview of institutes of consecrated life. Prerequisite: Canon Law.

IPTH 782 TRIBUNAL ADVOCACY

Instruction in the techniques of tribunal advocacy with emphasis on those matrimonial procedures most important for service to diocesan tribunals. Study of canonical norms on annulment procedures, explanation of rights and duties of participants in the tribunal process, and special consideration of canonical grounds for matrimonial nullity under Catholic canon law. Prerequisite: Canon Law.

IPTH 783 FAITH AND THE DEVELOPMENT OF FAITH

A study of the nature of faith as a dynamic movement involving both personal trust and intellectual assent, and the stages and signs of the maturation of faith. Special emphasis will be given to the natural, supernatural, personal, and ecclesial dimensions of faith, the advent of which is found in Christ's filial obedience to the Father and whose apogee is the "obedience of faith" of the Blessed Virgin Mary and all the saints.

IPTH 784 APOLOGETICS

This course examines the nature of apologetics, its place as a theological discipline or branch of theology, its history within the Catholic Church and the issues and attitudes associated with science and practice of apologetics. In addition, it examines the ways in which the Church is called upon "to give an account ... for the reason of [its] hope" (1Peter 3:15), and the response to this call which, while preserving the truth of the Catholic faith, invites further awareness, renewal, dialogue and solidarity.

IPTH 785 HISTORY OF CATHOLIC SPIRITUALITY

This course involves an historical overview of Christian spirituality from the New Testament to modern times. It examines the fundamental principles and themes of the Christian faith as evidenced in the main schools of Christian spirituality and expressed by classical spiritual authors seen in their historical context.

IPTH 786 ADULT RELIGIOUS EDUCATION

This course examines the principles, methods, and ends of education in Christian doctrine and virtue. It also demonstrates the role that conversion plays in this formation as well as the centrality of holiness to any pastoral plan for adult religious education. Based on this foundation, students examine and evaluate different approaches to program development.

IPTH 787 PHILOSOPHY FOR THEOLOGY

Examines the philosophical resources (principles as well as systems of thought) available to and developed by Christian theology from both an historical and a systematic point of view. Focus falls especially on 1) the Platonic tradition (including Neo-Platonism) and its Christian assimilation and transformation, primarily in the Patristic period, 2) the Aristotelian tradition and its assimilation and transformation by Scholasticism (in particular in the synthesis of Thomas Aquinas), and 3) selected modern and contemporary philosophical methods and systems of special relevance for Christian theology. Throughout the course the historical developments studied will be evaluated as lessons concerning the right relationship and respective tasks of philosophy and Christian (especially Catholic) theology.

IPTH 790 SPECIAL TOPICS

On an occasional basis, and subject to program availability and the approval of the Director of the MTS degree program, students may request a Special Topics elective course for one or two credits in one of the following areas: Christian Literature; Medieval Theology, History of Canon Law, and Catholic Polyphony and Plainsong. NB: Certain courses offered under this Special Topics option might be subject to prerequisites.

IPTH 791. THE LIFE AND THOUGHT OF POPE BENEDICT XVI

In this course students will examine the life and thought of Cardinal Joseph Ratzinger, Pope Benedict XVI. Given his role as professor, peritus of the Second Vatican Ecumenical Council, the head of numerous commissions, committees, and offices within the Church and, finally, as Supreme Pontiff of the Roman Catholic Church, Benedict's bibliography is extensive. Therefore, this course will offer a synthesis of his thought, illustrating the trajectories and development of this thought and focusing especially on what he understands to be the fundamental questions on the mind of modern man and what responses he offers to these questions in the implementation of the teaching and directives of Vatican II.

IPTH 795 INDEPENDENT STUDY

Students may propose for one or two credits an Independent Study elective course of their design, provided a graduate faculty member is available and is willing to direct the student(s) in the course and provided the Director of the MTS degree program approves both the course offering and to the method for evaluating student performance. Only topics of unusual merit that do not substantially reiterate a regular or elective course of the MTS degree program will be considered for Independent Study credit.

VIII. Directories

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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.

Ms. Dayami Abella-Padron, *Instructor of Spanish*
 A.A., Spanish, Florida Gulf Coast University, Florida
 B.A., Spanish Philology, University of Navarre, Spain
 M.A., Teaching English and Spanish, University of Navarre, Spain

Mr. Christopher Alexander, *Instructor of Literature and Director of Writing Center*
 B.A. English Literature, University of Dallas
 M.A. English Literature, University of Dallas
 Ph.D. (Candidate), English Literature, University of Nevada, Las Vegas

Dr. Stefanie I. Badzinski, *Assistant Professor of Psychology*
 B.S., Psychology, Southern Nazarene University, Oklahoma
 M.A., Psychology, University of Dallas, Texas
 M.S., Psychology, Oklahoma State University, Oklahoma
 Ph.D., Psychology, Oklahoma State University, Oklahoma

Dr. Paul Baxa, *Associate Professor of History*
 B.A., History, York University
 M.A., History, University of Toronto
 Ph.D., History, University of Toronto

Dr. Joseph Burke, *Associate Professor of Economics*
 B.A., Economics, University of Wisconsin, Madison
 M.A., Agricultural and Applied Economics, University of Wisconsin, Madison
 Ph.D., Agricultural and Applied Economics, University of Wisconsin, Madison

Dr. Jorge Calvo, *Associate Professor of Mathematics*
 S.B., Mathematics and Computer Science, Massachusetts Institute of Technology
 M.A., Ph.D., Mathematics, University of California, Santa Barbara

Dr. John Colman, *Assistant Professor of Politics*
 B.A., M.A., Political Science, Carleton University
 Ph.D., Political Science, Boston College

Dr. Stephen Cronin, *Associate Professor of Biology*
 B.S., Molecular and Cellular Biology, Texas A&M University
 Ph.D., Biology, University of California, San Diego

Dr. Travis Curtright, *Associate Professor of Humanities & Literature*

B.A., Philosophy, University of Dallas

M.A., Literature, University of Dallas

Ph.D., Literature, University of Dallas

Dr. David Dalin, *Professor of History and Politics*

B.A., Politics, University of California at Berkeley

M.A., Politics, Brandeis University

M.A., Theology, and Rabbinic Ordination, The Jewish Theological Seminary of America

Ph.D., Politics, Brandeis University

Dr. James C. Daly, *Adjunct Professor of Physics*

B.S., University of Connecticut

M.E.E., Electrical Engineering, Rensselaer Polytechnic Institute

Ph.D., Electrical Engineering, Rensselaer Polytechnic Institute

Dr. Michael Dauphinais, *Dean of Faculty, Associate Professor of Theology*

B.S.E., Engineering, Duke University

M.T.S., Theological Studies, Duke Divinity School

Ph.D., Theology, University of Notre Dame

Dr. Barry David, *Associate Professor of Philosophy*

B.A., History and Classical Philosophy, University of King's College and Dalhousie University

M.A., History, Classics & Religion, Carleton University

Ph.D., Medieval Philosophy, University of Toronto

Mr. Daniel Davy, *Assistant Professor of History*

B.A., History, Ave Maria University

M.Sc., History, University of Edinburgh

Ph.D., Candidate, History, University of Otago

Dr. Andrew Dinan, *Associate Professor of Classics and Early Christian Literature*

B.A., Program of Liberal Studies, University of Notre Dame

M.T.S., Moral Theology, The John Paul II Institute for Studies on Marriage and Family

M.A., Greek and Latin, The Catholic University of America

Ph.D., Greek and Latin, The Catholic University of America

Dr. Richard Dittus, *Instructor of Mathematics*

B.A., Mathematics and Social Sciences, Fordham University

M.A., Education with Mathematics specialization, Fordham University

Ed.D., Educational Leadership, Higher Education, Nova Southeastern University, Florida

Mrs. Denise Donohue, *Assistant Professor of Education*

B.A., Psychology, University of West Florida

M.C.S.L., Catholic School Leadership, University of Dallas, Texas

Ed.D., Candidate, Educational Leadership, Nova Southeastern University, Florida

Dr. Maria Fedoryka, *Associate Professor of Philosophy*

B.A., Philosophy, Christendom University

M.A., Philosophy, International Academy of Philosophy, Liechtenstein

Ph.D., Philosophy, International Academy of Philosophy, Liechtenstein

Dr. Charles F. Feeney, *Professor of Business*
 B.S.B.A., Accounting, Boston College, Massachusetts
 M.B.A., Northeastern University, Massachusetts
 M.S.T., Taxation, Bentley University, Massachusetts
 LP.D., Law and Policy, Northeastern University, Massachusetts

Rev. Robert Garrity, *Assistant Professor of Theology*
 B.A., English Literature, Aurora University, Illinois
 M.A., S.T.L., Theology, The Catholic University of America
 J.C.L., Canon Law, The Catholic University of America
 S.T.D., Theology, The Catholic University of America

Dr. Patrick Gillen, *Adjunct Professor of History*
 B.A., History, Providence College
 M.A., American University, Fordham University
 J.D., University of Notre Dame Law School
 Ph.D., American History, University of Notre Dame

Dr. Andrey Glubokov, *Assistant Professor of Mathematics*
 M.S., Physics, Moscow State University, Russia
 Ph.D., Mathematics, University of New Mexico, New Mexico

Dr. Daniel P. Guernsey, *Associate Professor of Education (beginning 2014-2015)*
 B.A., English, University of San Francisco, California
 M.A., English, University of California, Berkeley, California
 M.Ed., Administration and Supervision, California State University, Fresno, California
 Ed.D., Educational Leadership, Eastern Michigan University, Michigan

Dr. Jeffrey Hass, *Associate Professor of History*
 B.A., Biology, Franciscan University
 M.A., Medieval Studies, University of Toronto
 M.A., Medieval Studies, University of Leeds
 Ph.D., Medieval History, University of Leeds

Dr. Timothy Herrman, *Associate Director of the IPT, Associate Professor of Pastoral Theology*
 B.A., Theology, University of St. Thomas
 S.T.B., Sacred Theology, Pontifical Gregorian University
 S.T.L., Sacred Theology, Pontifical Lateran University
 M.A., Ph.D., Philosophy, University of Dallas

Dr. Keith A. Houde, *Associate Professor of Psychology*
 B.A., Psychology and Theology, Franciscan University of Steubenville
 M.A., Psychology, Duquesne University
 M.A., Theology, Fuller Theological Seminary
 Ph.D., Psychology, Fuller Theological Seminary

Dr. Deana Basile Kelly, *Visiting Instructor of Italian and Literature*
 B.A., Political Science and Italian Studies, University of New Hampshire, New Hampshire
 M.A., Italian Literature and Culture, Boston College, Massachusetts
 Ph.D., Italian Literature and Linguistics, University of Toronto, Canada

Dr. Patrick Kelly, *Associate Professor of Physics*
B.S., Physics, University of Waterloo
M.S., Physics, University of Toronto
Ph.D., Physics, University of Toronto

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B.B.A., Accountancy, University of Notre Dame, Notre Dame, IN
J.D., University of Notre Dame School of Law

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B.A., Music, Macalester College
M.Mus., Organ Performance, Manhattan School of Music

Lan Lam, *Adjunct Instructor of Music and Coordinator for Applied Music*
B.A., Performance, Acadia University, Nova Scotia
M.Mus., Performance and Literature, University of Western Ontario

Rev. Matthew Lamb, *Cardinal Maida Professor of Theology*
S.T.L., Theology, Pontifical Gregorian University, Rome
Dr. Theo., Theology, Westfaelische Wilhelms University, Muenster, Germany
Ph. D., Humanities, Honoris Causa, Franciscan University of Steubenville

Mr. William Lavelle, *Adjunct Instructor of Business*
B.B.A., Franklin University
M.B.A., University of Dayton
Additional graduate coursework in Accounting, University of North Florida

Dr. Steven Long, *Professor of Theology*
B.A., M.A., Philosophy, University of Toledo
Ph.D., Philosophy, The Catholic University of America

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A.B., Mathematics, University of Chicago
Ph.D., Mathematics, University of Michigan

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B.A., Interdisciplinary Studies, University of South Carolina
M.A., Economics, University of Notre Dame
Ph.D., Economics, University of Notre Dame

Dr. Timothy McDonnell, *Assistant Professor of Music*
A.B., Music, Immaculata College
M.Mus., Choral Conducting, Yale University
D.M.A., Orchestral Conducting, University of South Carolina

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B.A., M.A., Philosophy, The Catholic University of America
M.Th., Theology, Heythrop College, University of London
Ph.D., Philosophy, The Catholic University of America

Dr. Roger Nutt, *Associate Professor of Theology*
 B.E.S., Literature and Philosophy, St. Cloud State University
 M.A., Theology and Christian Ministry, Franciscan University of Steubenville
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 M.T.S., Theology, University of Dallas
 J.C.L., Canon Law, The Catholic University of America
 J.D., Law, Hamline University School of Law

Ms. Rebecca Osterman, *Lecturer of Music*
 B. Mus., University of Wisconsin
 M. Mus., Louisiana State University

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 B.A., Mathematics, University of Pennsylvania
 Ph.D., Economics, Harvard University

Dr. Michael Pakaluk, *Professor of Philosophy*
 A.B., Philosophy, Harvard University
 M.Litt., Philosophy, University of Edinburgh
 Ph.D., Philosophy, Harvard University

Dr. Blanford Parker, *Professor of Literature*
 B.A., Greek and Latin, Cornell College
 M.A., English, Harvard University
 Ph.D., English, Harvard University

Dr. James Peliska, *Professor of Chemistry*
 B.S., Chemistry, Northland College
 Ph.D., Organic Chemistry, University of Wisconsin, Madison

Dr. Ernesto Quintero, *Associate Professor of Biology*
 B.S., Marine Biology, California State University
 Ph.D., Microbiology, University of Maryland

Dr. Michael Raiger, *Assistant Professor of Literature*
 B.A., Philosophy and History, The University of Iowa
 M.A., Philosophy, Boston College
 Ph.D., English and American Literature, New York University

Dr. Teresita Ramirez-Rosas, *Assistant Professor of Mathematics*
 B.A., Mathematics, University of Guanajuato, Mexico
 M.A., Mathematics, University of California, Santa Barbara, California
 Ph.D., Mathematics, University of California, Santa Barbara, California

Dr. Ubiratan (Bira) Rezende, *Associate Professor of Business and Politics*
 B.Law, University of Rio Grande do Sul, Brazil
 M.T.S., Theological Studies, John Paul II Institute, Washington, D.C.
 M.P.A., Ph.D., Public Administration, University of Southern California

Dr. William Riordan, *Professor of Theology*
B.A., Liberal Arts, St. Mary's University of California
M.A., Theology, Graduate Theological Union, Berkeley
S.T.L., S.T.D., Sacred Theology, Pontifical University of St. Thomas Aquinas, Rome

Dr. Bradley Ritter, *Assistant Professor of Classics and Early Christian Literature*
B.A., Classics, University of Florida
M.A., Latin, University of California at Berkeley
Ph.D., Classics, University of California at Berkeley

Dr. Ricardo Rodriguez, *Assistant Professor of Physics*
B.S., Physics, Universidad de Los Andes
B.S., Mathematics, Universidad de Los Andes
M.S., Applied Mathematics, Iowa State University
Ph.D., High Energy Physics, Iowa State University

Dr. Lylas Dayton Rommel, *Associate Professor of Literature*
B.A., English, University of Kentucky
M.A., Greek, Loyola University, Chicago
M.A., English, University of Kentucky
M.A., English, University of Dallas
Ph.D., Literature, University of Dallas

Dr. John D. Roy, *Instructor of Literature and Education*
B.A., English, Columbia College, New York
M.A., Linguistics, Columbia University
M. Phil., Linguistics, Columbia University
Ph.D., Linguistics, Columbia University

Dr. Ladislav Sallai, *Assistant Professor of Chemistry*
M.A., Pharmacy, Comenius University, Bratislava, Slovakia
Ph.D., Chemistry, University of North Dakota

Dr. Thomas Scheck, *Associate Professor of Classics and Theology*
B.A., Bible and Theology, Moody Bible Institute
M.Div., Trinity Evangelical Divinity School
Ph.D., Interdisciplinary Studies: Religion, Classics, and Philosophy, University of Iowa

Dr. Thomas Smith, *Associate Professor of Biology*
B.S., Environmental Biology and Chemistry, Plymouth State University
M.S., Biology and Recreation, Western Kentucky University
Ph.D., Environmental Biology, University of Louisville

Dr. Michael Sugrue, *Professor of History*
A.B., History, University of Chicago
M.A., M.Phil., Ph.D., History, Columbia University

Dr. Seana Sugrue, *Associate Professor of Politics*
B.B.A., Business, Bishop's University
LL.B., Law, University of Ottawa
LL.M., Law, McGill University

D.C.L., Civil Law, McGill University

Mr. David A. Tamisiea, *Assistant Professor of Theology*

B.A., Pre-medicine and Psychology, University of Notre Dame, Indiana

J.D., University of Texas School of Law, Texas

M.A., Theology, Ave Maria University, Florida

Ph.D., Candidate, Theology, Ave Maria University, Florida

Ms. Dorothy Thompson, *Assistant Professor of Accounting and Finance*

B.B.A., Accounting, Texas Women's University

M.S., Accounting, University of Texas at Dallas

M.S., Finance, University of Texas at Dallas

Dr. Joseph Trabbic, *Assistant Professor of Philosophy*

B.A., Philosophy, University of Dallas

M.A., Philosophy, Fordham University

Ph.D., Philosophy, Fordham University

Dr. Susan Treacy, *Professor of Music*

B.Mus., Voice, Oberlin College Conservatory of Music

M.Mus., Opera Theatre, Manhattan School of Music

Ph.D., Historical Musicology, University of North Texas

Dr. David Twellman, *Associate Professor of Pastoral Theology*

B.A., Biblical Education and Theology, Florida Bible College

M.T.S., Theological Studies, University of Dallas

Th.M., Old Testament, Dallas Theological Seminary

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