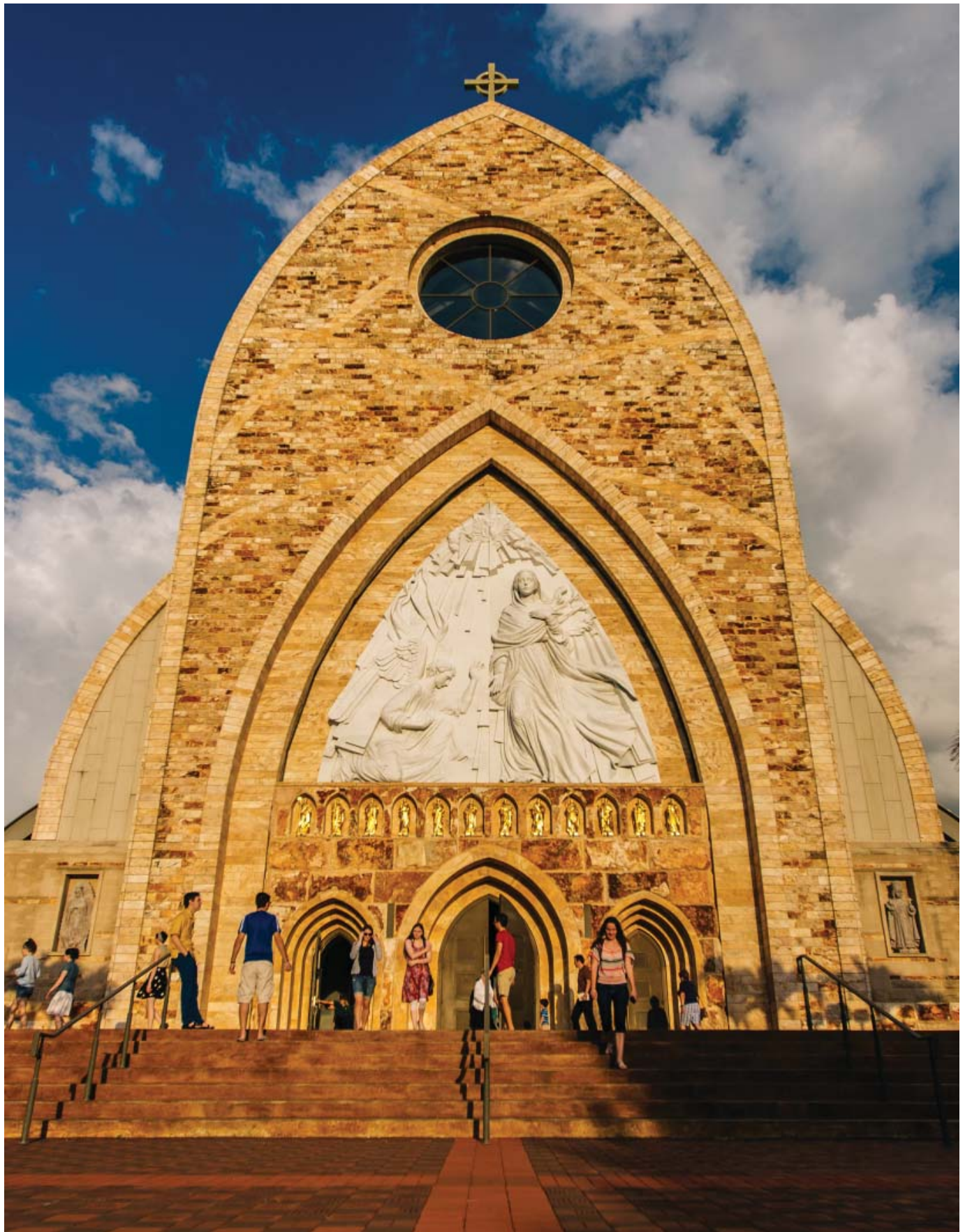




Ave Maria University Catalogue 2015-2016

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Ave Maria, Florida 34142
Telephone: (239) 280-2500

www.avemaria.edu



WELCOME TO AVE MARIA UNIVERSITY

As the 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 by its founder, Chancellor Thomas S. Monaghan, the institution's vision is to offer a first-rate liberal arts curriculum within a broader university. Ave Maria University offers baccalaureate degrees in a broad spectrum of disciplines as well as graduate degrees in theology. In addition to vibrant programs in the humanities, sciences, and music, the University features pre-professional and professional specializations, focuses on teaching and research, and seeks to serve faithfully 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, over ninety percent of whom possess earned doctorates in their chosen academic disciplines. The University currently offers 30 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 fifth year as the 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 record enrollments during my time here. Put simply, Ave Maria is unique, affordable, and authentic.

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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Electronic Publication

The electronic version of this Catalogue is the official publication.

Catalogue Disclaimer

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Academic Calendar 2015-2016

Fall Term 2015

Aug. 27-30	Thursday-Sunday	New Student Orientation
Aug. 31	Monday	Academic Year Begins – First Day of Classes
		Labor Day – Classes in Session
Sept. 4	Friday	Fall Formal Academic Convocation
Sept. 7	Monday	Last Day to Add Courses
Sept. 9	Wednesday	Last Day to Drop Courses
Sept. 17	Thursday	Constitution Day Observed – Classes in Session
Oct. 12	Monday	Provisional Grade Reports Due
Oct. 22-25	Thursday-Sunday	Fall Term Break – No Classes
Nov. 1	Sunday	All Saints Day
Nov. 4-20	Wednesday-Friday	Advising and Registration Period
Nov. 16	Monday	Last Day to Withdraw from Courses with a “W”
Nov. 26-29	Thursday-Sunday	Thanksgiving Break – School Closed
Dec. 8	Tuesday	Immaculate Conception Observed
Dec. 10	Thursday	Last Day of Classes
Dec. 11	Friday	Examination Reading Day – No Classes
Dec. 14-18	Saturday-Friday	FINAL EXAMS
Dec. 19	Saturday	Grade Reports Due

Spring Term 2016

Jan. 11	Monday	First Day of Classes
Jan. 18	Monday	Last Day to Add Courses
Jan. 20	Wednesday	Last Day to Drop Courses
Jan. 22	Friday	March for Life – Classes in Session
Feb. 22	Monday	Provisional Grade Reports Due
Feb. 27-Mar. 6	Saturday-Sunday	Spring Break – No Classes
Mar. 24-28	Thursday-Monday	Easter Break – No Classes
Mar. 28	Monday	Classes resume at 5:30pm on Easter Monday
Mar. 30-Apr. 15	Wednesday-Friday	Advising and Registration Period
Apr. 4	Monday	Feast of the Annunciation – Classes in Session
Apr. 4	Monday	Last Day to Withdraw from Courses with a “W”
Apr. 27	Wednesday	Last Day of Classes
Apr. 28	Thursday	Examination Reading Day – No Classes
Apr. 29-May 5	Friday-Thursday	FINAL EXAMS
May 6	Friday	Grade Reports Due; Baccalaureate Mass
May 7	Saturday	Commencement

Summer Term 2016

Please see the Ave Maria University website (www.avemaria.edu) for specific dates on the summer sessions.



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.

Ave Maria University Catholic Identity Statement

Ave Maria University is a Catholic, liberal arts institution of higher learning devoted to Mary the Mother of God, inspired by St. John Paul II and Blessed Teresa of Calcutta, and dedicated to the formation of joyful, intentional disciples of Jesus Christ through Word and Sacrament, scholarship and service.

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

Southern Association of Colleges and Schools Commission on Colleges

Ave Maria University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, masters, and doctorate degrees (B.A., B.S., 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.

Licensure from the Florida Commission for Independent Education

Due to its accreditation from SACSCOC, Ave Maria University is officially exempt from licensure by the Commission for Independent Education, Florida Department of Education. Additional information regarding this institution may be obtained by contacting the Commission 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

Ave Maria University Board of Trustees

Ave Maria University is governed by a self-perpetuating Board of Trustees that oversees the activities of the University. From a legal perspective, the Board of Trustees is the University.

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

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

Completion and Graduation Rates

The calculation of the graduation and completion rates for institutions of higher education is not an easy task, given the various ways in which the rates can be figured, defined, and treated from various statistical perspectives. The undergraduate degree completion and graduation rates of Ave Maria University are similar to many institutions of higher education, which generally achieve graduation rates of first-time students in the 40-60 percent range. The institution makes every effort to follow the definitions as outlined in the Common Data Set for the determination of four-year and six-year graduation rates. For the undergraduate cohort that entered in 2008, the four-year graduate rate was 42%, the six-year graduation rate was 43%. For the cohort that entered in 2009, the four-year graduation rate was 50%, the six-year graduation rate to be determined as of September 2015. For the cohort that entered in 2010, the four-year graduation rate was 64%, the six-year graduation rate to be determined as of September 2016.

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 collection of over 200,000 items, 147 periodical subscriptions, and provides access to thousands of electronic books as well. The Library has interlibrary loan privileges with thousands of libraries and subscribes to more than 80 electronic databases – including Academic Search Complete, ATLA Religion Database, First Search, JSTOR, LEXIS NEXIS Academic, Patrologia Latina, and Project MUSE. The Library has an audio visual collection of over 1500 DVDs and 950 compact discs, which includes academic lectures, historic performances in the visual arts, as well as a wide-sampling of concert and sacred music.

The Library is currently staffed by three full-time librarians and one full-time library associate. They are 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.

The Canizaro Library provides web-based information and instruction including an online catalog of all its holdings. The Library provides computers for student use that allow access to the Internet, email and Microsoft Office Suite. Copy machines, high-speed printers and scanners are also available for student use.

During the school year, the Library is typically open: Sunday from 1 PM to Midnight; Monday through Thursday from 8 AM to Midnight; Friday from 8 AM to 6 PM; and, Saturday from 10 AM to 6 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.

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II. Admission to Undergraduate Studies

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

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

General Principles

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

It is the desire of the Admissions Office to assist students in their efforts to find a university that will enable them to develop into all that God has designed for them. At Ave Maria 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 enrollment fee.

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); and
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.

Office of Admissions
Ave Maria University
5050 Ave Maria Blvd.
Ave Maria, FL 34142
Telephone: 239-280-2556; Fax: 239-280-2559
Email: admissions@avemaria.edu

Standards for Acceptance

For regular acceptance to Ave Maria University, first time in college (FTIC) applicants should have at least a 2.8 high school unweighted GPA and a 21 ACT or a 1000 SAT (two-part).

College transfers should have at least a 2.6 GPA. Transfer students with less than 60 credit hours need to submit official high school transcripts.

The University may accept students who do not meet the above criteria, but upon closer review indicate a probability for success based upon a review of a broad range of factors. The University reserves the right to administer placement tests and procedures to admitted students to improve advising, assist course placement, and enhance 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 are considered to be transfer students if they have enrolled in another regionally accredited college or university following graduation from high school. All transfer applicants must:

- have a minimum cumulative 2.6 grade point average in college-level courses (excluding developmental/remedial courses) from all accredited institutions attended;
- have completed 24 transferable semester credit hours of college-level academic coursework; those students who have completed fewer than 24 semester hours of college-level academic coursework at one or more regionally accredited institutions must meet all freshmen admission requirements;
- be eligible to re-enroll at the last institution attended; and
- have completed all college preparatory curriculum requirements.

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 for transportation and related costs.

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 20 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 at least a 3.6 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; and
3. SAT or ACT test scores, if applicable (AMU'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 \$300 enrollment fee and an official class registration form.

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 \$300 enrollment fee.

A guest student who intends to become a degree-seeking student must submit an application for admission and all additional documents needed to complete the admissions file. A guest student is not eligible to receive financial assistance. Tuition for guest students is the same 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 any previous courses in order to remain 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 \$300 enrollment fee and an official class registration form.

A personal enrichment student who intends to become a degree-seeking student must submit an application for admission and all additional documentation needed to complete the admissions file. A personal enrichment student is not eligible to receive financial aid. Tuition for personal enrichment students enrolled in classes for credit is the same 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; and, if applicable,
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. Students must take the mathematics placement exam prior to enrolling in classes. The results of the mathematics placement exam guide placement into mathematics courses. The Department of Classics and Early Christian Literature offers an optional Language Placement Exams. Please see the section on undergraduate major programs for more detailed information from the relevant department. Ave Maria University reserves the right to administer tests to incoming students for assessment and placement purposes.

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

2015-2016 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	\$8,856	\$8,856	\$17,712
Technology Fee	\$220.50	\$220.50	\$441
Activity Fee	\$133	\$133	\$266
Athletic Fee	\$30	\$30	\$60
Tuition & Fees	\$9,239.50	\$9,239.50	\$18,479
Room	\$2,844.50	\$2,844.50	\$5,689
Board	\$2,182	\$2,182	\$4,364
Laundry Fee	\$42	\$42	\$84
Room, Board, & Fees	\$5,068.50	\$5,058.50	\$10,137
Total	\$14,308	\$14,308	\$28,616

Part Time Student, Personal Enrichment or High School Dual Enrollment

Tuition	\$738 per credit hour
Technology Fee	\$19 per credit hour
Activities Fee	\$12 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 2016, Undergraduate Student (tentative schedule of tuition and fees)

Tuition	\$349 per credit hour
Technology Fee	\$50 per session
Activities Fee	\$50 per 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 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). The scholarships are automatically renewed provided that the student continues to meet the criteria outlined in his or her letter. If a student fails to meet any of these criteria, the scholarship will be discontinued. In addition to academic scholarships, Ave Maria University offers scholarships that are funded by our generous benefactors. Many of these scholarships have particular criteria that must be met in order for a student to be eligible. If you have any questions pertaining to the scholarship policies at Ave Maria University, please refer to the Financial Aid website.

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. The University does not place students in jobs; students will be responsible for applying for jobs that are posted on the Ave Maria University website under Career Services College Central. These include Federal Work Study (for undergraduate students) and institutional student employment.

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 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 basis 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 withdrawal 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 established standards encourage students to complete courses for which aid is received and to progress at a reasonable rate toward the completion of their degree.

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; and
- maintain a cumulative 2.0 GPA after the end of their fourth semester of enrollment.

Satisfactory Academic Progress Policy for Financial Aid

Federal regulations mandate that all students demonstrate satisfactory progress toward a degree or certificate to be eligible for financial assistance under the Title IV programs. To monitor this statutory requirement, Ave Maria University (AMU) has developed a policy which includes three required measures of progress:

- 1). Maximum Time Frame,
- 2). Pace of Completion, and
- 3). Qualitative Measure of Progress.

The AMU Satisfactory Academic Progress policy will be applied consistently to all financial aid applicants regardless of whether they had previously received financial aid. Compliance with policy requirements will be checked at the end of each term of enrollment. Due to the short time period between academic years (summer ends the academic year, fall begins the academic year), if it is determined that you are not meeting the policy requirements, you may not receive written notification until classes begin. For this reason, it is important that you understand the measures of the policy and how it relates to your academic record at AMU.

MAXIMUM TIME FRAME

Students in undergraduate 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 for credit toward the degree. Graduate students in the Masters of Theology Program will be eligible during the first 72 attempted hours; and doctoral program, 96 attempted hours. Eligibility for financial aid ends once students reach this maximum time frame.

PACE OF COMPLETION

At the end of each semester, students must have earned a minimum of 66.7% of cumulative attempted credits. This completion percentage is applicable to both undergraduate and graduate students. Successful completion of courses is defined as having received a grade of A, B, C, D or P. Unsatisfactory grades are "F," "WF," "W," or "I." Courses audited may not be used to qualify for financial aid and are not counted toward the attempted and earned hours. Transfer credits are calculated in cumulative pace of completion.

QUALITATIVE MEASURE OF PROGRESS

All students must maintain a minimum Cumulative Grade Point Average (CGPA), determined by the grade level at which they are classified.

Undergraduate students who have attempted 1 to 31 credit hours must meet a minimum grade point average of 1.7 CGPA. Students who have attempted 32 to 63 credit hours must meet a minimum of 1.9 CGPA. Students who have attempted 64 or greater credit hours must have a minimum of 2.0 CGPA and must maintain at least a 2.0 CGPA for the duration of their undergraduate enrollment.

Graduate students must maintain a minimum of 3.0 CGPA for all coursework attempted.

WARNING, SUSPENSION, AND PROBATION

Warning: Students who do not meet one or more of the requirements for all three standards will be placed on financial aid warning until the next review.

Suspension: Students who fail to meet the satisfactory academic standards of progress at the end of the warning term will be placed on suspension and will be ineligible to receive financial aid until they meet the minimum GPA and/or completion rate requirements.

Probation: If a student submits a Petition for Reinstatement based on mitigating circumstances (as explained below), the student may be granted one semester on a probationary status in which financial aid will be disbursed to the student.

ELIGIBILITY

Mitigating Circumstances: Students who do not meet the minimum satisfactory academic progress requirements may request reinstatement of their eligibility based on any of the circumstances listed below. Request for reinstatement must be made in writing (see Petition section). Approval is NOT guaranteed.

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

Petition: Students seeking reinstatement of their eligibility to receive financial aid must complete a Satisfactory Academic Progress Petition of Reinstatement and attach all required supporting documentation.

Note: Financial Aid for the current academic year will be awarded at the time of reinstatement providing funds are still available. All costs of attendance incurred during the period of time in which a student is suspended are the sole responsibility of the student.

ADDITIONAL POLICIES

Withdrawals: Students who withdraw from school while receiving financial aid will be subject to the provisions of the Refund and Repayment Policy and may be required to repay part or all of the aid received. In addition, withdrawals will affect the pace measure of progress. Students who fail to complete any courses in any given semester (0% completion rate) will be placed on Financial Aid suspension.

Incomplete/Repeated Courses: Students who receive an Incomplete ("I") grade or who repeat courses will be ineligible to receive aid beyond the time frame for the completion of a degree regardless of whether they have completed the necessary course requirements for the degree.

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. The 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.

Chapter 35 – Educational Benefits for Spouses & Dependents of Veterans

Survivors of deceased veterans, spouses of living veterans and children of either who are between 18 and 26 years of age may be eligible if the veteran's death or permanent/total disability was the result of service in the Armed Forces. Eligibility of spouses 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, contact Veterans Affairs: 1-888-442-4551 or www.gibill.va.gov.

IV. Student Affairs

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

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

A Unique Community of Academics and Faith

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

Division of Student Affairs Mission Statement

Flowing directly from the institutional mission of Ave Maria University, the Division of Student Affairs serves to establish and promote a dynamic and purposeful student culture. This culture is hallmarked by key points found within the University Mission Statement. These hallmarks are:

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

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

Our ultimate goal is the education of the whole person, in that we round out and augment the work that takes place in the classroom with real life and practical experiences. The encounters and events we plan and execute are vitally important in the complete learning process of which each Ave Maria University student is a part.

As a Catholic community of scholars, we understand that the ultimate aim of our lives is union with God. Our particular mission as a division within the University 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 the life of faith and the formation of the whole human person in the various initiatives that we take.

The Division of Student Affairs seeks to develop a rich and varied campus life program that incorporates various aspects including Student Life, Housing and Residence Life, Campus Security, Counseling Services, Career Planning, Campus Ministry, and Intramural Athletics.

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 Division of Student Affairs 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 works closely with representation from the student body, including the Student Government Association, the Student Activities Board, Residence Hall staff and the student organizations to minister to the students' needs and offer programming that is balanced and faithful to the mission of the University. Student Life is committed to accompanying the students throughout their academic journey and to providing the students with opportunities for growth outside the classroom. The Office of Student Life oversees and implements the majority of the co-curricular programs including the hosting of campus-wide events, the management of student organizations, the intramural athletics program, and various spiritual opportunities for growth such as the retreats, Theology on Tap programming, and outreach to the poor, the infirm, and the elderly in the local community.

Student Government Association (SGA)

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

The Student Government Association is designed to listen to and address the needs of the student body. Student Government is also responsible for funding the Student Activities Board, student events, and clubs and organizations, including households and ministries. As such, students are encouraged to contact their elected representatives or the Office of Student Life to propose suggestions or ask questions.

Student Organizations

Student Organizations are vital to the social life on campus and serve the student body by bringing people of common interest together to pursue a common goal. A student organization is defined as a group of students joined in the pursuit of a common purpose, guided by an approved constitution under the direction of chosen or elected officers, advised by a faculty or staff member, and officially recognized by Ave Maria University through the Office of Student Life. Organizations are comprised of clubs, ministries, and households. Student Organizations can request funding from the SGA for activities.

Students are encouraged to take an active role in student organizations, since such activity contributes to their total education as a whole person and the educational goals of Ave Maria University. Correlative to that end, a student organization will not be recognized by Ave Maria University which is in conflict with the mission of the University. The Director of Student Life is advises and oversees all student organizations.

In order for a student organization to be approved by Ave Maria University, the group must draw up a constitution to be submitted to the Director of Student Life for review. A guide for writing student organization constitutions is available in the Office of Student Life.

Each student organization officially recognized by Ave Maria University must have a full-time faculty member or staff member as its advisor. To ensure proper coordination and communication, the advisor must be consulted on plans for activities and must be informed of all matters of organizational business.

Each student organization must have elected or appointed student officials who coordinate the operations of the specific organization. The number of officials and roles of various positions will be outlined and explained in the constitution of the organization. A student is eligible for officer status if he or she:

1. Maintains a GPA of 2.5 or above.
2. Is not on disciplinary or academic probation.
3. Is not engaged in any activity deemed to be inimical to the best interests of Ave Maria University.

Households

A Household is a group of 3 or more male or female students who mutually support each other by spending time together in prayer and recreation. Households are not meant to divert students from their studies, friendships, or other personally fulfilling pursuits but rather are designed to help them flourish in these areas. It is through the congruent living of the four pillars, that the households will be able to reach their goal of social, spiritual, academic, and moral excellence. If you are interested in joining a household, contact the Office of Student Life.

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. The Office of Student Life facilitates the admission process for the program, in conjunction with the Office of Academic Affairs. Students are given the opportunity to apply for admission into the program for one semester, either fall or spring, starting their sophomore year. 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. The students carry a 13 or 15 credit course load while in Rome, with the majority of the classes transferring as general elective credits. For more information on the courses provided, please contact the Office of Student Life.

For the Rome Study Abroad program, the courses are taught in English. The cost for this program is the same as if the student attended Ave Maria University as a full-time residential student. There is an additional fee for the program that is applied to the student's tuition. Further personal expenses include transportation, spending money, and travel expenses. 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 cross country, men's football, men's golf, men's soccer, men's tennis, women's basketball, women's cheerleading, women's cross country, women's golf, women's lacrosse, women's soccer, women's softball, women's tennis, and women's volleyball. Intercollegiate competition takes place largely through the Sun Conference of the National Association of Intercollegiate Athletics (NAIA). Rugby is a sponsored club sport. Please contact the Office of Athletics for further information (www.avemariagyrenes.com).

Mother Teresa Project

The goal of the Mother Teresa Project is to change the culture on campus to one which is imbued with a love for service. The MTP Scholar program is designed for those students who wish to take advantage of all the Mother Teresa Project at Ave Maria University has to offer. The Scholars Program offers a program of study and spiritual formation centered on Mother Teresa's distinctive spirituality and service. This program offers a coordinated program of study and service for students to deepen their knowledge of her life and imitate her virtues. The program of study consists of reading a collection of seminal works on Mother Teresa's life, and attending lectures and retreats. The program of service consists of local service opportunities, usually served in small increments of time, and also immersion service experiences, both international and domestic.

The Mother Teresa Scholar Program is designed to allow students to earn the designation of Mother Teresa Scholar as long as the student is in good academic standing, and:

- Successfully completes the formation program;
- Volunteers locally for 50 hours in approved programs; and
- Makes one volunteer mission trip to a site in the US or abroad.

Residential Life

Residence 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.

Residence Directors

Residence Directors are live-in professional staff members responsible for the daily operation of the residence hall to which they are assigned. They supervise the staff of Resident Assistants, 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 are full-time, undergraduate students who live in each building. 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 to the residential policy. Students in such circumstances should contact the Office of Residence Life.

Visitors

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

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.

Student Complaint Policy and Procedure

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

INFORMAL PROCESS

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

FORMAL PROCESS

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

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

FORMAL COMPLAINT PROCEDURE

The formal written complaint should be submitted to the appropriate Vice President:

- o the Vice President for Academic Affairs (for complaints regarding grading, classroom issues, advising, and similar academic matters);
- o the Vice President for Student Affairs (for complaints regarding residential life, athletics, food services, security, and similar student life issues); or,
- o the Vice President for Enrollment Management (for complaints regarding admissions, financial aid, bursar, registrar, and facilities).

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

After receiving the complaint, the Vice President shall attempt to respond to and resolve the complaint. The Vice President may, at his or her discretion, also choose to initiate the following process:

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

decision is final and shall be reported to the student in writing. However the complaint is resolved (i.e., whether by director, by committee, or the Vice President), documentation of the resolution of the formal complaint shall be maintained by the Vice President for Student Affairs.

EXCLUSIONS

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

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

Parental Communication with the Division of Student Affairs

The Division of Student Affairs encourages open communication between students, parents, and the University. The University encourages students to contact their parents/guardians regularly and keep them up-to-date with what is happening in their lives.

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

Career Counseling

The Office of Career Counseling 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.

Psychological Counseling

Clinical counseling services are available without cost as a student resource to support academic achievement and enhance the overall university experience. Our goal in the Clinical Counseling Office is to encourage the full intellectual, emotional, social, and spiritual development of students as they seek to effectively engage the opportunities, demands and challenges of higher education. The licensed staff is experienced in working with college students and consists of mental health counselors and a clinical social worker. The Counseling Office may refer a student to an off-campus provider if necessary to meet a student's needs. All services and support are provided with strict confidentiality consistent with state law. The Clinical Counseling Office is located in the Student Union and is open from 9:00am to 5:00pm Monday through Friday. For further information visit: <http://www.avemaria.edu/CampusLife/>

[StudentServices/ClinicalCounseling.aspx](#)

Office of Campus Security

The University's Security Department provides physical security, fire protection and prevention, emergency first aid, safety programs and inspection, 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, and any obstructions of the investigation process will be investigated by University Security, and a report will be made to the Director of University Security and to the Vice President for Student Affairs.

Students should have their identification cards on their person at all times while on campus and present them at the request of a Security Officer. Students are expected to cooperate with University Security Officers in the performance of their duties.

Access to Residence Halls and Other Campus Facilities

The campus grounds and University facilities are private property and the presence of any person on campus is at the pleasure of the University. The University residence halls are not open to the general public; guests of students may be admitted to the hall in accordance with the University's Residence Hall Guest Policy.

It is the University's expectation that visitors abide by University rules. Visitors are welcome to enjoy the grounds and common spaces of the Ave Maria Campus and to attend and participate in those events, lectures and activities made available to the general public, in particular the celebration of Mass in the Ave Maria Oratory. Use of the University Library by the public is limited in accordance with its policies. Visitors may not dine in the cafeteria or use University athletic or other facilities unless a guest of, and accompanied by, a member of the University community. Visitors may dine in the Gyrene Cafe.

Alcohol and Drug Policy

Students are prohibited from using, possessing, manufacturing, or transporting narcotics or any type of illegal drugs. Any student who is suspected of using, selling, possessing or storing any illegal drugs is required to submit to a drug test performed by Certified University Drug Technicians. Students 21 years of age and older may have alcohol in their rooms; however, alcoholic beverages may not be displayed or consumed in any common or public area of the University property or at University events without the explicit permission from Residence Life or Student Life. 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 filed as 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 does recognize that alcohol and drug dependence is an illness, and University officials may make treatment recommendations in lieu of or in addition to any imposed sanctions. Students may be required to submit to a drug test if evidence of probable drug use exists.

Emergencies

Campus emergencies should be reported directly to the 911 emergency telephone system. After contacting 911, University Security should be contacted to help coordinate emergency services response and to generate an incident report. Examples of an emergency would be a serious medical situation or a serious crime in progress. You should always dial 911 first, then call Security at 239-280-6289. The Director of Campus Security and the Director of Residence Life and Housing, along with the Residence Hall Directors, are responsible for organizing and fully informing residents about emergency procedures, including fire drills, hurricane response,

tornado response, flooding, etc.

Medical Emergencies

In the instance of a medical emergency on campus, notify the RA or RD and, depending on the seriousness of the individual's condition, call 911. After contacting Emergency Medical Service (911), immediately contact University Security (239) 304-7111 for further assistance and the completion of an incident report. The individual will then be taken to the hospital nearest the campus or to the doctor's office. Make sure that before going to the hospital or doctor's office that you are carrying your insurance card.

Non-Emergencies

Non-emergency communication with University 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.

Prescription Drugs

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

Enforcement

University Security personnel are authorized and directed to enforce all security, safety, motor vehicle, traffic, and parking regulations contained herein and promulgated by the University 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. University 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 and will be fined and/or reported to the Collier County Sheriff's Office.

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. Such tampering is a second degree felony in the State of Florida.

Parking Policy

This policy establishes traffic and parking procedures for use by all individuals on the campus of Ave Maria University to enhance the safety and security of the people, vehicles, and property of those using campus parking and roads. All vehicles are required to display an issued parking permit, which are free to University personnel. Students must register their vehicles with Campus Security. Vehicles parked on campus property without proper registration will be subject to towing at the owner's expense. In order to register a vehicle with Security, students must provide the following: valid driver's license; proof of current vehicle registration with the state of Florida or the state of origin; a completed vehicle registration form. See the policy: <http://www.avemaria.edu/CampusLife/StudentServices/CampusSafety/ParkingPolicy.aspx>.

Reporting Criminal Activity

University Security can be reached by dialing (239) 304-7111. A Security Officer is on duty 24 hours a day. Law Enforcement, 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 University Security. Reporting may be done by phone, in person, or via the AMU Security website at:

<http://www.avemaria.edu/CampusLife/StudentServices/CampusSafety/AnonymousReport>.

Sexual Assault

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

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 University Security to initiate a crime report. Students may also contact the Vice President for Student Affairs at (239) 280-2540, the Director of Residence Life at (239) 280-2542 or the University Counseling Office (239) 280-1654 for information and assistance regarding the filing of a criminal complaint or to initiate a complaint under the procedures set forth in this Handbook.

The preservation of criminal evidence is essential to the successful prosecution of a sex offense. The Collier County Sheriff's Department will provide personnel 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 University Security be contacted as soon as possible. Ave Maria University counseling members are available to assist and accompany the victim of a sex offense from the initial report to the final resolution of the case. Victim information will be kept at the highest level of privacy.

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

In addition to criminal prosecution, complaints against students accused of sexual battery, attempted rape, rape or other sex offenses will be processed in accordance with the procedures in the 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 reasonably 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.

—Pope Saint John Paul II, *Ex Corde Ecclesiae*

Unity of All Truth

Any university worthy of the name is committed to searching for truth and, as far as possible, to finding it. Moreover, it is obliged to pass on the great deposit of truth discovered and confirmed by succeeding generations. But a university must not limit itself to one region of truth to the exclusion of others; it is open to all truth. Blessed 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 Saint John Paul II: "The very heart of theological enquiry will thus be the contemplation of the mystery of the Triune God . . . [It is] Christ the Lord [who] 'in revealing the mystery of the Father and his love fully reveals man to himself and makes clear his supreme calling' which is to share in the divine mystery of the life of the Trinity" (*Fides et Ratio* 93, 13; *Dei Verbum* 2). The Christian faith is presented in relation to other truths so that faith interprets them and is at the same time interpreted by them. We want to enable 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 Blessed Newman insisted, that one does not necessarily follow upon the other.

The Major

Important as general liberal arts education is, it is not enough; without the special concentration of study, which we call the major program, something important would be missing in the education of 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 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) Data recording, 5) Proper experimental design including data analysis and 6) Ability to build on possible experimental results.

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

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

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 some majors follow an alternate sequence as described in their Typical Plans.

First Semester

MATH 110 College Algebra; MATH 150 Functions; or MATH 151 Calculus I
LITR 103 Literary Tradition & Composition 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 & Composition 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)

Fourth Semester

POLT 203 American Civilization
PHIL 206 Ethics
Natural Science II (with laboratory)

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.

Credit Hours

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

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

As part of the Core Curriculum at Ave Maria University, students must demonstrate proficiency

in a language other than English. Such proficiency may be demonstrated in the following ways:

1. Students may complete coursework in any foreign language, either ancient or modern. At Ave Maria University, students may complete 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.

Undergraduate Major Programs

Ave Maria University offers undergraduate degrees in the following disciplines:

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

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. Students may not earn an additional major in cases in which two majors overlap in 50% or more of course requirements.

A student who graduates with a double major will earn one Bachelor 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:

- | | |
|--------------------------|--------------------------------|
| 1. Accounting | 12. Health Science |
| 2. Biology | 13. History |
| 3. Business | 14. Latin |
| 4. Catechetics | 15. Literature |
| 5. Chemistry | 16. Mathematics |
| 6. Classical Languages | 17. Music |
| 7. Economics | 18. Philosophy |
| 8. Education | 19. Physics |
| 9. Environmental Science | 20. Politics |
| 10. Exercise Science | 21. Psychology |
| 11. Family & Society | 22. Shakespeare in Performance |
| | 23. 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 the University.
5. File an application for a degree with the Office of Academic Records at least one semester before graduation and be approved by the institution.
6. Attain a cumulative grade point average of at least 2.0 in the major and overall. Some majors may have higher requirements. Minors also must have a 2.0 GPA in the minor.
7. Length of study must not exceed seven years.
8. Participate in institutional placement testing and assessment programs.

Academic Advising

Upon admission to Ave Maria University, each student is assigned an academic advisor 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. Students are ultimately responsible for knowing and meeting all graduation requirements in their particular areas of study.

Student Support Services

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

- Academic Counseling
- Counseling and Support for Students on Academic Probation

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

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

Adaptive Services Office

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 Ave Maria University Policy on Disability Access and Reasonable Accommodation must be submitted along with the Request for Accommodations forms to the Adaptive Services Office two weeks prior to the start of classes. Reasonable accommodations are made on an individual and flexible basis, and will be provided in a timely and cost-effective manner. You may read the full text of this policy at: www.avemaria.edu/policyanddocumentation. To schedule an appointment, please call (239) 280-1654. Further information can be found at: <http://www.avemaria.edu/CampusLife/StudentServices/AdaptiveServicesOffice.aspx>.

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.

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. Any exceptions must be approved by the Dean of Faculty. Students are required to sit for their final exams during the scheduled periods unless the student has three exams scheduled within a 24-hour period.

Full-Time Degree Status and Normal Course Load

Although the minimum course load for a full-time student is 12 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, up to 21 credits 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. Total accepted transfer hours are shown on the transcript. Neither transfer credit hours nor grades are used in calculating cumulative grade point averages. Transfer students must be in residence for their final year and complete at least 32 credit hours of coursework at Ave Maria University in order to earn a degree from this institution.

Graduation under a Particular 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.

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, including approved transfer credit, 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

An "I" should only be issued for valid reasons involving circumstances beyond the student's control that prohibit or interfere with the timely completion of coursework. Students may receive a grade of "I" in courses for which required work is incomplete with the approval of the instructor and the Dean of Faculty. An "I" will be changed to an "F" if the work is not completed by the last day for submitting grades of the subsequent fall or spring semester. 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.

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 for any semester. Students desiring to enroll in summer 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.

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.

Second Baccalaureate Degree Requirements

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

Academic Probation and Dismissal

The University's policies on academic standing are equivalent to those on the satisfactory

academic progress associated with financial aid. These policies conform to governmental regulations.

The University has specific requirements for a student's cumulative grade point average (GPA) in order to maintain good academic standing: for students with 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:

Letter Grade	Percentage	Grade Points	Description
A	93-100	4.0	Excellent
A-	90-92	3.7	
B+	87-89	3.3	
B	83-86	3.0	Good
B-	80-82	2.7	
C+	77-79	2.3	
C	73-76	2.0	Pass
C-	70-72	1.7	
D+	67-69	1.3	
D	63-66	1.0	Low Pass
D-	60-62	0.7	
F	59 and below	0	Failure
P	Pass	(Not used in GPA computation)	
AU	Audit	(Not used in GPA computation)	

(W) Withdrawal—A withdrawal without penalty is given for withdrawals until a specified point of the semester. A withdrawal after that point 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 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 withdrawal from Ave Maria University. An official withdrawal form must be fully completed by the student, dated, and signed by all designated offices and the Office of Academic Records before leaving campus. Students dismissed or suspended by Ave Maria University will not be entitled to a refund.

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

<u>Withdrawal/Drop Date</u>	<u>Fee % Reassessed</u>	<u>Fee % Due to University</u>
During the 1 st 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 or Course for Health or Other Serious Reasons

An enrolled student who experiences physical, psychological or other serious difficulties may request a full or partial medical withdrawal or drop. Such a request should be made within thirty (30) days of the end of the semester in question and should be submitted to the Office of Academic Records. The Medical Withdrawal/ Drop Petition form can be found at the Office of Academic Records or on the AMU website under "Online Forms." The Medical Withdrawal/ Drop committee will require third party medical documentation before granting approval for a medical drop or withdrawal. For a full withdrawal, an official withdrawal form must be completed by the student, dated, and signed by all designated offices and submitted to the Office of Academic Records. A student withdrawn after the withdrawal deadline under this petition will receive a grade of "W" on his or her transcript for each course attempted in the semester. A student withdrawn after the drop deadline but prior to the last day to withdraw will receive a drop. Recipients of Florida Bright Futures scholarship or Veterans Administration benefits should consult the respective policies regarding return of funds in the event of a withdrawal.

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 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.

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, the University will make appropriate and reasonable efforts to assist individual students with the transfer or “teach out” processes.

Directed Independent Studies

In certain circumstances, a student may be allowed to take a course for credit in the form of a tutorial. It is understood that such a course is part of the regular curriculum of the University. Permission from the instructor and 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. 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

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 the first week of classes.

Change of Address

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

Requests of Transcripts

Transcripts of the academic record must be requested in writing to the Office of Academic Records by the student except as otherwise required by law. Transcript requests are accepted by mail, in person, or via online transcript request on the AMU website. Students on the Stop List may not receive grades or transcripts. Due to FERPA, grades or transcripts cannot be sent via email, phone, or fax.

Withdrawal for Active Military Duty

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

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

A note will be included on the transcript to indicate that the withdrawal is due to military service. Students who are called for active duty in the military and do not officially 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 in the Student Affairs section of this Catalogue. Students concerned about academic advising or other academic issues should contact the Dean of Faculty. Appeals of grades must be submitted within thirty (30) days of the posting of the grade.

The Honors Program

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

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

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

Honors Program Benefits for Students

- More enriching and accelerated academic experience of the Core Curriculum

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

Honors Program Requirements

Ave Maria University recognizes that honors students will often excel in particular areas of the Core Curriculum. For this reason, 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;
 - BIOL 211H Biology I; BIOL 212H Biology II ;
 - POLT 203H American Civilization;
 - MATH 151 Calculus (regular sections);
 - CHEM 211/212; PHYS 221/222/223 (regular sections)
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.

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 event. The Honor Pledge is stated as follows:

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

III. Standards of 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.

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.

13. Failure to Comply with an Investigation

Failure to comply with all reasonable and customary requests that arise within an investigation. This may include, but is not limited to, presenting false information, failure to attend meetings, expression of verbal or written hostility, etc.

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 attempt to discuss the matter with the student to determine whether the violation has taken place and, if so, the degree of intent.

2. If, after communication with the student and with the student's accusers (if any), or at least attempting to do so, the instructor finds credible evidence of a significant and intentional violation of the Honor Code, the instructor will prepare a written report, containing all evidence of the violation, for the Dean of Faculty, 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, who may consult with the student(s) involved and with the instructor, deems that there is credible evidence of a significant and purposeful 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. In cases when the violation is not deemed significant and purposeful by the instructor and the Dean, the Dean may simply assign a Formal Warning.

V. The Honor Council⁵

A. The Council Members

This Council consists of the Dean of Faculty, the Dean of Students, three faculty members appointed by the Dean of Faculty, and two members of the student body who serve one-year terms. The two members of the student body may be elected by the student body or may simply be elected members of the Student Government Association, 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 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.

VI. Judicial Procedure of the Honor Council⁶

A. The First Meeting of the Council

1. The Chair will present the evidence to the Council. The Council may determine the penalty at the first meeting (keeping in mind the instructor's recommended penalty). In such a case, both the evidence against the student and the student's responses, if any, 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. At least 24 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 the Honor Council shall make determination with respect to the student's guilt or innocence and additional academic penalties, if any. The Honor Council at its discretion can impose any of the below penalties. Appeals of the Honor Council's decisions can be made to the Vice President of Academic Affairs. 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.

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

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

Approved July 1, 2003.

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; they will broaden and deepen their minds in the Core curriculum; and they will strengthen their commitment to honesty and integrity.

Demand for the specific skills of the accountant is large and rising, making accounting professionals 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 offers courses and advice to prepare students to become Certified Public Accountants. 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 Macroeconomics
ECON 202 Principles of Microeconomics
STAT 230 Statistics
BUSN 303 Management and Ethics
FINC 301 Fundamentals of 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)

STAT 230 Statistics
BUSN 303 Management and Ethics
BUSN 304 Marketing
BUSN 340 Business Law
BUSN 440 Business Law II
FINC 301 Fundamentals of Finance

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

Enrollment in upper-division accounting courses requires the declaration of the accounting major, the completion of 64 hours of college work with a minimum 2.5 GPA, the 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.

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): 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 201 or 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

The first part of an in-depth study of the process of preparing and presenting financial information about an entity for outside users. 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

The second part of an in-depth study of the process of preparing and presenting financial information about an entity for outside users. 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 300 (may be taken concurrently); ACCT 301. Must have a minimum 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): ACCT 201, 202. Must have a minimum 2.5 GPA in all ACCT 300 and ACCT 400 courses taken at AMU.

ACCT 411 AUDITING

Introduction to auditing, the professional responsibilities of a career in any specialty of the accounting profession, and 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 300, 301, 302. Must have a minimum 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 (B.A.)

Freshman Year

<u>Fall Semester</u>	<u>Credits</u>	<u>Spring Semester</u>	<u>Credits</u>
MATH 150 Functions	4	THEO 105 Sacred Scripture	4
Elementary Foreign Language	4	Intermediate Foreign Language	4
LITR 103 Literary Trad & Comp I	4	LITR 104 Literary Trad & Comp II	4
HIST 101 Western Civ I	4	HIST 102 Western Civ II	4
Total	16	Total	16

Sophomore Year

<u>Fall Semester</u>	<u>Credits</u>	<u>Spring Semester</u>	<u>Credits</u>
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 202 Managerial Acct	4
ECON 201 Princ Macroecon	4	ECON 202 Princ Microecon	4
Total	16	Total	16

Junior Year

<u>Fall Semester</u>	<u>Credits</u>	<u>Spring Semester</u>	<u>Credits</u>
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
STAT 230 Statistics	4	General Elective	4
Total	16	Total	16

Senior Year

<u>Fall Semester</u>	<u>Credits</u>	<u>Spring Semester</u>	<u>Credits</u>
FINC 301 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, Associate 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

*With program director's approval, elective courses can be taken in any department.

Course descriptions for American Studies may be found under their respective majors.

Typical Plan—American Studies (B.A.)

Freshman Year

<u>Fall Semester</u>	<u>Credits</u>	<u>Spring Semester</u>	<u>Credits</u>
MATH 110, 150, or 151	4	THEO 105 Sacred Scripture	4
LITR 103 Literary Trad & Comp I	4	LITR 104 Literary Trad & Comp 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

<u>Fall Semester</u>	<u>Credits</u>	<u>Spring Semester</u>	<u>Credits</u>
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

<u>Fall Semester</u>	<u>Credits</u>	<u>Spring Semester</u>	<u>Credits</u>
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

<u>Fall Semester</u>	<u>Credits</u>	<u>Spring Semester</u>	<u>Credits</u>
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

Department Chair: 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)

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), and 8 cr. of CHEM and/or BCHM electives (300-level and above). Note that some BCHM electives have physics courses as prerequisites.

Course Descriptions

All courses are four (4) credits unless otherwise noted. All science courses with a laboratory include a \$40 fee.

BCHM 212 FUNDAMENTALS OF BIOCHEMISTRY

This course is an introduction to biomolecules, their structure and function. It is designed as a one semester course that spans a broad range of biochemical topics including an introduction to proteins, lipids, carbohydrates, nucleic acids, bimolecular forces of interaction, enzyme function and kinetics, energetics, and metabolism. This course is intended as a first introduction to biochemistry for Biochemistry majors and is appropriate as an introductory biochemistry course for medical, dental and veterinary schools. Prerequisites: CHEM 211, 212, 311, 312 (can be taken concurrently).

BCHM 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.)

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).

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.

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)

BCHM 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.)

CHEM 105 CHEMISTRY FOR THE HEALTH SCIENCES

An introduction to chemistry specifically designed for those pursuing majors associated with allied health care professions. This is a one-semester course that will explore some of the fundamental principles of General Chemistry (the interaction of atoms and molecules), Organic Chemistry (the molecules that make up living systems) and Biochemistry (how organic molecules are utilized by the cell as a source of energy, structure, and cellular communication). Since this is a stand-alone one-semester course, it cannot be used as a substitute for CHEM 211 and is therefore not recommended for those majoring in the experimental sciences. There is a lab component to this course. Prerequisites: None. MATH 150 or equivalent is strongly recommended.

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)

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)

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.

CHEM 312 ORGANIC CHEMISTRY II

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

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.

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 Biochemistry or any other academic major.

At least one upper level Biology class is strongly recommended. Especially recommended are BIOL 305 Molecular Biology, BCHM 212 Fundamentals of Biochemistry or BCHM 405 Biochemistry I, 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

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

Typical Plan—Biochemistry (B.A.)

Freshman Year

<u>Fall Semester</u>	<u>Credits</u>	<u>Spring Semester</u>	<u>Credits</u>
CHEM 211 General Chem I	4	CHEM 212 General Chem II	4
MATH 151 Calculus I	4	PHYS 221 Physics I: Mechanics	4
LITR 103 Literary Trad & Comp I	4	LITR 104 Literary Trad & Comp 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

<u>Fall Semester</u>	<u>Credits</u>	<u>Spring Semester</u>	<u>Credits</u>
CHEM 311 Organic Chem I	4	CHEM 312 Organic Chem II	4
BIOL 211 Biology I	4	BCHM Fund of Biochemistry I	4
THEO 105 Sacred Scripture	4	PHYS 222 Physics II: Materials	4
HIST 101 Western Civ I	4	HIST 102 Western Civ II	4
Total	16	Total	16

Junior Year

<u>Fall Semester</u>	<u>Credits</u>	<u>Spring Semester</u>	<u>Credits</u>
BIOL 303 Genetics	4	BCHM 405 Biochemistry I	4
BCHM 415 Biochem Module A	2	THEO 205 Sacred Doctrine	4
BCHM 415 Biochem Module B	2	General Elective	4
PHIL 205 Nature and Person	4	PHIL 206 Ethics	4
POLT 203 Amer Civ	4	BCHM 497 Research (elective)	4
Total	16	Total	16

Senior Year

<u>Fall Semester</u>	<u>Credits</u>	<u>Spring Semester</u>	<u>Credits</u>
BCHM 406 Biochemistry II	4	BCHM 415 Biochem Module C	2
BCHM Elective	4	BCHM 415 Biochem Module D	2
THEO 400 Living in Christ	4	PHIL 400 Phil Perspectives	4
General Elective	4	General Elective	4
BCHM 497 Research (elective)		General Elective	4
		BCHM 497 Research (elective)	
Total	16	Total	16

Biology

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 B.A. in Biology

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

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

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

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

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

Required Courses for the B.A. in Biology

BIOL 211 Biology I
BIOL 212 Biology II
BIOL 220 Zoology
BIOL 230 Botany
BIOL 303 Genetics
CHEM 211 General Chemistry
CHEM 212 General Chemistry
BIOL 413 Critical Analysis (or BIOL 497 directed research)
16 elective credits

Student Learning Goals and Outcomes for the B.S. in Biology

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

- Outcome 1: Students will demonstrate knowledge in the biological, chemical, and physical sciences.
- Outcome 2: Students will apply practices common to laboratory experimentation in the biological disciplines.
- Outcome 3: Students will demonstrate proficiency in understanding and use of the scientific literature as a tool for research and scholarship.
- Outcome 4: Students will demonstrate proficiency of the fundamental laws and principles in physics and chemistry.
- Outcome 5: Students will demonstrate the ability to apply critical thinking skills related to the sciences, including the fundamentals of scientific inquiry, critical analysis of experimental data, and communication of results (oral and written).

Required Courses for the B.S. in Biology

BIOL 203 or BIOL 401 Microbiology
BIOL 211 Biology I
BIOL 212 Biology II
BIOL 220 Zoology
BIOL 230 Botany
BIOL 303 Genetics
BIOL Molecular Biology
BIOL 413 Critical Analysis (or BIOL 497 directed research)
12 elective credits

Other Required Classes for the B.S. in Biology

CHEM 211 General Chemistry
CHEM 212 General Chemistry
CHEM 311 Organic Chemistry
PHYS 211 or PHYS 221 Physics I

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.

Course Descriptions

All courses are four (4) credits unless otherwise noted. All science courses with a laboratory include a \$40 fee.

BIOL 100 MEDICAL TERMINOLOGY

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

BIOL 105 ENVIRONMENTAL SCIENCE I

A study of ecological relationship between organisms. The course will approach topics such as air and water pollution, and other current environmental problems from a biological perspective. This course satisfies one of the laboratory science requirements for non-science majors. (with lab)

BIOL 106 ENVIRONMENTAL SCIENCE II

The course introduces the student to environmental principles with a focus on South Florida. Students will learn to apply the environmental principles to explain the processes that have influenced the existence of plants and animals within South Florida from ancient to present times. The main biological and physical features of South Florida as a whole and which distinguish its diverse environments will be described and explained. The course will analyze how humans have used and impacted the different environments of South Florida since the times of their earliest occupation of the region. Students will participate in discussions of current debates of environmental issues concerning South Florida. (with lab)

BIOL 200 NUTRITION

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

BIOL 201 CONCEPTS IN BIOLOGY I

Designed for non-majors. An introduction to the study of living systems focusing on molecular and cellular biology. (with lab)

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)

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)

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)

BIOL 220 ZOOLOGY

This course provides an introduction to the classification, relationships, structure, and function of major animal phyla. Emphasis is on levels of organization, reproduction and development, comparative systems, and a survey of selected phyla. Upon completion, students should be able to demonstrate comprehension of animal form and function, including comparative systems of selected groups. Laboratory exercises include microscope observations and dissections to reinforce topics discussed in lecture.

BIOL 230 BOTANY

This course is an overview of plant science. Plant structure and function is considered, as well as plant evolution, ecology, and importance to man. Laboratory includes techniques of microscopy, examination of plant tissues, experiments in physiology, and consideration of the several plant groups.

BIOL 240 GENERAL ECOLOGY

An introduction to the interactions between living organisms and their physical, chemical and biological environment. Several levels of ecological organization are examined. These include the study of different types of populations, communities and ecosystems. Topics include population structure and growth, species interaction, energy flow, nutrient cycling, succession, and applications to current environmental management issues. Students perform ecological experiments in the field as well as in the laboratory. Prerequisites: BIOL 230 Botany and BIOL 220 Zoology.

BIOL 250 HEALTH AND WELLNESS

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

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

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.

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

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

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. Prerequisites: BIOL 211 and 212.

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 304

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. Prerequisites: BIOL 211, 212.

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

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

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.

BIOL 438 AQUATIC ECOLOGY

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

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.)

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.

At least one upper level Biology class is strongly recommended. Especially recommended are BIOL 305 Molecular Biology, BCHM 212 Fundamentals of Biochemistry or BCHM 405 Biochemistry I, 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

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

Typical Plan—Biology (B.A.)

Freshman Year

<u>Fall Semester</u>	<u>Credits</u>	<u>Spring Semester</u>	<u>Credits</u>
MATH 150 or 151	4	THEO 105 Sacred Scripture	4
LITR 103 Literary Trad & Comp I	4	LITR 104 Literary Trad & Comp II	4
BIOL 211 Biology I	4	BIOL 212 Biology II	4
Elementary Foreign Language	4	Intermediate Foreign Language	4
Total	16	Total	16

Sophomore Year

<u>Fall Semester</u>	<u>Credits</u>	<u>Spring Semester</u>	<u>Credits</u>
CHEM 211 General Chem I	4	CHEM 212 General Chem II	4
BIOL 220 Zoology	4	BIOL 230 Botany	4
HIST 101 Western Civ I	4	HIST 102 Western Civ II	4
THEO 205 Sacred Doctrine	4	PHIL 205 Nature and Person	4
Total	16	Total	16

Junior Year

<u>Fall Semester</u>	<u>Credits</u>	<u>Spring Semester</u>	<u>Credits</u>
BIOL Elective	4	BIOL Elective	4
BIOL 303 Genetics	4	BIOL Elective	4
POLT 203 Amer Civ	4	PHIL 206 Ethics	4
General Elective	4	General Elective	4
Total	16	Total	16

Senior Year

<u>Fall Semester</u>	<u>Credits</u>	<u>Spring Semester</u>	<u>Credits</u>
THEO 400 Living in Christ	4	PHIL 400 Phil Perspectives	4
BIOL Elective	4	General Elective	4
General Elective	4	General Elective	4
General Elective	4	BIOL 413 or 497	1
		General Elective	3
Total	16	Total	16

Typical Plan—Biology (B.S.)

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
MATH 150 or 151	4	THEO 105 Sacred Scripture	4
LITR 103 Literary Trad & Comp I	4	LITR 104 Literary Trad & Comp 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
CHEM 211 General Chem I	4	CHEM 212 General Chem II	4
BIOL 220 Zoology	4	BIOL 230 Botany	4
HIST 101 Western Civ I	4	HIST 102 Western Civ II	4
THEO 205 Sacred Doctrine	4	PHIL 205 Nature and Person	4
Total	16	Total	16

Junior Year

Fall Semester	Credits	Spring Semester	Credits
BIOL 303 Genetics	4	BIOL 203 or 401 Microbiology	4
BIOL Elective	4	BIOL Cell or Molecular Biology	4
POLT 203 Amer Civ	4	PHIL 206 Ethics	4
CHEM 311 Organic Chemistry	4	PHYS 211 or 221	4
Total	16	Total	16

Senior Year

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

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: Students will develop a conceptual understanding of the elements of corporate strategy and translate all of its elements into written strategic case analysis.
- Outcome 2: Each student will be able to demonstrate knowledge and understanding of core accounting fundamentals, and to evaluate the financial position of organizations using standard analytic tools of applied financial analysis.
- Outcome 3: Students will understand and apply strategic and tactical concepts of marketing such as product, price, promotion, place and positioning strategies.
- Outcome 4: Students will be able to understand fundamental concepts and principles of management, including the basic roles, skills, and functions of management.
- Outcome 5: Students will understand the basic principles of both macro and microeconomics and apply those principles in a business context.
- Outcome 6: Students will have a general understanding of the laws of the United States as they relate to business activities, operations and transactions.

Required Major Courses

ECON 201 Principles of Macroeconomics
ECON 202 Principles of Microeconomics
STAT 230 Statistics
ACCT 201 Accounting I: Financial Accounting
ACCT 202 Accounting II: Managerial Accounting
BUSN 303 Management and Ethics
BUSN 304 Marketing
FINC 301 Fundamentals of Finance
BUSN 340 Business Law
One Elective in BUSN, ACCT, or FINC

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

STAT 230 STATISTICS

A self-contained introduction to statistical inference with applications in economics and the social sciences. Univariate and multivariate descriptive statistics, probability theory, sampling distributions, statistical inference, hypothesis testing, simple and multiple regression analysis. Intensive use of statistical software is a key component of the course. Prerequisite: MATH 150.

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 250 PERSONAL FINANCIAL PLANNING

This course will cover the individual management of money and financial decision making at an introductory level. This is an entry level course and no prior business course is required.

BUSN 303 MANAGEMENT AND ETHICS

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

BUSN 304 MARKETING

An introduction to marketing strategy, with emphasis on segmentation, positioning, and the marketing mix. Ethical principles in marketing, strategic marketing planning, and marketing research. Higher level of thinking skills, communication, teamwork, and analytical skills through case discussions and the development of a comprehensive final project. Prerequisites: ECON 201, 202 and STAT 230.

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 329 BUSINESS AND ECONOMIC FORECASTING

The aim of this course is to give students a thorough working knowledge of forecasting fluctuations in business and economic data. Economic analysis is aimed at explaining the nature of the real world; the intent in this course is to integrate theory and application. The course covers standard methods such as moving averages and exponential smoothing, regression analysis, time-series decomposition, ARIMA models, etc., as well as subjective forecasting, with an emphasis on the importance of combining many kinds of forecasts. Crosslisted as ECON 329. Prerequisites: STAT 230; MATH 150.

BUSN 330 ORGANIZATIONAL BEHAVIOR

This course offers a study of the individual processes and interpersonal relationships of people in organizations. It surveys practical applications of psychology to issues in business, specifically the study of individual and group dynamics and the influence of organizational structures on work behaviors. This course presents the nature of human attitudes and emotions as they relate to workplace effectiveness. Topics include motivation, leadership, decision-making, creativity and communication, performance enhancement, job design, organizational culture,

collaboration and change. Students are introduced to organizational psychology research methods, workplace staffing considerations as well as approaches to training and development. Crosslisted as PSYC 330. Prerequisite(s): PSYC 201 or BUSN 303 or BUSN 304.

BUSN 340 BUSINESS LAW I

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; by permission of instructor)

BUSN 400 INTERNATIONAL BUSINESS

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

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 (B.A.)

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 Trad & Comp I	4	LITR 104 Literary Trad & Comp 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
STAT 230 Statistics	4	ACCT 202 Managerial Acct	4
ACCT 201 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
FINC 301 Fund of 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" (20).

Student Learning Goals and Outcomes for the Major in Catholic Studies

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

Outcome 1: In Systematic Theology, the student will be able to demonstrate a deep familiarity with the doctrines enunciated in "Part One: the Profession of Faith" which is based on the Nicene Creed.

Outcome 2: In Sacramental Theology, the student will be able to demonstrate a knowledge of the Pascal Mystery and its salvific effects conferred through the sacraments of the Church.

Outcome 3: In Moral Theology, the student will be able to manifest a familiarity with the essentials of the Church's teaching on man's supernatural vocation and the moral principles whereby we are guided to eternal life.

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

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

Required Theology Courses from the Core Curriculum:

THEO 105 Sacred Scripture

THEO 205 Sacred Doctrine

THEO 305 Moral Theology (instead of THEO 400 for non-majors)

Required Theology Courses:

THEO 206 Creation and Grace

THEO 307 Sacraments

THEO 309 Christ and His Church

THEO 405 Triune God

THEO 490 Senior Seminar

Elective Courses (four required):

Any THEO 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.

Catholic Studies course descriptions may be found under their respective majors.

Typical Plan—Catholic Studies (B.A.)

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
MATH 110, 150, or 151	4	THEO 105 Sacred Scripture	4
LITR 103 Literary Trad & Comp I	4	LITR 104 Literary Trad & Comp 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	Catholic Studies 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: Joseph Yarbrough, Assistant 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 Virgil and Horace are studied. This course continues the comprehensive review of Latin grammar begun in LATN 203 and aims at increased fluency in reading Latin through improvement of the students' knowledge of metrical form, syntax and poetic diction. Following on the progress made in LATN 203, the course promotes further development of analytical and interpretive skills through the preparation of stylistic analyses and increased focus on the figures and tropes. Prerequisite: LATN 203.

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. Co-requisite 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 (B.A.)

Freshman Year

<u>Fall Semester</u>	<u>Credits</u>	<u>Spring Semester</u>	<u>Credits</u>
MATH 100,120,150, or 151	4	THEO 105 Sacred Scripture	4
LITR 103 Literary Trad & Comp I	4	LITR 104 Literary Trad & Comp 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

<u>Fall Semester</u>	<u>Credits</u>	<u>Spring Semester</u>	<u>Credits</u>
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

<u>Fall Semester</u>	<u>Credits</u>	<u>Spring Semester</u>	<u>Credits</u>
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

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

Economics

Chair: Catherine Pakaluk, Assistant 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, with an 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
STAT 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 330 Labor Economics and the Economics of Poverty
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 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 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:

STAT 230 Statistics
ECON 250 Family, Gender & Society
ECON 350 Economics of Education and Religion
ECON 315 Catholic Social Teaching
One approved elective (see program director for current list)

Course Descriptions

ECON 201 PRINCIPLES OF MACROECONOMICS

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

ECON 202 PRINCIPLES OF MICROECONOMICS

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

ECON 301 INTERMEDIATE MACROECONOMICS

This course deepens the analysis of ECON 201, continuing to examine macroeconomic theories of the determination of national income, employment, the price level, interest rates, exchange rates, and economic growth. It includes a study of the trade-off between the economic goals of low unemployment and low inflation, of monetary and fiscal policy to achieve them, and of the policy positions of various schools of thought. It gives importance to international macroeconomics, to the role of technology in growth, and to issues of economic policy making. Employs standard analytic tools. Prerequisites: 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. Prerequisites: 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 330 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, unemployment, 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. Prerequisites: ECON 201, 202. Co-requisite: 302.

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. Prerequisites: ECON 201, 202.

ECON 403 INTRODUCTION TO ECONOMETRICS

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

ECON 421 GLOBALIZATION AND INTERNATIONAL MACROECONOMICS

This course focuses on how countries interact with one another in the short-run determination of output, interest rates, and exchange rates and on capital flows between countries. The course will emphasize the evolution of the world monetary system since 1945; financial and non-financial theories of short-run fluctuations; and current macro-policy problems of developing countries. Prerequisites: ECON 301, 230.

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.

STAT 230 STATISTICS

A self-contained introduction to statistical inference with applications in economics and the social sciences. Univariate and multivariate descriptive statistics, probability theory, sampling distributions, statistical inference, hypothesis testing, simple and multiple regression analysis. Intensive use of statistical software is a key component of the course. Prerequisite: MATH 150.

Typical Plan—Economics (B.A.)

Freshman Year

<u>Fall Semester</u>	<u>Credits</u>	<u>Spring Semester</u>	<u>Credits</u>
MATH 151 Calculus I	4	THEO 105 Sacred Scripture	4
LITR 103 Literary Trad & Comp I	4	LITR 104 Literary Trad & Comp 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

<u>Fall Semester</u>	<u>Credits</u>	<u>Spring Semester</u>	<u>Credits</u>
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	STAT 230 Stats for Soc Sci	4
ECON 201 Princ Macroecon	4	ECON 202 Princ Microecon	4
Total	16	Total	16

Junior Year

<u>Fall Semester</u>	<u>Credits</u>	<u>Spring Semester</u>	<u>Credits</u>
ECON 301 Inter Macroecon	4	ECON 302 Inter Microecon	4
ECON 315 Cath. Soc. Teaching	4	Economics Elective	4
Science II with Lab	4	General Elective	4
General Elective	4	General Elective	4
Total	16	Total	16

Senior Year

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

Elementary Education

Chair: Dan Guernsey, Associate Professor of Education

Vision

Animated by a conceptual framework emphasizing character, knowledge and service, graduates from Ave Maria University's Education department programs will be individuals of integrity and good moral character, knowledgeable in the areas of the Christian cultural and philosophical tradition, knowledgeable in educational philosophy, learning theory, and effective pedagogy and oriented toward a life of love and service to others.

Mission

The mission of the Ave Maria University Education department is to further teaching, inquiry and scholarship in the field of education with a special focus on Catholic and classical education. Students who graduate from the University with a major in Education will benefit from the formation received from the Ave Maria University Core Curriculum and will possess knowledge of all facets of current educational systems and methodologies.

Philosophy

Founded on the belief that the human person seeks knowledge, love and happiness and is naturally oriented toward truth, we believe that education is a powerful tool to help others flourish. We believe that the role of an educator is to be a role model: to be a living, coherent, and sincere witness to a love for life, knowledge, reality and service to others. A deep concern about others, about their welfare, dignity and freedom, is at the core of the student-teacher relationship. The degree to which our teacher candidates hold a love for reality, a passion for the subject under consideration, and a love for others, is the degree to which they will be successful educators. All of the state of the art pedagogical skills and professional practices our teacher candidates master during their time in our program will build on this foundation. While 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 Program's belief is that knowledge is attained and demonstrated when the human intellect, informed by the senses, judges things rightly. As knowledge climbs to more abstract heights, human freedom and depth of analysis plays a critical role in discovering and embracing deeper realities of the human condition and the world around us. Holding that education is more than simply preparing K-12 students for college and career, our teacher candidates will also attend to human liberation and orient their students to transcendental realities related to truth, beauty and goodness. Toward this end the complete Ave Maria University Educational program provides a strong undergraduate preparation in the liberal arts, a robust series of professional education courses, and significant real-world educational experience.

The program is approved by the State of Florida as an official teacher preparation program. Graduates of the program may be eligible for a teaching certificate in Elementary Education (K-6) from the State of Florida.

Students considering teaching in middle or high school should pursue the Minor in Education program listed below.

Teacher Candidate Learning Outcomes for the Major in Elementary Education

Outcome 1: Teacher candidates will demonstrate understanding and successful practice of each of the following Florida Educator Accomplished Practices (FEAP's)

- A1. Instructional design and lesson planning
- A2. The learning environment
- A3. Instructional delivery and facilitation
- A4. Assessment
- B1. Continuous professional improvement
- B2. Professional responsibility and ethical conduct

Teacher candidates will also demonstrate competency in all elements of the Unified Core Curricula as outlined by the Florida Department of Education

Outcome 2: Teacher candidates will demonstrate the ability successfully to develop, teach, and manage a classroom in a full time one semester student internship.

Outcome 3: Teacher candidates will be able to articulate the unique elements of Catholic and classical educational paradigms and be familiar with Catholic educational philosophy.

Outcome 4: Teacher candidates will demonstrate the following professional dispositions:

1) Character

- a) Is a person of integrity, transparency, consistency and honesty who exhibits the highest professional ethics.
- b) Is a person of fairness and openness who is committed to recognizing the worth and dignity of all students in their care through healthy and cooperative relationships.

2) Knowledge

- a) Is passionate about learning.
- b) Is intellectually and academically curious.
- c) Is joyful and engaging in sharing what has been learned.
- d) Is active and willing in seeking out and accepting suggestions for professional improvement toward continued growth and learning.
- e) Is knowledgeable about research based best practices in education.

3) Service

- a) Is supportive, and encouraging of all students.
- b) Is considerate of student learning style, background, and need, when determining learning strategies and how best to meet and accommodate the needs of individual students in light of research based best practices.
- c) Is able to use quality assessments to identify signs of student difficulty, especially in reading and computational processes, and thereby design and adjust instruction to affect student improvement.
- d) Is clear in establishing high expectations for all students in the belief that all students can learn.

Admissions Policies

All policies and department guidelines are presented in the Education Department Administrative Handbook and are designed to meet all requirements expected by the State of Florida for approved initial teacher preparation programs.

The Ave Maria University Major in Elementary Education is designed to fulfill Florida certification requirements for teaching grades K-6, including ESOL and Reading Endorsements. Teacher

candidates normally formally begin the major in the fall of the junior year after completing prerequisite courses in educational foundations, educational psychology, and a teaching discernment seminar. Teacher candidates must maintain a 2.5 grade point average throughout the program and a minimum grade point average of 2.5 in all education coursework. A grade below a C- in any education course necessitates repeating the course.

Education courses are typically taken in concurrent 12 unit blocks for each of the first three semesters. These courses contain clinical placement-based activities which are completed via a practicum experience. Teacher candidates need to reserve either one full day or two half days a week during these first three semesters to complete the clinical placement components. Teacher candidates will also need to arrange for their own transportation to the clinical placement sites which are typically 15 to 30 minutes away from campus. A formal application to internship must be completed prior to a final semester of the program. During the internship, teacher candidates will assume the full schedule and duties of a classroom teacher. Due to the demanding time and workload, teacher candidates are expected to limit the academic workload, and alter their extracurricular activities so as to be available for a full regular school day. Any outside employment during the internship semester is discouraged and must be approved by the department chair.

Teacher candidates will incur additional expenses for state tests, fingerprinting, data base access, and transportation to fieldwork assignments and should plan accordingly.

Benchmarks for Progress for the Education Major Teacher Licensure Program

Each benchmark must be passed before the teacher candidate may proceed on to the next benchmark. Waivers sought for unforeseen circumstances may be brought to the attention of the department chair. An Ombudsman is available to facilitate and clarify any concerns related to progression through the major up to and including recommendation for licensure.

Benchmark #1 Preparation and Application into the Education Major Teacher Licensure Program

- Students interested in pursuing the Education Major resulting in a teaching certificate through the State of Florida must first take and pass, with a C- or better three courses: EDUC 201 Educational Foundations (4 cr.); EDUC 202 Human Growth and Learning (4 cr.); and EDUC 203 Discernment/Career Topics (0 cr.)
- Transfer credit for courses taken with similar titles from other universities, is discouraged as the content and presentation of the courses offered at AMU are situated uniquely within a Catholic perspective emphasizing the integrity and dignity of the human person.

During the EDUC 203 Discernment/Career Topics course, usually taken in the spring of the sophomore year:

- Teacher candidates will take the Myers-Briggs assessment to help them reflect on their personal attributes and how these might affect their career in teaching. Teacher candidates will also evaluate themselves in terms of the department's dispositions and produce a letter of recommendation from a teacher or adult mentor who can attest to their potential to develop in the dispositions.
- The teacher candidate must purchase the TK20 online software package and fulfill all data entry requirements necessary to document program compliance and completion. This site will be monitored by the program director at the end of each semester.
- Teacher candidates will be fingerprinted and undergo background clearance with a

local school district. Teacher candidates with a felony conviction may be disqualified from admittance into the teaching major at AMU and possibly disqualified from receiving a Florida teaching license. Any concerns should be brought proactively to the department chair for evaluation.

- Teacher candidates must take all sections of the FTCE General Knowledge Test. Ave Maria University must be designated as a score recipient with the testing agency.
- Teacher candidates will fill out an application to acceptance into the Education major.

Benchmark #2 - Admission to Program

This benchmark is normally met at the end of the spring semester of the sophomore year or over the summer before the junior year.

- Department staff issues an official notice of acceptance into the program after approval of the teacher candidate's application. The application includes a documented GPA of 2.5 or better in all coursework; a C- or better in the three EDUC prerequisites above; a letter of recommendation; proof of background clearance; and passing score on all sections of the FTCE General Knowledge test.
- The teacher candidate is now clear to take the following EDUC Classes: 304, 330, 350, 340, and 404.
- The teacher candidate must maintain an overall GPA of 2.5 and a minimum C- in all Education coursework. Grades below C- must be repeated and will be recorded on the transcripts per the AMU academic policy handbook. Grades will be checked by the department at the end of each semester.
- During this stage, and before the internship during the senior year, the teacher candidate must take and pass the FTCE Subject Matter Test and the Professional Knowledge Test. Ave Maria University must be designated as a score recipient with the testing agency.
- The teacher candidate must complete all critical assignments at the proficient level before leaving this stage.

"Critical assignments" are embedded within the flow of the courses. These assignments are designed to challenge the teacher candidate more deeply and fully to understand and apply educational concepts and theories. These assignments are tied to mandated competencies by the state of Florida. Late completion of a critical assignment, while required for graduation, may not affect the teacher candidate's final grade. The course instructor will assess all critical assignments. Transfer students must complete the critical assignments required by AMU for any education course for which transfer credit is accepted.

Teacher candidates must complete all designated "critical assignments" at the "Proficient" or "Exemplary" level with a passing grade of 75% or higher. Teacher candidates who do not meet this score or who do not meet or exceed the proficient level on critical assignments will have the opportunity to repeat the assignment and turn it in before the final course exam. Should the assignment not be turned in at the due date for the final course exam, the teacher candidate will receive an "Incomplete" (I) for two weeks, after which the grade will revert to the original grade awarded or a zero. Teacher candidates not passing a critical assignment after the two week period will need to go into the remediation process and work with an education professor to re-do the assignment until the assignment is satisfactorily completed. All critical assignments up to the EDUC 400 Internship must be satisfactorily completed before the teacher candidate may proceed into the next benchmark of the teaching internship. All critical assignments are completed and tracked in the TK20 system.

- At the conclusion of this stage teacher candidates will submit an application to the internship. The application will include a verification page that the teacher candidate has read the AMU Internship Handbook.

Benchmark #3 – Admission to Internship

This benchmark is met during the final semester of the program.

- Department staff issues an official notice of acceptance into the program after approval of the teacher candidate's Admission to Internship application. The application includes a documented GPA of 2.5 or better in all coursework, successful completion of all critical tasks at the proficient or exemplary level and the reception of a passing score on all sections of the FTCE Professional Knowledge and relevant subject matter test(s).
- Once accepted, the teacher candidate will be accepted into EDUC 400 Internship, assigned a cooperating school, principal, and cooperating teacher as well as a University designated clinical supervisor. The clinical supervisor will oversee the intern's progress during the internship and along with the cooperating teacher will provide assistance, support, and feedback to the teacher candidate. The internship will typically be 14 weeks long and require participation in a seminar. The teacher candidate must successfully pass a public school district evaluation as determined by the clinical supervisor. The interns must also pass all evaluative criteria in the Internship Handbook as well as a final presentation of the teacher's portfolio and oral presentation which will highlight impact on student learning. All these elements will be documented in the TK20 system.

Benchmark #4 – Graduation

This benchmark is usually met at the conclusion of the spring semester of the senior year.

- A checklist for graduation must be initiated and prepared by the teacher candidate by April 15 for a spring graduation. The teacher candidate will submit a completed checklist with the graduation application to the Education Department chair for review at least three weeks prior to graduation. This will be done in addition to the University procedure for graduation common to all majors. The teacher candidate will work closely with the Education Department faculty advisor to ensure all benchmarks and requirements have been met prior to submitting graduation application.
- The department chair will carefully review each application for completeness and, if met, forward the information to the registrar.

Required Courses: (64 total credits)

EDUC 201 Educational Foundations (4 credits)

EDUC 204 Practicum I (2 credits)

EDUC 210 Measurement and Assessment in the Classroom (3 credits)

EDUC 220 Instructional Strategies (3 credits)

EDUC 230 Reading Instruction: Principles and Methods (3 credits)

EDUC 240 Classroom Management and Organization (3 credits)

EDUC 250 ESOL: Foundations (3 credits)

EDUC 301 Human Development and Learning (4 credits)

EDUC 304 Practicum II (2 credits)

EDUC 310 Teaching Social Studies in the Classroom

EDUC 330 Reading Instruction: Assessment and Differentiation (3 credits)

EDUC 340 Teaching Diverse and Exceptional Students (3 credits)

EDUC 350 ESOL: Curriculum and Methods (3 credits)
EDUC 370 Teaching Language Arts in the Classroom (3 credits)
EDUC 380 Teaching Mathematics in the Classroom (3 credits)
EDUC 390 Teaching Science in the Classroom (3 credits)
EDUC 400 Internship (with seminar) (14 credits)
EDUC 401 Student Teaching Seminar (2 credits)
EDUC 404 Practicum III (2 credits)

Non-Certification Route to an Education Major

By exception and with the permission of the department chair, strong teacher candidates in special situations (e.g., double majors; transfer students) may pursue a non-certification route through the Education major. This route replaces the EDUC 400 Internship with general electives and replaces EDUC 330 and EDUC 250 with EDUC electives. State testing is not required. Other departmental requirements remain. Students seeking a teaching license will need to pursue alternative certification post graduation.

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 which 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.

Required Courses for the Minor in Education:

EDUC 201 Foundations of Education (4 credits)
EDUC 210 Measurement and Assessment in the Classroom (3 credits)
EDUC 220 Instructional Strategies (3 credits)
EDUC 230 Reading Instruction: Curriculum and Methods (3 credits)
EDUC 240 Classroom Management and Organization (3 credits)
EDUC 301 Human Development and Learning (4 credits)
Special Methods (based on their major) or EDUC Elective (3 credits)

Course Descriptions

EDUC 201 EDUCATIONAL FOUNDATIONS

This course is designed to acquaint the student with the basics of the teaching vocation. It will expose teacher candidates to the elements involved in the art and science of teaching as well as the sociological, historical, and philosophical foundation of education. It will particularly focus on key elements informing American education, classical education, and Catholic education. This course will also introduce the principles and practices of elementary and secondary education, including curriculum planning, evaluation procedures, classroom management, Core Curriculum standards and school organization. Observations and participation in actual classroom procedures are required. This course is ESOL infused. Eight (8) hours of field experience is required. (4 credits)

EDUC 202 EDUCATIONAL PSYCHOLOGY

This course will examine learning theories and models of teaching with particular attention to examining the philosophical, developmental, and psychological roots of various approaches. It is designed to prepare Teacher candidates in their future roles as teachers or primary educators of their children. The course is designed to enable teacher candidates to better assess current trends in schooling and the psychological and cultural foundations behind them. (4 credits)

EDUC 203 CAREER PATH

This course will help the AMU student decide whether a profession in teaching is the right path for him or her. Potential teacher candidates will prepare for the FTCE general knowledge test, set up their TK20 software account, get fingerprint clearance, prepare their application into the formalized program for teachers, complete the application process for internship in the local schools, and reflect on the dispositions important for a career in education. (0 credit)

EDUC 204 PRACTICUM I

This practicum will provide the teacher candidate approximately one full day or two half days a week in a cooperating local public or private school. Teacher candidates will work with a highly qualified classroom teacher and local administration to perform duties as required by the teacher and University course instructors. Teacher candidates will use this authentic setting to complete critical assignments from education courses taught concurrently during the semester. Teacher candidates will complete a reflection journal during the semester and attend two required seminar sessions with their clinical supervisor. (2 credits)

EDUC 210 MEASUREMENT AND ASSESSMENT 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. This course is ESOL infused. (3 credits)

EDUC 220 INSTRUCTIONAL STRATEGIES

This course will provide the teacher candidate the opportunity to analyze learning theories and their application in a classroom setting. Teacher candidates will learn the process of planning for, and choosing, effective instructional strategies to enhance student learning as well as how effectively and appropriately to integrate different types of technology into the instructional process. Fifteen (15) hours of field experience is required. (3 credits)

EDUC 230 READING INSTRUCTION: PRINCIPLES AND METHODS

This course provides aspiring teachers with the knowledge needed for the effective teaching of reading. This essential knowledge encompasses the careful examination of the hierarchy of skills needed for stages of reading process and the cognitive and linguistic systems that are components of this process. Topics include: understanding of the sound system (phonetics, phonology), word formation (morphology), syntax, semantics, pragmatics, and the role of context. Attention will be given to the interaction between the writing system and the sound system; understanding and evaluating trends and current approaches, methods, and techniques for the teaching of reading and analysis and discussion of reading research. Teacher candidates will apply, analyze, and examine teaching strategies for decoding and comprehension; as

well as techniques for supporting readers as they try out and practice the strategies. Teacher candidates will have the opportunity to reflect, research and report on reading approaches, methods and techniques. This course is ESOL infused. Fifteen (15) hours of field experience is required. (3 credits)

EDUC 240 CLASSROOM MANAGEMENT AND ORGANIZATION

This course will provide the teacher candidate with classroom management skills, including understanding the major theories animating management of student behavior, discussion of effective classroom rules and procedures, school safety, parental involvement, 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. Fifteen (15) hours of field experience is required. This course is ESOL infused. (3 credits)

EDUC 250 ESOL: FOUNDATIONS

This course provides information and skills as to how to teach English language learners (ELLs) from diverse cultural backgrounds. Both foreign-born ELLs and U.S.-born ELLs have varied needs as they develop the necessary skills to learn the English language and academics at school. Pre-service teachers will understand how a second language – in this case, English – should be taught and learned in a school where ELLs must learn academic content in English. This involves getting to know ESOL policies, programs, and practices. Topics include how ELLs acquire a second language; how to teach a second language and other content areas to ELLs with diverse cultural backgrounds and at varying English proficiency levels; what their academic needs are; and how to measure ELLs' progress adequately in assigned content areas. Fifteen (15) hours of field experience is required. (3 credits)

EDUC 301 HUMAN DEVELOPMENT AND LEARNING

This course will introduce teacher candidates 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 sociocultural contexts (culture, gender, socioeconomic status, race, and ethnicity, etc.) on physical, cognitive, and psychosocial development. (This course is cross-listed with PSYC 301; 4 credits)

EDUC 304 PRACTICUM II

This practicum will provide the teacher candidate approximately one full day or two half days a week in a cooperating local public school. Teacher candidates will work with a highly qualified classroom teacher and local administration to perform duties as required by the teacher and University course instructors. Teacher candidates will use this authentic setting to complete critical assignments from education courses taught during the semester. Teacher candidates will complete a reflection journal during the semester and attend two required seminar sessions with their clinical supervisor. (2 credits)

EDUC 305 PRACTICUM III

This practicum will provide the teacher candidate approximately one full day or two half days a week in a cooperating local public school. Teacher candidates will work with a highly qualified classroom teacher and local administration to perform duties as required by the teacher and university course instructors. Teacher candidates will use this authentic setting to complete critical assignments from education courses taught during the semester. Teacher candidates will complete a reflection journal during the semester and attend two required seminar sessions with their clinical supervisor. (2 credits).

EDUC 310 TEACHING SOCIAL STUDIES IN THE CLASSROOM

This course imparts effective teaching methodologies for teaching social studies in the classroom, specifically focusing on methods and objectives of academic subject matter at the appropriate grade level, student assessment, and current research in education. Field observation and instruction will be required. This course will also review relevant subject matter content. Fifteen (15) hours of field experience is required. (3 credits)

EDUC 330 READING INSTRUCTION: ASSESSMENT AND DIFFERENTIATION

This course will provide the aspiring teacher with the opportunity to learn about research and best practices in developmental reading and how to assess 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. This course is ESOL infused. Fifteen (15) hours of field experience is required. (3 credits)

EDUC 340 TEACHING DIVERSE AND EXCEPTIONAL STUDENTS

This course will focus the teacher candidate on recognition and instruction of students who may be, or have been, identified with learning disabilities or who are considered gifted and talented. Identification of exceptionality, causes of the exceptionality, and proficiency with appropriate instructional and systematic responses, such as the Response to Intervention (RTI) method, will be addressed. Emphasis will be placed on student learning styles, differentiated instruction techniques and other skills and techniques to best reach, instruct, and inspire students with learning exceptionalities. Fifteen (15) hours of field experience is required. This class is ESOL infused. (3 credits)

EDUC 350 ESOL: CURRICULUM AND METHODS

This course will build on the teacher candidate's knowledge of applied linguistics and cross-cultural communication and extend their understanding of the nature and role of language and culture in classrooms. The teacher candidate will be able to plan, instruct, and assess English Language Learners (ELLs) in a K-12 setting. Teacher candidates will examine research-based strategies for supporting English language development as well as promoting comprehension and acquisition of grade level content. Curriculum development and assessment activities will be tied to content, language, and literacy goals for ELLs. This course requires fifteen (15) hours of field experience in a K-12 classroom setting. (3 credits)

EDUC 360 TEACHING PE IN THE CLASSROOM

This course imparts effective teaching methodologies for teaching physical education in the classroom, specifically focusing on methods and objectives of academic subject matter at the appropriate grade level, evaluating student progress, and current research in education. In-class observation and instruction will be required. Five (5) hours of field experience is required. (1 credit)

EDUC 370 TEACHING LANGUAGE ARTS IN THE CLASSROOM

This course imparts effective teaching methodologies for teaching language arts in the classroom, specifically focusing on methods and objectives of academic subject matter at the appropriate grade level, evaluating student progress and current research in education. This course will also review specific and relevant subject matter content. The course includes participation in a school setting. This course is ESOL infused. Fifteen (15) hours of field experience is required. (3 credits)

EDUC 380 TEACHING MATHEMATICS IN THE CLASSROOM

This course imparts effective teaching methodologies for teaching mathematics in the classroom, specifically focusing on methods and objectives of academic subject matter at the appropriate grade level, student assessment, and current research in education. This course will also review specific and relevant subject matter content. This course includes participation in a school setting. Fifteen (15) hours of field experience is required. (3 credits)

EDUC 390 TEACHING SCIENCE IN THE CLASSROOM

This course imparts effective teaching methodologies for teaching science and social studies in the classroom, specifically focusing on methods and objectives of academic subject matter at the appropriate grade level, student assessment, and current research in education. This course will also review specific and relevant subject matter content. Field observation and instruction will be required. Fifteen (15) hours of field experience is required. (3 credits)

EDUC 400 INTERNSHIP

Teacher candidates will spend approximately 14 weeks as full time intern teachers in a participating elementary school working under the direction of a highly qualified co-operating teacher and school administrator. Teacher candidates will participate in classroom observation as well as direct teaching responsibility under the guidance of a University faculty member with clinical supervision qualifications. The co-operating K-12 teacher will make periodic evaluations. Required seminars at the University provide the teacher candidate with a supportive environment, helpful resources, and thought-provoking presentation and discussions on all aspects of the classroom experience. Teacher candidates will be required to complete a portfolio to demonstrate all of the Florida Educator Accomplished Practices. (14 credits)

EDUC 402 DIRECTED STUDY

Teacher candidates in the Education Program can fulfill additional field experience or other graduation requirements through a directed study under the supervision of the Education Department Chair or his or her designee. This directed study may include working directly with a highly qualified teacher who oversees the candidate's completion of exercises applicable to subjects taught in the Education Program. Candidates must complete course assignments as prescribed by the Education Department Chair.

Typical Plan—Elementary Education (B.A.)

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
MATH 110, 150, or 151	4	THEO 105 Sacred Scripture	4
LITR 103 Literary Trad & Comp I	4	LITR 104 Literary Trad & Comp 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
		EDUC 203 Career Path	0
Total	16	Total	16

Junior Year

Fall Semester	Credits	Spring Semester	Credits
EDUC 220 Instructional Strat	3	EDUC 210 Measurement & Eval	3
EDUC 230 Reading: Methods	3	EDUC 330 Reading: Assessment	3
EDUC 240 Class Mgmt & Org	3	EDUC 350 ESOL: Methods	3
EDUC 250 ESOL: Foundations	3	EDUC 340 Teach Div & Except	3
EDUC 204 Practicum I	2	EDUC 304 Practicum II	2
		THEO 400 Living in Christ	4
Total	14	Total	18

Senior Year

Fall Semester	Credits	Spring Semester	Credits
EDUC 310 Teach Social Studies	3	EDUC 400 Internship w/ Seminar	14
EDUC 370 Teaching Lang Arts	3		
EDUC 380 Teach Mathematics	3		
EDUC 390 Teach Science	3		
EDUC 404 Practicum III	2		
PHIL 400 Phil Perspectives	4		
Total	18	Total	14

Environmental Science

Chair: Dr. Thomas Smith, Associate Professor of Biology

The Environmental Science (B.A.) degree is a science specialization based upon the fundamentals of biology and ecology. Offered by the Department of Biology and Chemistry, the environmental science program is built on the foundation of the B.A. Biology degree, but includes additional science courses necessary for a strong environmental degree.

Students entering this fast-growing and dynamic field can expect to become involved directly in addressing some of the significant problems related to human impact on the environment. It also enables students to attend graduate school if they choose, or to succeed in a number of environmental science-related careers. This comprehensive major is designed to meet the needs of students who desire a broadly based education in preparation for field/laboratory careers in such areas as applied environmental ecology, government service, teaching, and private industry/consulting.

Environmental Science prepares graduates to enter the diverse and vigorous environmental job market or advance to a graduate degree program in disciplines including botany, entomology, ecology, environmental engineering science, fisheries, forestry, landscape architecture, political science, resource economics, soil and water science, urban and regional planning, wildlife, or zoology or to a professional degree program in business, education, journalism, or law.

Student Learning Outcomes for the B.A. in Environmental Science

Upon graduation, ...

- Outcome 1: Students will demonstrate knowledge of the interdisciplinary nature of environmental problems and possible solutions
- Outcome 2: Students will have an understanding of laboratory and field experimentation and different sampling techniques in the environmental disciplines.
- Outcome 3: Students will demonstrate proficiency in understanding and use of the scientific literature as a tool for research and scholarship.
- Outcome 4: Students will demonstrate a foundation in critical thinking skills related to the sciences, including the fundamentals of scientific inquiry, critical analysis of experimental data, and communication of results (oral and written).
- Outcome 5: Students will be able to comprehend and understand significant environmental issues currently impacting society.

Course Descriptions

Biology course descriptions are listed under the Biology Major.

Required Courses for the Major in Environmental Science:

BIOL 105 Environmental Science
BIOL 211 Principles of Biology I
BIOL 212 Principles of Biology II
BIOL 220 Botany
BIOL 230 Zoology
BIOL 240 General Ecology
BIOL 303 Genetics
BIOL 401 Microbiology
BIOL 413 Critical Analysis or BIOL 497 Directed Research
CHEM 211 General Chemistry I

Two Electives from among the Following Courses:

BIOL 307 Marine Biology
BIOL 321 Tropical Ecology and Field Biology
BIOL 340 Conservation Biology
BIOL 402 Microbiological Ecology
BIOL 438 Aquatic Biology

Minor in Environmental Science

Requirements:

BIOL 201 or 211
BIOL 202 or 212

Four among the following courses:

BIOL 105 Environmental Science I
BIOL 106 Environmental Science II
BIOL 220 Zoology
BIOL 230 Botany
BIOL 240 General Ecology;
BIOL 307 Marine Biology;
BIOL 340 Conservation Biology;
BIOL 402 Microbial Ecology;
BIOL 438 Freshwater Ecology (w/lab)

Minor in Marine Biology

BIOL 201 or BIOL 211 Biology I
BIOL 220 Zoology
BIOL 230 Botany
BIOL 240 Ecology
BIOL 307 Marine Biology

One of the following electives:

BIOL 321 Tropical Ecology & Field Biology
BIOL 438 Aquatic Ecology
BIOL 415 Marine Botany or Marine Zoology

Typical Plan—Environmental Science (B.A.)

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
MATH 150 or 151	4	THEO 105 Sacred Scripture	4
LITR 103 Literary Trad & Comp I	4	LITR 104 Literary Trad & Comp 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.

Sophomore Year

Fall Semester	Credits	Spring Semester	Credits
PHIL 205 Nature and Person	4	PHIL 206 Ethics	4
CHEM 211 General Chem I	4	BIOL 230 Zoology	4
BIOL 105 Environ Science I	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
BIOL 303 Genetics	4	BIOL 401 Microbiology	4
BIOL 220 Botany	4	Env Sci Elective*	4
POLT 203 Amer Civ	4	General Elective	4
General Elective	4	General Elective	4
Total	16	Total	16

Senior Year

Fall Semester	Credits	Spring Semester	Credits
THEO 400 Living in Christ	4	PHIL 400 Phil Perspectives	4
Env Sci Elective*	4	BIOL 413 or 497	1
General Elective	4	General Elective	3
General Elective	4	General Elective	4
		General Elective	4
Total	16	Total	16

*Includes BIOL 307, 321, 340, 402, and 438.

Exercise Science

Chair: Dr. Thomas Smith, Associate Professor of Biology

The Exercise Science (B.A.) degree offers a solid foundation in factual and conceptual study of human movement. The program provides students with sound academic preparation in the science of human movement through physics and biological courses. Students acquire knowledge, skills, and abilities related to the theoretical and practical components of exercise science theory and practice. The curriculum is designed to promote critical thinking skills, effective writing, clear articulation and presentation, and analytical skills through the subject matter. Students learn to appreciate the application of scientific research to real world problems and/or service for the benefit of the community, with consideration of the moral and ethical issues involved.

Exercise Science provides opportunities for students interested in exercise, training, physical therapy, and related fields. Exercise science includes kinesiology and physiology. Kinesiology studies human movement through the application of the latest evidenced-based research to improve bodily function, exercise, health, and wellness. Exercise physiology is a sub-discipline of kinesiology that addresses 1) the short-term biological responses to the stress of physical activity and 2) how the body adapts to repeated bouts of physical activity over time. Exercise physiology and kinesiology are multifaceted fields that study movement and physical activity and how the person responds to stress. Knowledge is gained through scholarly study and research of physical activity.

This program guides students toward possible positions in settings such as fitness/wellness centers, personal training, coaching, rehabilitation sciences, health, and wellness education. The degree also serves as preparation for post-baccalaureate study in areas such as human growth, aging, athletic training, biomechanics, chiropractics, exercise physiology, sports management, and sports psychology.

Student Learning Outcomes for the Exercise Science Major

- Outcome 1: Graduates will demonstrate a sound foundational knowledge and understanding of the principles, theories, and content from the exercise science domains: exercise physiology, biomechanics, motor behavior, and nutrition.
- Outcome 2: Graduates will demonstrate basic laboratory skills pertaining to assessments, laboratory methods, and sound experimental and analytical practices, data acquisition and reporting in the exercise sciences.
- Outcome 3: Graduates will plan, implement, evaluate, report and revise physical activity and/or exercise interventions in clinical, health-related, and training environments.
- Outcome 4: Graduates will understand the importance and influence of physical activity and exercise on health and advocate for physically active lifestyles as a means improving quality of life and reducing the risk and prevalence of lifestyle related diseases.

Required Courses:

BIOL 100 Medical Terminology
BIOL 201 Concepts of Biology I or BIOL 211 Cellular and Molecular Biology
BIOL 200 Nutrition
BIOL 250 Health and Wellness
BIOL 304 Anatomy & Physiology I
BIOL 309 Anatomy & Physiology II
EXER 270 Kinesiology and Biomechanics
EXER 280 Strength and Conditioning
EXER 300 Exercise Physiology
EXER 350 Care and Prevention of Athletic Injuries
EXER 490 Exercise Testing Clinical I
EXER 491 Exercise Testing Clinical II
CHEM 211 General Chemistry I
PHYS 211 College Physics I
PSYC 370 Sports Psychology

Exercise Science Minor

BIOL 200 Nutrition (3 credits)
BIOL 201 Concepts of Biology I or BIOL 211 Cellular and Molecular Biology
BIOL 270 Kinesiology and Biomechanics
BIOL 304 Anatomy & Physiology I
BIOL 309 Anatomy & Physiology II
PSYC 370 Sports Psychology
EXER 280 Strength & Cond -or- EXER 350 Care & Prevention of Athletic Injuries

Course Descriptions

All courses are 4 credits unless otherwise noted. Biology course descriptions are listed under the Biology Major.

EXER 270 KINESIOLOGY AND BIOMECHANICS

The study of human movement, kinesiology, encompasses multiple sub-disciplines. Biomechanics is the field of study in which biological systems are studied from a mechanical perspective. Mechanics is often subdivided into kinematics and kinetics. Kinematics is descriptive in nature and explains both static and dynamic motion in terms of displacement, velocity, and acceleration. Kinetics explains the underlying forces that cause and/or result from both static and dynamic motion. Prerequisites: BIOL 304, 309.

EXER 280 STRENGTH AND CONDITIONING

Applies concepts in exercise programming for athletes training. Analyzes traditional and innovative approaches to prescribing and implementing resistance based exercise for injury prevention and advanced human performance. Practical and theoretical application - laboratory activities concurrent with lecture. Prerequisite: EXER 270. (2 credits)

EXER 300 EXERCISE PHYSIOLOGY

This course is designed to provide an in-depth exposure to the interaction of the cardiovascular, respiratory, endocrine, nervous, and musculoskeletal systems during exercise. Instruction emphasizes practical application of the physiologic concepts in determining fitness levels, prescribing exercise, and monitoring people for signs of overexertion and underlying disease. Topics include energy metabolism; the circulatory, respiratory, neuromuscular, and endocrine systems; environmental considerations; principles of exercise training; and theories of obesity and weight control, exercise, age, and disease. Prerequisite: EXER 270.

EXER 350 CARE AND PREVENTION OF ATHLETIC INJURIES

Provides students with a broad foundation of sports medicine concepts. While the focus is on injury prevention, students will develop a greater understanding of the terminology and concepts related to acute injury recognition and the care, evaluation and treatment of common sport and fitness related injuries/conditions. Administration concepts will also be covered. Students will learn to demonstrate various taping applications and practice clinical skills. Students must complete observation hours with local certified athletic trainers. Prerequisite: EXER 280. (2 credits)

EXER 490 EXERCISE TESTING CLINICAL I

The purpose of this field experience is to provide the student with a practical and professional learning environment. The students will be able to identify career interests in the kinesiology and industry and identify their skills and assets associated with the tasks they are presented with in their placements. They will have an increased awareness of the organizations operating in this field. They will have an opportunity for professional development in a practical setting and to enhance marketability and employability. The contact hour requirement for the 2-credits is typically a minimum of 80 hours. Prerequisites: EXER 350; permission of instructor. (2 credits)

EXER 491 EXERCISE TESTING CLINICAL II

The purpose of this field experience is to provide the student with a practical and professional learning environment. Reviews and assesses the clinical proficiencies in the areas of exercise assessment, testing, and programming; strength and conditioning training; health and nutritional coaching; and basic care of musculoskeletal injuries. Includes summary project and oral presentation. The contact hour requirement for the 2-credits is typically a minimum of 80 hours. Prerequisite: EXER 350; permission of instructor. (2 credits)

Typical Plan—Exercise Science (B.A.)

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
MATH 150 or 151	4	THEO 105 Sacred Scripture	4
LITR 103 Literary Trad & Comp I	4	LITR 104 Literary Trad & Comp II	4
BIOL 201 or 211 Biology I w/ lab	4	BIOL 304 Anat & Phys I	4
LATN 101 Elem Latin*	4	LATN 102 Inter Latin*	4
Total	16	Total	16

*Latin is recommended, but not required.

Sophomore Year

Fall Semester	Credits	Spring Semester	Credits
PHIL 205 Nature and Person	4	PHIL 206 Ethics	4
CHEM 211 General Chem I	4	THEO 205 Sacred Doctrine	4
HIST 101 Western Civ I	4	HIST 102 Western Civ II	4
BIOL 309 Anat & Phys II	4	PHYS 211 or 221 Physics I	4
Total	16	Total	16

Junior Year

Fall Semester	Credits	Spring Semester	Credits
BIOL 270 Kinesiology & Biomech	4	EXER 280 Strength & Cond	2
BIOL 200 Nutrition	3	EXER 300 Exercise Physiology	4
BIOL 100 Medical Term	1	EXER 350 Care & Prev Injury	2
POLT 203 Amer Civ	4	BIOL 250 Health and Wellness	3
General Elective	4	General Elective	4
Total	16	Total	15

Senior Year

Fall Semester	Credits	Spring Semester	Credits
EXER 490 Exer Test Clinic I*	2	EXER 491 Exer Test Clinic II*	2
THEO 400 Living in Christ	4	PHIL 400 Phil Perspectives	4
PSYC 370 Sports Psyc	4	General Elective	4
General Elective	4	General Elective	4
General Elective	4	General Elective	1
Total	18	Total	15

*Clinicals may be taken in the same semester.

Finance

The Finance Major is offered within the Department of Business.

Program Director: Gabriel Martinez, Associate Professor of Business and Economics

Finance is built on the idea that time and uncertainty have value. From this insight, derived from economics and expressed in a language that borrows from economics and accounting, a major in finance teaches students about corporate finance, investments, banking, and quantitative methods. Students learn how corporations and organizations acquire funds and about how they use them, both for the short term and for the long term. Students also learn how the financial system (financial markets and financial institutions) works and how it serves society by making funds available to those who can use them to create value. A Finance major prepares its students to participate in this process of value-creation by giving them specific skills related to corporate financial management and investment analysis, including advanced quantitative skills.

Our students learn the basics in a way that is practical and oriented towards what is necessary to actually run a business. Our students develop and sharpen their skills in communication and analysis, in working with others and working with numbers, in seeing the big picture and in drilling down to details. Our students learn how to think – how to think better, more broadly, more flexibly – which is the best preparation for the changing world of business.

Our majors emphasize analytical thinking and tools: the intellectual equipment and critical skills needed to understand and excel in business and in most other human endeavors. Ave Maria students have the unique fortune of building on a foundation of a liberal education, an education on the basic realities about God and the world, man and his relationship with God and nature. Through our liberal arts curriculum, students learn that reality is coherent and intelligible and grow in the habit – in the essential business skill – of looking for patterns and seeing the sense in the apparent contradictions of the world that surrounds them.

Business can be a tremendous force for good if pursued with rectitude of intention and a clear-minded awareness of the truth of the human person. Carried out with an incorrect understanding of its purpose, business can be destructive and corrosive to the community. Indeed, because it involves human action, business cannot be dissociated from morality and cannot be divorced from virtue. Yet habits of moral action must be learned existentially: virtue cannot be acquired through study alone. Ave Maria Business students are blessed to live and study in a context where moral virtue is valued and instilled, where the practices and expectations of the University community encourage students to choose what is right rather than what is convenient.

The Business program at Ave Maria aims to inspire students to become business leaders led by Christian ideals and governed by Christian ideas. Relying on the Catholic faith lived intensely on campus and on the general intellectual formation of the Core Curriculum, what animates the program is the Catholic view of the human person, his nature, and his ultimate destiny. The distinctive character of the program is its belief in the dignity of the human person, in the reality and importance of the common good, in subsidiarity and solidarity, in ownership as stewardship, and in responsibility for the environment. Because students learn to value human beings for what they are, not for what utility they bring, they are able to serve the Church and their society loyally and generously.

Student Learning Outcomes for the Major in Finance

- Outcome 1: Students will become potential financial professionals who have been trained to see the world with a sound view of the human person and who have been given a strong ethical grounding for their actions.
- Outcome 2: Students will acquire the ability and the habit of analytical thinking through a rigorous and demanding course of study in business and in finance that will sharpen their intellectual skills.
- Outcome 3: Students will acquire mastery of the specific knowledge and skills of finance, especially knowledge of financial institutions and markets, and use of quantitative methods.
- Outcome 4: Students will acquire job-market training, particularly through internships and professional formation that emphasize financial skills, including corporate finance, investments, and banking.

Required Courses for the Major

General Business courses (32 credits)

ECON 201 Principles of Microeconomics
ECON 202 Principles of Macroeconomics
STAT 230 Statistics
ACCT 201 Financial Accounting
ACCT 202 Managerial Accounting
BUSN 303 Management and Ethics
FINC 301 Finance
BUSN 340 Business Law

Finance Courses (20 credits)

FINC 310 Advanced Corporate Finance
FINC 320 Banking, Financial Institutions, and Society
FINC 350 Security Analysis

1 Elective to be chosen from
FINC 330 Quantitative Methods in Finance
BUSN 404 Business and Economic Forecasting

1 Elective to be chosen from
FINC 351 Portfolio Management
ACCT 301 Intermediate Accounting I
ACCT 421 Federal Income Taxation
ECON 301 Intermediate Macroeconomics
ECON 302 Intermediate Microeconomics

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

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

Course Descriptions

FINC 301 FUNDAMENTALS OF FINANCE (PREVIOUSLY OFFERED AS BUSN 305)

Sources, uses, cost, and control of funds in business enterprises; development of financial statements, financial ratio analysis; working capital management; capital budgeting analysis; capital structure and the cost of capital; bonds and stocks; financial institutions and markets. Investment strategies in stocks, bonds, and derivatives. Prerequisites: ECON 201 or ECON 202, ACCT 201

FINC 310 ADVANCED CORPORATE FINANCE

This course focuses on financial decision making in the modern corporation. The basic issues include: time value of money, capital budgeting/corporate investment, capital structure, corporate sources of funding, dividend policy and corporate contingent claims, international finance, and financial risk management. Course concepts are integrated into the standard theories of risk and return, valuation of assets and market structure. Prerequisites: ECON 201, ECON 202, ACCT 201, ACCT 202, FINC 301

FINC 320 BANKING, FINANCIAL INSTITUTIONS, AND SOCIETY

An overview of the financial system (banking, investments, and international finance) and its purpose in society. The roles of money and interest rates, financial markets and financial intermediaries, securities (bonds, stocks, and derivatives), and central banks are discussed in the context of global economy. Using an integrated global perspective, the course focuses on the role of a well-functioning financial system in matching resources and needs, acquiring information, reducing risk, and encouraging innovation and entrepreneurship, thus connecting moral flaws and ethical failures with corporate scandals and financial crises. Prerequisites: ECON 201, ECON 202, ACCT 201, FINC 301

FINC 330 QUANTITATIVE METHODS IN FINANCE (CROSS-LISTED WITH ECON 403)

The aim of this course is to introduce students to the quantitative techniques used in the key areas of finance. Building on a strong foundation of econometric models and techniques (which presume a solid knowledge of introductory statistics demonstrated by a high grade in STAT 230) this course emphasizes understanding and properly applying methods, especially regression analysis and finance-specific methods such as the Markowitz portfolio model, share price valuation models, capital market theory and derivative pricing models. Cross-listed with ECON 403. Prerequisites: ECON 201, ECON 202, FINC 301, STAT 230

FINC 350 SECURITY ANALYSIS

The purpose of this course is to provide students with a real world view of the role and activities of a security analyst. In the course, we will build a construct of how capital markets function, teach the tools and the thought process involved with security analysis, and expose the mental limitations participants bring to the activity. The course will focus on three aspects of securities analysis: (1) understanding the process of analyzing companies; (2) understanding the valuation process; and (3) understanding the challenges of achieving success in a highly competitive capital market. Prerequisites: FINC 320, STAT 230

FINC 351 PORTFOLIO MANAGEMENT

Portfolio management requires a broad array of quantitative and qualitative skills, involving an analysis of both the investment instruments available in the capital market and the objectives and constraints of the ultimate investor. This course covers conventional and state-of-the-art tools currently employed in the asset management industry, examining the process of creating, maintaining, and evaluating profitable investment portfolios. Following the general approach of the Chartered Financial Analyst (CFA) candidate training program, this course is appropriate for anyone contemplating a career as an investment professional, portfolio manager, or security analyst. Prerequisites: FINC 350 and either FINC 330 or BUSN 404; ECON 301 and ECON 302

Typical Plan—Finance (B.A.)

Freshman Year

<u>Fall Semester</u>	<u>Credits</u>	<u>Spring Semester</u>	<u>Credits</u>
MATH 150 Functions	4	THEO 105 Sacred Scripture	4
Elementary Foreign Language	4	Intermediate Foreign Language	4
LITR 103 Literary Trad & Comp I	4	LITR 104 Literary Trad & Comp II	4
HIST 101 Western Civ I	4	HIST 102 Western Civ II	4
Total	16	Total	16

Sophomore Year

<u>Fall Semester</u>	<u>Credits</u>	<u>Spring Semester</u>	<u>Credits</u>
THEO 205 Sacred Doctrine	4	FINC 301 Fund of Finance	4
PHIL 205 Nature and Person	4	PHIL 206 Ethics	4
ACCT 201 Financial Accounting	4	ACCT 202 Managerial Acct	4
ECON 201 Princ Macroecon	4	ECON 202 Princ Microecon	4
Total	16	Total	16

Junior Year

<u>Fall Semester</u>	<u>Credits</u>	<u>Spring Semester</u>	<u>Credits</u>
FINC 310 Adv Corp Finance	4	FINC 320 Bank, Fin Inst, & Soc	4
BUSN 340 Business Law	4	POLT 203 Amer Civ	4
Natural Science w/ Lab I	4	Natural Science w/ Lab II	4
FINC Finance Elective	4	STAT 230 Statistics	4
Total	16	Total	16

Senior Year

<u>Fall Semester</u>	<u>Credits</u>	<u>Spring Semester</u>	<u>Credits</u>
FINC 350 Security Analysis	4	THEO 400 Living in Christ	4
BUSN 303 Management & Ethics	4	PHIL 400 Phil Pers: Metaphysics	4
FINC 403 or BUSN 329	4	Elective	4
Elective	4	Elective	4
Total	16	Total	16

Global Affairs & International Business

The GAIB Major is offered within the Department of Business.

Program Director: Gabriel Martinez, Associate Professor of Business & 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 Global Affairs & 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 Macroeconomics
ECON 202 Principles of Microeconomics
STAT 230 Statistics for the Social Sciences
ECON 301 Intermediate Macroeconomics
ECON 315 Catholic Social Teaching and Economic Life
POLT 205 International Relations
ACCT 201 Financial Accounting
ACCT 202 Managerial Accounting
BUSN 303 Management and Ethics
FINC 301 Finance
BUSN 400 International Business

One Elective out of

ECON 316 Markets, State, and Institutions
ECON 420 The Economics and Ethics of Development
ECON 421 Globalization and International Macroeconomics

Global Affairs and International Business course descriptions can be found under their respective majors/disciplines.

Typical Plan—Global Affairs and International Business (B.A.)

Freshman Year

<u>Fall Semester</u>	<u>Credits</u>	<u>Spring Semester</u>	<u>Credits</u>
MATH 151 Calculus I	4	THEO 105 Sacred Scripture	4
LITR 103 Literary Trad & Comp I	4	LITR 104 Literary Trad & Comp 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

<u>Fall Semester</u>	<u>Credits</u>	<u>Spring Semester</u>	<u>Credits</u>
PHIL 205 Nature and Person	4	PHIL 206 Ethics	4
THEO 205 Sacred Doctrine	4	STAT 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

<u>Fall Semester</u>	<u>Credits</u>	<u>Spring Semester</u>	<u>Credits</u>
ECON 301 Inter Macroecon	4	POLT 205 Internat Relations	4
ECON 315 Cath. Soc. Teaching	4	ACCT 202 Managerial Acct	4
ACCT 201 Financial Acct	4	POLT 203 Amer Civ	4
General Elective	4	General Elective	4
Total	16	Total	16

Senior Year

<u>Fall Semester</u>	<u>Credits</u>	<u>Spring Semester</u>	<u>Credits</u>
BUSN 400 International Business	4	BUSN 303 Management & Ethics	4
FINC 301 Finance	4	ECON 316, 420, or 421	4
THEO 400 Living in Christ	4	PHIL 400 Phil Perspectives	4
General Elective	4	General Elective	4
Total	16	Total	16

Greek

Chair: Joseph Yarbrough, Assistant 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

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

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 (B.A.)

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
MATH 110, 150, or 151	4	THEO 105 Sacred Scripture	4
LITR 103 Literary Trad & Comp I	4	LITR 104 Literary Trad & Comp 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

Health Science

Chair: Dr. Thomas Smith, Associate Professor of Biology

The Health Science (B.A.) degree promotes student's interest in an interdisciplinary understanding of medicine and health care. The program will enable students to appreciate the strengths and limits of the natural sciences, social sciences and humanities as they seek to better understand the myriad of complexities associated with disease, illness, health, suffering, and healing. The Health Sciences degree serves as a pre-professional preparation for the graduate degree required for working in a particular field (such as physical therapy, occupational therapy, podiatry, physician assistant, and others). Baccalaureate graduates may seek employment as a group home staff member, clinical research assistant, quality assurance staff, case manager, or activity director. The present and future employment outlook in most health science fields promises a growth rate much faster than the national average.

Student Learning Outcomes for the B.A. Health Science Major

- Outcome 1: Graduates will understand fundamental biological, chemical, and physical properties underlying all life systems.
- Outcome 2: Graduates will integrate specialized knowledge into a larger framework using analytical and conceptual skills to function professionally in health science fields.
- Outcome 3: Graduates will demonstrate general competency in diverse intellectual areas, including writing, literacy, quantitative reasoning, critical thinking, and communication.
- Outcome 4: Graduates will apply knowledge and skills to solving complex health science issues and problems.
- Outcome 5: Graduates will demonstrate a community-based perspective in the health sciences and specifically approach a national and global awareness.

Required Courses:

BIOL 100 Medical Terminology
BIOL 211 Cellular and Molecular Biology and BIOL 212 Organismal Biology
BIOL 200 Nutrition
BIOL 250 Health and Wellness
BIOL 303 Genetics
BIOL 304 Anatomy & Physiology I and BIOL 309 Anatomy & Physiology II
BIOL 401 Microbiology
BIOL 413 Critical Analysis or BIOL 497 Directed Research
CHEM 211 General Chemistry I and CHEM 212 General Chemistry II
PSYC 350 Health Psychology

Health Science Minor

BIOL 100 Medical Terminology
BIOL 200 Nutrition
BIOL 201 Concepts of Biology I or BIOL 211 Cellular and Molecular Biology
BIOL 250 Health and Wellness
BIOL 304 Anatomy & Physiology I
BIOL 309 Anatomy & Physiology II
PSYC 350 Health Psychology

Courses are four credits unless otherwise noted. Biology course descriptions are listed under the Biology Major.

Typical Plan—Health Science (B.A.)

Freshman Year

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

*Latin is recommended, but not required.

Sophomore Year

Fall Semester	Credits	Spring Semester	Credits
HIST 101 Western Civ I	4	HIST 102 Western Civ II	4
PHIL 205 Nature and Person	4	PHIL 206 Ethics	4
CHEM 211 General Chem I	4	CHEM 212 General Chem II	4
THEO 205 Sacred Doctrine	4	POLT 203 American Civ	4
Total	16	Total	16

Junior Year

Fall Semester	Credits	Spring Semester	Credits
BIOL 304 Anat & Phys I	4	BIOL 309 Anat & Phys II	4
BIOL 100 Medical Term	1	BIOL 401 Microbiology	4
BIOL 250 Health and Wellness	3	BIOL 200 Nutrition	3
BIOL 303 Genetics	4	General Elective	4
General Elective	4		
Total	16	Total	15

Senior Year

Fall Semester	Credits	Spring Semester	Credits
THEO 400 Living in Christ	4	PHIL 400 Phil Perspectives	4
PSYC 350 Health Psychology	4	General Elective	4
General Elective	4	General Elective	4
General Elective	4	General Elective	4
		BIOL 413 or 497	1
Total	16	Total	17

Health Science Administration

Chair: Dr. Thomas Smith, Associate Professor of Biology

The Health Science Administration (B.A.) degree is an multi-disciplinary program of study for medical and health services managers and office managers in health care fields, who plan, direct, coordinate, and/or facilitate the organization and support of medical and health services.

Graduates of this program might assist in the management of facility or specialize in managing a specific clinical area or department or manage a medical practice for a group of physicians. As healthcare changes, medical and health services managers must be able to adapt to changes in laws, regulations, and technology.

Student Learning Goals and Outcomes for the Health Science Administration major

- Goal: It is our goal to provide students with a theoretical and practical understanding of human health and wellness as it relates to business administration. This degree takes an interdisciplinary and integrated learning approach, and explores business administration, regulation and financing, planning and policies. Job descriptions include aspects of finance, budgeting, billing, human resources management, facilities management, marketing, and quality measurement and improvement.
- Outcome 1: Graduates will use concepts from foundational sciences such as biology and chemistry; applied sciences such as anatomy, nutrition, physiology and pharmacology and other interdisciplinary sciences to evaluate environmental and health problems.
- Outcome 2: Graduates will develop plans and policies to improve health concerns by using scientific knowledge.
- Outcome 3: Graduates will apply the principles of management and strategic planning of organizations, for successful administration of health organizations.
- Outcome 4: Graduates will demonstrate an understanding of the ethical obligations and responsibilities of business and health organizations.
- Outcome 5: Graduates will analyze financial statements in the health services arena and apply standard accounting procedures.

Required Courses:

BIOL 100 Medical Terminology
BIOL 211 Cellular and Molecular Biology
BIOL 200 Nutrition
BIOL 250 Health and Wellness
BIOL 303 Genetics
BIOL 304 Anatomy & Physiology I & BIOL 309 Anatomy & Physiology II
BIOL 413 Critical Analysis or BIOL 497 Directed Research
CHEM 211 General Chemistry I
PSYC 350 Health Psychology
ECON 201 Macroeconomics & ECON 202 Microeconomics
ACCT 201 Financial Accounting
ACCT 202 Managerial Accounting
BUSN 303 Management and Ethics
BUSN 340 Business Law
BUSN 350 Health Care Administration

Courses are four credits unless otherwise noted. Course descriptions are under their major.

Typical Plan—Health Science Administration (B.A.)

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
MATH 150 or 151	4	THEO 105 Sacred Scripture	4
LITR 103 Literary Trad & Comp I	4	LITR 104 Literary Trad & Comp II	4
BIOL 211 Biology I w/ lab	4	BIOL 250 Heath & Wellness	4
Elementary Foreign Language	4	Intermediate Foreign Language	4
Total	16	Total	16

Sophomore Year

Fall Semester	Credits	Spring Semester	Credits
HIST 101 Western Civ I	4	HIST 102 Western Civ II	4
PHIL 205 Nature and Person	4	PHIL 206 Ethics	4
THEO 205 Sacred Doctrine	4	POLT 203 American Civ	4
CHEM 211 General Chem I	4	BIOL 200 Nutrition	3
		BIOL 100 Medical Term	1
Total	16	Total	16

Junior Year

Fall Semester	Credits	Spring Semester	Credits
BIOL 304 Anat & Phys I	4	BIOL 309 Anat & Phys II	4
BIOL 303 Genetics	4	BIOL 401 Microbiology	4
ECON 201 Macroeconomics	4	ECON 202 Microeconomics	4
ACCT 201 Financial Accounting	4	ACCT 202 Managerial Acct	4
Total	16	Total	16

Senior Year

Fall Semester	Credits	Spring Semester	Credits
THEO 400 Living in Christ	4	PHIL 400 Phil Perspectives	4
PSYC 350 Health Psychology	4	BUSN 350 Health Care Admin	4
BUSN 303 Mgmt & Ethics	4	BUSN 340 Business Law	4
General Elective	4	General Elective	3
		BIOL 413 or 497	1
Total	16	Total	16

History

Chair: Paul Baxa, Associate Professor History

The study of 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

Required Major Courses

HIST 208 Intermediate History of the United States

HIST 401 Historiography

HIST 490 Senior Seminar -or- HIST 495 Honors Thesis

Elective Major Courses (four required)

Minor in History

A Minor requires three history courses beyond the courses required for the Core Curriculum.

Course Descriptions

HIST 101 WESTERN CIVILIZATION I

This unit covers the rise of the Christian West, from its origins to the Protestant Reformation. It will help the students appreciate the roots and some of the achievements of Catholic culture.

HIST 102 WESTERN CIVILIZATION II

This class examines European society beginning with overseas exploration in the fifteenth century to the Cold War. It is intended to make the student aware of the breakdown of the medieval synthesis and reorientation of society along modern lines.

HIST 208 INTERMEDIATE HISTORY OF THE UNITED STATES

This course is a survey of the American history beginning with the colonial era to the present. The major political, social, and cultural developments will be examined. Themes covered include American exceptionalism, church and state, America's rise as a superpower, racialism, frontier identity, industrialism, post-industrialism and others. Prerequisites: HIST 101, 102; POLT 203 or introductory US history course.

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 266 THE HISTORY OF THE BRITISH EMPIRE

This course offers a survey of the British Empire from its origins in the 16th century to the era of decolonization after 1945. It analyzes how Britain, a small north European country, was able to conquer, settle and rule an empire that spanned the globe. It assesses how British citizens thought about their empire and how their various forms of imperialism transformed Britain. It further considers the experiences of colonized people and how different regions of the world were affected by imperial rule. Topics to be discussed may include explorations and colonial

encounters, emigrant correspondences and diaries, visual culture (film, photography, paintings, sculptures, and newspaper cartoons), material culture (museums, exhibitions and advertising), literature (novels, poetry, travel narratives) and indigenous oral histories.

HIST 276 VICTORIAN SOCIETY AND CULTURE

This course surveys British cultures in the Victorian era from the 1830s to the end of the nineteenth century. The approach emphasizes the transforming role of industrialization, urbanization, technology, and empire on British cultures throughout this period. Some of the topics that may be covered include Victorian novels and short stories, "self-help", vaudeville and melodrama, autobiography, drinking cultures, crime, childhood, marriage and gender, class, death and mourning, museums and exhibitions, art and photography, education and intellectual life, science and history, spectator sports, as well as present-day myths and debates about the Victorian era.

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's *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 312 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 313 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 314 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 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 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 367 WAR & CULTURE

This course will examine the social and cultural impact of war in the twentieth century. Topics include Total War, mass bereavement, war and faith, war and memory, and representations of war in the arts. The course will center on the First and Second World Wars, although there may be occasional topics devoted to other wars.

HIST 370 FILM & HISTORY

This course is intended to introduce students to the uses of film as an historical source as well as a means of narrating the past. It presents filmic images as prisms and allegories through which individuals in the past understood their society. Students will be required to critically analyze the ideas and attitudes at work in film and the various stylistic and technical means through which those beliefs are communicated. It also will assess the merits of film as an historical source as well as the ways in which film is a powerful medium that influences how we view the past. Recognizing film as art, the course seeks to further the university's dedication to fostering an appreciation of the arts. Possible topics include War and Film, The American West in Film, Decolonization and Film, Historical Films, etc.

HIST 372 THE HOLOCAUST

This course will examine the historical background and history of the Holocaust, the systematic persecution and mass murder of six million Jews throughout Germany and Nazi-occupied Europe by the German Nazi government during World War II. In so doing, students will discuss Jewish life in Germany before World War II, the historical roots of Nazi anti-Semitism, Adolf Hitler and the rise of the Nazi Party, which ruled Germany from 1933 to 1945, the formulation and implementation of Nazi anti-Jewish legislation, including the infamous Nuremberg laws of 1935, the establishment of Jewish ghettos and Nazi death camps, and the planning and carrying out of the "Final Solution," the extermination of Europe's Jews. Among other topics to

be discussed may be the role of Pope Pius XII and the Catholic Church during the Holocaust, the experience of Jewish Holocaust victims and survivors, Christian resistance to the Nazis, Nazi physicians and the Holocaust, and the post-World War II Nuremberg Trials and the issue of Nazi War criminals.

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. Prerequisite: HIST 315.

HIST 415 SPECIAL TOPICS IN HISTORY

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

HIST 490 HISTORY SEMINAR

The senior seminar is the capstone course for all majors. Examining a topic of their own choosing, students will hone their skills in written and oral argument through the production of an essay of substantial length and a presentation of their research. Prerequisite: HIST 401.

HIST 495 HONORS THESIS

The History Honors Thesis is an optional course open to History Majors in their senior year. It is intended for students interested in further studies in History or a cognate discipline, or for those who wish to pursue a particular historical topic in some detail. The Senior Thesis is a substantial piece of research, and is assessed based on an essay of no less than 50 pages and a public presentation of research. It requires an element of original research, to be agreed with the individual supervisor. Admission is at the discretion of the Chair. Prerequisite: HIST 401.

Typical Plan—History (B.A.)

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
MATH 100,120,150 or 151	4	THEO 105 Sacred Scripture	4
LITR 103 Literary Trad & Comp I	4	LITR 104 Literary Trad & Comp 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	HIST 208 Inter US History	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
History Elective	4	.HIST 401 Historiography	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
THEO 400 Living in Christ	4	PHIL 400 Phil Perspectives	4
HIST 402 or 490	4	General Elective	4
History Elective	4	General Elective	4
General Elective	4	General Elective	4
Total	16	Total	16

Humanities and Liberal Studies

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

The Humanities and Liberal Studies Program's reading list is inspired by the Great Books. The major offers its students a broad liberal arts education through a comprehensive study of the Western intellectual tradition as presented in philosophy, literature, theology, history and, to some extent, in the experimental sciences and mathematics. Under optimum circumstances, classes are conducted as seminars with a maximum enrollment of twenty students. This interdisciplinary major allows Ave Maria University to offer its students the opportunity to be nourished in a truly integrated curriculum, as with Great Books Colleges and Programs elsewhere. The Major in Humanities 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
HUMS/LITR 206 Shakespeare
THEO 309 Christ and His Church or THEO 411 Advanced Scripture or THEO 415
POLT 402 Modernity and Post-modernity

Sample Electives (Two Required):

HUMS 325 Jane Austen and Samuel Johnson
HUMS 330 Shakespeare in Performance
ECON 303 Great Economic Ideas
GREK 203 Greek Readings
HIST 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
POLT 201 Introduction to Political Thought
POLT 302 Catholic Political Thought
POLT 305 Politics and Literature
PHIL 403 Political Philosophy
PHIL 405 Philosophy of Science

Given the overlapping character of many courses offered by various departments, courses from any department with substantial interdisciplinary content or within the Western intellectual tradition are eligible as electives or as replacements for required courses, subject to the prior approval from the Program Director.

Minor in Shakespeare in Performance

There is significant interest in the study of Shakespeare in both a textual and performance setting. The minor is interdisciplinary by combining approaches from literature, theatre, humanities, and history in the study of one of the great playwrights of Western Civilization. As such, the minor is housed in the Humanities and Liberal Studies program.

Required courses (Six total):

LITR 104 Literary Tradition II

HUMS/LITR 206 Shakespeare

HUMS 330 Shakespeare in Performance

HUMS 330 Shakespeare in Performance*

THEA 206 Fundamentals of Acting

One approved elective course dealing with the historical, political, or intellectual milieu of Shakespeare's age or Shakespeare's texts.

*HUMS 330 Shakespeare in Performance may be taken more than once as long as the course includes a production of a different play.

Course Descriptions

HUMS 206 SHAKESPEARE

This course studies the plays and poems of possibly the most significant poet of the English language. The class may consider Shakespeare from a variety of perspectives, including the influence of medieval dramas; Renaissance humanism and Reformation controversy; or his contribution to psychological realism and the development of a modern consciousness. (Crosslisted as LITR 206.)

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 301.

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. (Crosslisted as LITR 415.)

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; may be repeated for credit.)

HUMS 490 THOMAS MORE

This course investigates Thomas More as English humanist, poet, political philosopher, moralist, rhetorician, and statesman. Through a careful reading of More’s works and a selection of other texts from his circle, it considers his understanding of Christian humanism and its influence.

Theater courses for the Minor in Shakespeare in Performance

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. (zero credit)

THEA 206 FUNDAMENTALS OF ACTING I

This course allows students to work on learning, exploring, cultivating, developing, improving, and expanding their acting skills for use on the university, community theatre, or professional (Broadway) stage. The areas explored include team building, sensory and space awareness, physicalization, vocalization, mime, improvisation, character analysis and development, memorization, blocking and stage business, stage movement, and pre-performance prep. A monologue performance is typically assigned as a final project/exam. (2 or 4 credits)

THEA 207 FUNDAMENTALS OF ACTING II

An intermediate-level course designed to continue the fundamental acting training begun in Fundamentals of Acting I, with a more intense and in-depth exploration of scene study. The focus will be on acting techniques within the presentational and representational styles utilizing scenes and a monologue drawn from a contemporary American play, a masterpiece of European realism and a classical play from the Elizabethan or Restoration era. (2 or 4 credits)

THEA 330 SHAKESPEARE IN PERFORMANCE

The goal of this course is for students to master a single Shakespearean play by staging it from the ground up. Students will produce the play by modeling themselves after an Elizabethan acting troupe that explores the possibilities of classical training in verse, prose, rhetoric, and voice in performance. As members of the troupe, students will be responsible for interpretative choices, set design, costuming, publicizing and marketing themselves and their work, composing and/or integrating music into the production, even ticketing. (Crosslisted as HUMS & LITR; may be repeated for credit)

Typical Plan—Humanities (B.A.)

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
MATH 110, 150, or 151	4	THEO 105 Sacred Scripture	4
LITR 103 Literary Trad & Comp I	4	LITR 104 Literary Trad & Comp 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
HUMS/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: Lylas Rommel, Associate Professor of Literature

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

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; an acquaintance with literature in its technical aspects, in particular, figurative language, prosody, and rhetoric.
- Outcome 1: Students will become familiar with English canonical literature (British and American).
 - Outcome 2: Students will be able to analyze literature in its technical aspects, including the ability to recognize figurative language, analyze prosody, and identify rhetorical terms.
 - Outcome 3: Students will be able to draft a prospectus, conduct research, and follow a question through multiple drafts.
 - Outcome 4: Students will be satisfied with the program. If they wish, they will be able to pursue future study.
 - Outcome 5: Students will be able to write an argumentative essay, exhibiting competence in invention, organization, and style.

Minor in Literature

To earn 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 Trad & Comp I

LITR 104 Literary Trad & Comp 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 AND COMPOSITION I

This course introduces 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 104 LITERARY TRADITION AND COMPOSITION 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 focuses on the lyrical modes of English poetry from the Early Modern period. Attention is given to the study of meter, scansion, syntax and identifying figures of speech. The careful examination of lyric poetry culminates 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. It investigates 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 at least fifty 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 (with at least twenty 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 (B.A.)

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
MATH 100, 120, 150, or 151	4	THEO 105 Sacred Scripture	4
LITR 103 Literary Trad & Comp I	4	LITR 104 Literary Trad & Comp 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
THEO 400 Living in Christ	4	PHIL 400 Phil Perspectives	4
LITR 412 20 th Cent Literature	4	LITR 490 Senior Seminar	4
General Elective	4	LITR 411 American Lit	4
General Elective	4	General Elective	4
Total	16	Total	16

Managerial Economics & Strategic Analysis

Program Director: Catherine Pakaluk, Assistant 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 Macroeconomics

ECON 202 Principles of Microeconomics

STAT 230 Statistics for the Social Sciences

ECON 302 Intermediate Microeconomics

ECON 403 Introduction to Econometrics

ECON 332 Game Theory and Strategic Thinking

ACCT 201 Financial Accounting

BUSN 303 Management and Ethics

BUSN 340 Business Law

Two Electives out of

BUSN 304 Marketing

ECON 330 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 (B.A.)

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
MATH 150 or 151	4	THEO 105 Sacred Scripture	4
LITR 103 Literary Trad & Comp I	4	LITR 104 Literary Trad & Comp 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	STAT 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
ACCT 201 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
THEO 400 Living in Christ	4	PHIL 400 Phil Perspectives	4
ECON 403 Intro to Econometrics	4	BUSN 340 Business Law	4
BUSN 304 or 404	4	ECON 330 or 433	4
General Elective	4	General Elective	4
Total	16	Total	16

Mathematics

Chair: Jorge Calvo, Associate 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 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 following list: 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. Mathematics Majors are required to take (or otherwise obtain credit for) the standard Latin sequence. The enriched appreciation for formal grammar coming from the study of Latin aids one in mathematical reasoning and

computer programming. The habits of mind (clarity and precision) necessary for careful parsing of text are essential for the understanding of mathematical principles and theories, and the development of models to investigate particular situations.

At the discretion of the department, students may receive Advanced Placement credit or transfer credit for courses. Highly motivated students are encouraged to participate in undergraduate research under the guidance of a faculty member.

Required 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

2 of the following: PHYS 221; PHYS 222; or PHYS 223

LATN 101 Elementary Latin & LATN 102 Intermediate Latin

Elective Major Courses (four required)

MATH 201 History of Mathematics

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

STAT 230 Statistics

ECON 403 Introduction to Econometrics (Math-Economics double majors only)

Minor in Mathematics

The mathematics minor program consists of a total of at least six courses in mathematics.

MATH 150 counts as one of the six, whereas MATH 100, 110, or 120 do not.

Course Descriptions

STAT 230 STATISTICS

A self-contained introduction to statistical inference with applications in economics and the social sciences. Univariate and multivariate descriptive statistics, probability theory, sampling distributions, statistical inference, hypothesis testing, simple and multiple regression analysis. Intensive use of statistical software is a key component of the course. Prerequisite: MATH 150.

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. Prerequisite: MATH 110 or placement.

MATH 151 CALCULUS I

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

MATH 201 HISTORY OF MATHEMATICS

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

MATH 250 CALCULUS II

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

MATH 251 VECTOR CALCULUS

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

MATH 252 ORDINARY DIFFERENTIAL EQUATIONS.

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

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. Prerequisite: MATH 151. Offered Spring Semester.

MATH 310 ALGEBRAIC STRUCTURES

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

MATH 311 LINEAR STRUCTURES

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

MATH 312 NUMBER THEORY

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

MATH 330 PROBABILITY

An introduction to probability theory. Topics include sample spaces, discrete and continuous random variables, density functions, conditional probability, probability distributions, and the Central Limit Theorem. Prerequisite: MATH 250.

MATH 350 REAL ANALYSIS

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

MATH 351 COMPLEX ANALYSIS

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

MATH 352 PARTIAL DIFFERENTIAL EQUATIONS

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

MATH 360 DIFFERENTIAL GEOMETRY

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

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. Prerequisite: MATH 310 or 311 or permission of instructor.

MATH 415 SPECIAL TOPICS IN MATHEMATICS

This course is designed to accommodate advanced students who have a particular interest in areas not covered in the regular curriculum. It may be taught as a directed independent study or as a seminar, depending on enrollment. Prerequisites vary with topic.

MATH 490 SENIOR SEMINAR

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

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

Typical Plan—Mathematics (B.A.)

Freshman Year

<u>Fall Semester</u>	<u>Credits</u>	<u>Spring Semester</u>	<u>Credits</u>
MATH 151 Calculus I	4	MATH 250 Calculus II	4
LITR 103 Literary Trad & Comp I	4	LITR 104 Literary Trad & Comp 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

<u>Fall Semester</u>	<u>Credits</u>	<u>Spring Semester</u>	<u>Credits</u>
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

<u>Fall Semester</u>	<u>Credits</u>	<u>Spring Semester</u>	<u>Credits</u>
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

<u>Fall Semester</u>	<u>Credits</u>	<u>Spring Semester</u>	<u>Credits</u>
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: Susan Treacy, 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 level of competency in the areas of applied music, music theory, and music history and culture.

- Outcome 1: Students will achieve performance experience and repertoire exposure commensurate with the bachelor of arts framework by means of individual and ensemble instruction.
- Outcome 2: Students will demonstrate a foundational grasp of the elements, structures, and theoretical frameworks of classical music, along with practical training in the aural and performative aspects of musical phenomena.
- Outcome 3: Students will demonstrate knowledge of the development of musical style and its contemporaneous intersection with the broader currents of culture, society, philosophy, and religion.

ADMISSION

Admission to the Department of Music is dependent upon the successful completion of an audition in piano, organ, or voice, and a diagnostic test in music theory. 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.

While individual development is crucial to the formation of every musician, collaborative experience with others is the forum where musicianship is most intensely refined. The choral program is the Music Department's most visible presence in the University community, and a proud ambassador of the University's academic and spiritual values.

MUSIC THEORY

The theoretical training offered by the music curriculum is designed to provide the intellectual

and affective skills not only to inform the students' approach to performance, but also to allow them to handle the raw materials of music with a view toward composition. Since the Middle Ages, the creation of music has been seen as both a mathematical and linguistic act, wedding the cerebral and visceral capacities of man into a beautiful, unified event. In pursuit of this ideal, the instruction in harmony and counterpoint avoids the encyclopedic approach, seeking rather the understanding of the elements of music in themselves. The goal of the department's theoretical preparation is the free exercise of musical imagination within the tradition of Western music.

MUSIC HISTORY

The Music History sequence seeks to develop a sense of cultural history in general, as well as a detailed knowledge of the development of musical style through the ages. 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.

REQUIRED MAJOR COURSES

MUSC 104A Elementary Music Theory I
MUSC 104B Elementary Music Theory II
MUSC 105A Elementary Musicianship I
MUSC 105B Elementary Musicianship II
MUSC 111-113 Applied Voice, Organ or Piano (8 credits required)
MUSC 204A Intermediate Music Theory I
MUSC 204B Intermediate Music Theory II
MUSC 205A Intermediate Musicianship I
MUSC 205B Intermediate Musicianship II
MUSC 312A Survey of Western Music History I
MUSC 312B Survey of Western Music History II
MUSC 430 Choral Conducting

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

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

MUSC 104B: Elementary Music Theory II

MUSC 105A: Elementary Musicianship I

MUSC 105B: Elementary Musicianship II

MUSC 111-113 Applied Voice, Organ or Piano (2 credits required)

MUSC 312A: Survey of Western Music History I

MUSC 312B: Survey of Western Music History II

Any music elective (2 credits required)

Recommended: MUSC 430: Choral Conducting;

MUSC 200/300: Ave Maria University Choir

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

MUSC 305 Heritage of Sacred Music

MUSC 420 Gregorian Chant

Course Descriptions

Fees apply for applied music courses.

MUSC 101 GREGORIAN CHANT IN LITURGY AND HISTORY

An introduction to the history, notation, theory, repertoire, and liturgical place of Gregorian chant. Prerequisite: none, no audition required. (1 credit)

MUSC 101M MEN'S SCHOLA GREGORIANA

Performance Ensemble, 1 rehearsal hour/week and expected regular liturgical obligations. Men's Gregorian chant choir. Leads the congregation in chanting the Ordinary and sings the Proper chants of the liturgical day. Prerequisite: Must be able to sing in tune. Admission by simple audition. (zero 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. (zero credit)

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; a fee schedule is published annually.

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. Fees are subject to change; a fee schedule is published annually.

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; a fee schedule is published annually.

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. May repeat for credit. Prerequisite: Open to all students by audition. (1 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 304A ADVANCED ANALYSIS & COMPOSITION

Musical form and analysis of the Baroque and Classical Eras: Principles of eighteenth-century counterpoint, harmony and Classical styles. Completes the study of common practice period harmony. Compositions in prescribed styles. Prerequisite: MUSC 104A, 104B. (4 credits)

MUSC 305 HERITAGE OF SACRED MUSIC

Lecture, 3 hours. An historical survey of music in Latin Rite Catholic liturgical music from the early Church to the present day. Different genres, styles, forms, and practices of chant, hymnody, polyphony, and instrumental music are studied in relation to theological and liturgical developments, and in relation to Church documents from the Patristic era to the present. Prerequisite: None. (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. How did the medievals view the seeming dichotomy between the sacred and the secular musically? 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)

MUSIC 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. Course taken concurrently with MUSC 411. 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 to perform vocal repertoire in ensemble, on a one-per-part basis, and without conductor. This will include works from various eras and emphasize the development of musical autonomy in performance contexts. Prerequisite: Admittance to MUSC 410 Chamber Choir. (1 credit) May repeat for credit.

MUSC 415 SPECIAL TOPICS

Topics may include: Choral Writing; Composition of a Major Work; Music of a Major Composer; Advanced Music Theory; Advanced Gregorian Chant; Orchestration. 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: 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 (B.A.)

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
MATH 110, 150, or 151	4	THEO 105 Sacred Scripture	4
Total	18	Total	18

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 Trad & Comp I	4	LITR 104 Literary Trad & Comp II	4
PHIL 205 Nature and Person	4	PHIL 206 Ethics	4
POLT 203 Amer Civ	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
General or Music Elective	4	MUSC 430 Conducting	2
Science I with Lab	4	Science II with Lab	4
General or Music Elective	2	General or Music Elective	4
		[MUSC 305 Heritage Sac Music	4 [§]]
Total	15	Total	15

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	2	General Elective	4
Total	14	Total	14

*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.

Nursing (B.S.N.)

Chair: Dr. Denise McNulty, DNP, MSN, RN-BC, ARNP
Nursing Program Director and Associate Professor of Nursing

The Bachelor of Science in Nursing (B.S.N.) degree is designed as a four-year nursing program. In the first two years, students in the pre-nursing track complete the Core Curriculum and pre-nursing science requirements and then apply to the Nursing Major. Upon successful admission to nursing, students spend years three and four taking almost exclusively nursing courses. Ave Maria University is approved by the Florida Board of Nursing to offer the B.S.N. degree.

Student Learning Outcomes for the Major in Music

- Outcome 1: Graduates will communicate effectively with all members of the healthcare team to promote health across the lifespan and to facilitate safe patient-centered transitions of care.
- Outcome 2: Graduates will employ critical thinking behaviors and clinical judgment to optimize patient-centered outcomes.
- Outcome 3: Graduates will implement evidence-based nursing practice in the delivery and management of health across the lifespan.
- Outcome 4: Graduates will utilize leadership skills to promote quality patient-centered care and achieve organizational outcomes.
- Outcome 5: Graduates will assume responsibility and accountability for personal and professional behavior, ethical practice, and patient advocacy, especially for vulnerable populations.
- Outcome 6: Graduates will evaluate the impact of current and emerging technologies on the delivery of safe and quality health care.

Limited Access Program

Nursing (BSN) is a degree program that requires a supplemental application due to limited access. A Limited Access Program is one where both program admission and registration in program classes are restricted to a certain number of students meeting pre-determined criteria and maximum capacity is based on available resources. Not all applicants may be accepted. The University offers alternate, related degrees including Biology, Health Science, and Exercise Science, which are not Limited Access Programs. Please refer to the Nursing Program website for program pre-requisites and application procedures.

Admission

To be considered for acceptance into the four-year Bachelor of Science in Nursing program, the following is required:

- Prior admission to Ave Maria University
- A minimum overall GPA of 3.0 and completion of 48 credits (this is the minimum GPA, not a guarantee of admission - all applications will be reviewed and considered)
- All students, including transfers, must complete AMU freshman and sophomore Core Curriculum courses and nursing prerequisite courses prior to entrance to the Nursing Program
- Grade C or greater for science courses (science courses must be completed before entrance to the program)
- Two letters of recommendation from college/university professors attesting to the

- applicant's attributes and strengths in pursuing a career in Nursing
- Submit an essay (300-500 words) which includes an introduction of the applicant, why the applicant wishes to pursue a career in Nursing, any healthcare experiences, and any community service work, passions, and accomplishments
- Interview with the Nursing Director
- Completion of Nursing Application
- Completion of Health and Regulatory Requirements

Curriculum Rationale

The curriculum has been developed in a manner that addresses professional and content area competencies, that assessment methodologies are in place for BSN candidates, and that pedagogical principles are embedded in the appropriate courses. The BSN program is a total of 136 credits as described below.

The BSN curriculum is based on Essentials of Baccalaureate Education for Professional Nursing Practice (American Association of Colleges of Nursing, 2008). Graduates of Ave Maria University's BSN program will be equipped with the knowledge and leadership skills requisite to advance the profession and assist patients, families, and communities in the management of care. These concepts unify the curriculum and are the focus of each clinical course. Each course addresses the roles of the nurse, specifically the nurse as a member of the profession, provider of care and leader/manager of care. The curriculum incorporates professional standards such as the American Nurses Association (ANA) Code of Ethics, the Institute of Medicine Recommendations, the Joint Commission on Accreditation Standards, and Quality and Safety Education in Nursing (QSEN), to the extent that these are in conformity with Catholic biomedical principles and applications.

The concepts of critical thinking, evidence-based practice, communication, collaboration, professional leadership, cultural humility, professional values, and information technology are introduced in the first nursing course and emphasized throughout the curriculum. Nursing courses focus on enhancing the nursing students' critical thought process. Evidence-based nursing practice is introduced in the first nursing course and emphasized throughout the curriculum.

Students intending to major in Nursing will proceed through the full sequence of the Core Curriculum. The Nursing Program shares the ideals and aims of liberal education which permeate the entire University. The Core provides an indispensable foundation for the study of the nursing. The Nursing Program values the Core especially for providing a broad orientation to the unity of truth, the understanding of the human person as expressed in the Catholic intellectual tradition, and the just ordering of society as developed in Western Civilization. In addition, the collective coursework of the Core inculcates the skills and habits necessary for studies within the craft of nursing, such as critical thinking, evidence-based practice, communication, mathematical and scientific analysis, and above all, prudence.

Nursing and Catholic Mission

The nursing program at Ave Maria University adheres to the *Charter for Health Care Workers issued by the Pontifical Council for Pastoral Assistance to Health Care Workers* (1995). The following excerpts express the mission of nursing within, first, the ecclesial mission of the care of the human person and, second, the requisite moral principles and applications:

1. The work of health care persons is a very valuable service to life. It expresses a profoundly human and Christian commitment, undertaken and carried out not only as a technical activity but also as one of dedication to and love of neighbor. It is "a form of Christian witness." [1] "Their profession calls for them to be guardians and servants of human life" (Evangelium Vitae 89). Life is a primary and fundamental good of the human person. Caring for life, then, expresses, first and foremost, a truly human activity in defense of physical life.

It is to this that professional or voluntary health care workers devote their activity. These are doctors, nurses, hospital chaplains, men and women religious, administrators, voluntary care givers for those who suffer, those involved in the diagnosis, treatment and recovery of human health. The principal and symbolic expression of "taking care" is their vigilant and caring presence at the sickbed. It is here that medical and nursing activity expresses its lofty human and Christian value. ...

3. ... To speak of mission is to speak of vocation: [8] the response to a transcendent call which takes shape in the suffering and appealing countenance of the patient in his care. To care lovingly for a sick person is to fulfill a divine mission, which alone can motivate and sustain the most disinterested, available and faithful commitment, and gives it a priestly value. [9] "When he presents the heart of his redemptive mission, Jesus says: 'I came that they may have life, and have it abundantly' (Jn 10:10).... It is precisely in this 'life' that all the aspects and stages of human life achieve their full significance" (Evangelium Vitae 1). ...

5. ... the therapeutic ministry of health care workers is a sharing in the pastoral [21] and evangelizing [22] work of the Church. Service to life becomes a ministry of salvation, that is, a message that activates the redeeming love of Christ. "Doctors, nurses, other health care workers, voluntary assistants, are called to be the living image of Christ and of his Church in loving the sick and the suffering." [23] witnesses of "the gospel of life." [24]

Service to life is such only if it is faithful to the moral law, which expresses exigently its value and its tasks. Besides technico-professional competence, the health care worker has ethical responsibilities. "The ethical law, founded on respect for the dignity of the person and on the rights of the sick, should illuminate and govern both the research phase and the application of the findings." [25] In fidelity to the moral law, the health care worker actuates his fidelity to the human person whose worth is guaranteed by the law, and to God, whose wisdom is expressed by the law.

6. He draws his behavioral directives from that field of normative ethics which nowadays is called bioethics. Here, with vigilant and careful attention, the magisterium of the Church has intervened, with reference to questions and disputes arising from the biomedical advances and from the changing cultural ethos. This bioethical magisterium is for the health care worker, Catholic or otherwise, a source of principles and norms of conduct which enlighten his conscience and direct him—especially in the complexity of modern bio-technical possibilities—in his choices, always respecting life and its dignity.

7. The continuous progress of medicine demands of the health care worker a thorough preparation and ongoing formation so as to ensure, also by personal studies, the required competence and fitting professional expertise. Side-by-side with this, they should be given a solid "ethico-religious formation," [26] which "promotes in them an appreciation of human and Christian values and refines their moral conscience." There is need "to develop in them an authentic faith and a true sense of morality, in a sincere search for a religious relationship with God, in whom all ideals of goodness and truth are based." [27]

"All health care workers should be taught morality and bioethics." [28] To achieve this, those responsible for their formation should endeavor to have chairs and courses in bioethics put in place. (no. 7) ...

9. The sphere of action of health care workers consists, in general, of what is contained in the terms and concepts of health and medicine especially. The term and concept of health embraces all that pertains to prevention, diagnosis, treatment and rehabilitation for greater equilibrium and the physical, psychic and spiritual well-being of the person. The term and concept of medicine, on the other hand, refers to all that concerns health policy, legislation, programming and structures. [30] ...

The meeting and the practical synthesis of the demands and duties arising from the concepts of health and medicine are the basis and way for humanizing medicine. This must be present both at the personal-professional level—the doctor-patient relationship—and at the socio-policy level so as to safeguard in institutional and technological structures the human-Christian interests in society and the institutional and technological infrastructures. The first but not without the second, since such humanization as well as being a love-charity task is "an obligation of justice." [32] "[This humanization strengthens] the bases of the 'civilization of life and love,' without which the life of individuals and of society itself loses its most genuinely human quality" (Evangelium Vitae 27).

These excerpts from the *Charter for Health Care Workers* articulate the vision for nursing that is to inform the Program of Nursing at Ave Maria University. The Nursing Program should build upon the Christian understanding of the human person as taught in the Core Curriculum. It should highlight the care of the sick and suffering as a participation in the love of Christ. It should teach and reinforce principles and conclusions of Catholic biomedical ethics. It should promote the true health of the human person. It should foster dedication and excellence in the skills, knowledge, and habits necessary for the nursing profession. The nature of nursing as service to the life of the human person demands such dedication and excellence.

REQUIRED COURSES

Required Core Curriculum Courses

MATH 150 Functions or MATH 151 Calculus I
 LITR 103 Literary Tradition & Composition I
 LITR 104 Literary Tradition & Composition II
 HIST 101 Western Civilization I
 HIST 102 Western Civilization II
 Foreign Language I
 Foreign Language II
 BIOL 304 Anatomy & Phys. I
 BIOL 309 Anatomy & Phys. II
 POLT 203 American Civilization
 THEO 105 Sacred Scripture
 THEO 205 Sacred Doctrine
 THEO 400 Living in Christ: Moral Theology
 PHIL 205 Nature and Person
 PHIL 206 Ethics
 PHIL 400 Philosophical Perspectives: Metaphysics

Required Pre-Requisite Courses

BIOL 203 Microbiology
CHEM 105 Chemistry for Health Sciences or equivalent
STAT 230 Statistics
NUTR 120 Nutrition
PSYC 301 Human Development & Learning

Required Courses

NURS 210 Introduction to Nursing
NURS 220 Role Preparation
NURS 310 Fundamentals of Nursing (w/lab)
NURS 315 Health Assessment
NURS 330 Pathophysiology
NURS 340 Applied Pharmacology I
NURS 345 Applied Pharmacology II
NURS 350 Psychiatric-Mental Health (w/clinical)
NURS 410 Older Adult and Community Health Nursing (w/clinical)
NURS 415 Adult Health & Illness I (w/clinical)
NURS 420 Nursing Care of Women (w/clinical)
NURS 430 Nursing Care of Children (w/clinical)
NURS 440 Adult Health & Illness II (w/clinical)
NURS 450 Leadership & Management in Clinical Environments
NURS 460 Research for Evidence-Based Nursing Practice
THEO 390 Catholic Bioethics

Course Descriptions

NURS 210 INTRODUCTION TO NURSING

This course introduces the student to the Department of Nursing. As a learner-centered course, both originating from and focusing on the new student as learner and nursing student, this course will guide and encourage students in the development of adaptable and transferable skills and learning strategies for nursing as well to become life-long learners. Students are guided in a more comprehensive understanding of the nursing curriculum and provided with practical guidance regarding course planning and registration. Orientation to the world of clinical practice is provided including an understanding and navigation of nursing clinical requirements. The seminar will also explore the challenges of and rigor of a nursing program. This course also provides students with an introduction to professional nursing in today's contemporary health care environment. The development of the student's identity as a professional nurse is a focus of this course, as well as the therapeutic nurse-patient relationship, including the principles of therapeutic communication, and within the context of a safe patient care environment. Included is an orientation to the contemporary nursing issues and trends and nursing education for professional practice. (1 credit)

NURS 220 ROLE PREPARATION

This course will focus on synthesizing nursing knowledge. Students will emphasize review of nursing knowledge in which HESI scores and individual HESI content areas will indicate a need for further study. This course is designed to prepare students for taking the NCLEX-RN examination by providing a comprehensive content review of nursing concepts presented in the nursing curriculum, introduction and explanation of the NCLEX-RN test plan/blueprint,

and presentation of test-taking strategies specific to the NCLEX-RN examination. (1 credit)

NURS 310 FUNDAMENTALS OF NURSING

This course will focus on the concepts, skills, and attitudes fundamental to professional nursing practice within a framework of clinical decision-making. The course will emphasize critical thinking, the establishment of the therapeutic nurse-patient relationship, and the development of the student's beginning comprehension of the patient's physiological and psychological responses to health and illness. Students will have lab experiences in the Ave Maria University Nursing Learning Laboratory and clinical agencies where fundamental nursing skills can be practiced. (4 credits)

NURS 315 HEALTH ASSESSMENT

This course focuses on the assessment of health status and the development of interviewing and physical examination skills. It will begin with a discussion of optimal self-care behaviors and then focus on the principles of health promotion, disease prevention and health teaching. The use of therapeutic communication skills when performing health assessment and the assessment of cultural and socio-economic aspects of health will be emphasized. Students learn to critically evaluate assessment findings and differentiate between normal and alterations indicative of actual or potential health problems. Students have lab experiences in the Ave Maria University Nursing Learning Laboratory where health assessment skills can be practiced. (4 credits)

NURS 330 PATHOPHYSIOLOGY FOR NURSING PRACTICE

This course explores the mechanisms involved in the pathogenesis of body systems throughout the lifespan. Emphasis is on understanding pathophysiology as an alteration in normal physiological functioning of individuals and the presentation of selected pathophysiology and subsequent symptomatology in diverse individuals across the lifespan. The scientific approach will provide understanding of the mechanisms of disease as they are related to clinical decision-making for health promotion, risk reduction, and disease management. (3 credits)

NURS 340 PHARMACOLOGY FOR NURSING PRACTICE I

This course will cover the basic principles of pharmacology and drug therapy necessary for general nursing practice. Concepts of drug effectiveness, pharmacokinetics; mechanism of action, and drug interactions will be examined. In most cases, the emphasis will be on the pharmacological action of drugs on specific organ systems. Throughout the course, medications will be discussed in relation to their clinical use in the treatment of specific disease conditions. (3 credits)

NURS 345 PHARMACOLOGY FOR NURSING PRACTICE II

This course is a continuation of Pharmacology in Nursing Practice I covering additional basic principles of pharmacology and drug therapy necessary for general nursing practice. Concepts of drug effectiveness, pharmacokinetics, mechanism of action, and drug interactions will be examined. In most cases, the emphasis will be on the pharmacological action of drugs on specific organ systems. Throughout the course, medications will be discussed in relation to their clinical use in the treatment of specific disease conditions. (3 credits)

NURS 350 PSYCHIATRIC-MENTAL HEALTH NURSING

This course will focus on an introduction to theory and concepts of Psychiatric-Mental Health nursing. Emphasis is on the use of self in relationships with mental health consumers as well as professional nurse's role in working with the community as the client. The importance of the therapeutic nurse-patient relationship will provide the framework for exploring the factors, which contribute to stress, maladaptive behavior, and mental illness. Care will be delivered based on the psychiatric standards of nursing practice. The student will then explore the role of nurses in Psychiatric-Mental Health working collaboratively with the community as part of an

interdisciplinary team. An introduction to conceptual frameworks that focus on mental health care is included in both the classroom and clinical portions of the course. Selected inpatient mental health settings, outpatient mental health settings, and community-based agencies will be utilized for clinical practice. (4 credits)

NURS 410 OLDER ADULT AND COMMUNITY HEALTH NURSING

This course will focus on the nursing management of older adults and an introduction to theory and concepts of community health nursing. Contemporary theories of gerontology, aging, physiological–psychological functioning, impact of developmental changes, illness, and dysfunction will be emphasized. The student will then explore the role of the community health nurse working collaboratively with the community as part of an interdisciplinary team, including the care of vulnerable populations in the community. This course prepares students for active and responsible community participation as professional nurses. Student clinical experiences may be in retirement residences, home health agencies, transitional and long-term care facilities, adult day centers, acute care units, and other geriatric health agencies. (4 credits)

NURS 415 ADULT HEALTH AND ILLNESS I

This course will focus on the development of selected competencies for nursing care assessment and management of adults with common disease/illnesses. Risk reduction, recovery, and rehabilitation of patients with selected disease processes and common clinical problems are also addressed. Selected general medical- surgical settings and clinics will be utilized for clinical practice in the management of patients with peri-operative considerations, alterations in pain control, fluid and electrolytes balance, cardiovascular, respiratory, endocrine, hematological, and immunological systems, gastrointestinal, renal, integumentary, neurological, musculoskeletal, male reproductive, and infectious disease systems. (4 credits)

NURS 420 NURSING CARE OF WOMEN

The course focus is on the development of competencies for safe and effective nursing care of women and maternal/newborn dyads. Emphasis is on the nurse's role in health assessment, health promotion, and promotion of adaptive processes for the women within the context of the family. Key concepts for social, cultural, economic, political, and ethical factors that affect health promotion, disease prevention, alterations in health and risk reduction for women and the childbearing family are examined. Selected obstetrics and women's care settings will be utilized for clinical practice. (4 credits)

NURS 430 NURSING CARE OF CHILDREN

The course focuses on the development of competencies for safe and effective nursing care of children. Emphasis is on the nurse's role in health assessment, health promotion, and promotion of adaptive processes for the child. Key concepts for social, cultural, economic, political, and ethical factors that affect health promotion, disease prevention, alterations in health and risk reduction for children are examined. Growth and development theory is also emphasized. Selected pediatric settings will be utilized for clinical practice. (4 credits).

NURS 440 ADULT HEALTH AND ILLNESS II

This course will focus on the assessment and management of adults with unstable and complex system alterations. This course builds on previously learned knowledge of natural and human sciences, health assessment, conceptual foundations of nursing practice and skills and technologies required to practice professional nursing. The opportunity is provided to apply the nursing process to the care of adult clients experiencing acute illness in a variety of adult health settings. The course will emphasize the assessment of functioning, adaptation, and recovery for patients with high acuity illnesses and clinical problems. Previously learned and advance nursing concepts reflecting the uniqueness of a person's health experience will be integrated to provide holistic nursing care to adult clients experiencing acute illness. (4 credits)

NURS 450 LEADERSHIP AND MANAGEMENT IN CLINICAL ENVIRONMENTS

This course will focus on the professional nurse's role in applying the principles of leadership and management in clinical environments. The role of the nurse leader and his/her influence on safe nursing practice will be explored. Barriers to practice, regulatory, legislative, and political processes in reference to professional practice will also be examined. The course will also emphasize nursing leadership roles and inter-professional collaboration in the development/application of technology to increase efficiency of health care services and improve patient outcomes. Students will have a preceptored nurse experience in a clinical setting (leadership preceptorship). (4 credits)

NURS 460 RESEARCH FOR EVIDENCE-BASED NURSING PRACTICE

This course will introduce the student to the theoretical and research bases on which practice is built. The course focuses on the use of both qualitative and quantitative research in nursing practice. Students will examine the knowledge that guides nursing interventions, evidence-based practice, outcomes research and critique published research reports. The importance of reviewing the nursing literature in order to make informed practice decisions will be addressed. Ethical issues as they relate to research and practice will be discussed. (3 credits)

Typical Plan—Nursing (B.S.N.)

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
HIST 101 Western Civ I	4	HIST 102 Western Civ II	4
LITR 103 Literary Tradition I	4	LITR 104 Literary Tradition II	4
MATH 150 Functions	4	BIOL 203 Microbiology	4
Elementary Foreign Language	4	Intermediate Foreign Language	4
Total	16		16

Sophomore Year

Fall Semester	Credits	Spring Semester	Credits
PHIL 205 Nature and Person	4	POLT 203 American Civilization	4
THEO 105 Sacred Scripture	4	THEO 205 Sacred Doctrine	4
CHEM 105 Chem for Health Sci	4	PSYC 301 Human Development	4
BIOL 304 A&P I	4	BIOL 309 A&P II	4
NUTR 120 Nutrition	3	*NURS 210 Intro to Nursing	1
Total	19		17

Summer Semester	Credits
STAT 230 Statistics	4
Total	4

Junior Year

Fall Semester	Credits	Spring Semester	Credits
NURS 310 Fundamentals of Nurs	4	NURS 410 Older Adult/Cmty	4
NURS 330 Pathophys	3	NURS 415 Adult Health/Illness I	4
NURS 340 Applied Pharm I	3	NURS 345 Applied Pharm II	3
NURS 315 Health Assessment	4	PHIL 206 Ethics	4
Total	14		15

Summer Semester	Credits
THEO 400 Living in Christ	4
PHIL 400 Metaphysics	4
Total	8

Senior Year

Fall Semester	Credits	Spring Semester	Credits
NURS 350 Psych/Mental Health	4	THEO 390 Catholic Med Ethics	4
NURS 420 Care of Women	4	NURS 430 Care of Children	4
NURS 440 Adult Health/Illness II	4	NURS 450 Leadership & Mgmt	4
NURS 460 Evidence-Based Res	3		
NURS 220 Role Preparation	1		
Total	16		12

*Students must apply and be admitted to the nursing program before enrolling in NURS 210. This course is offered in the second half of the spring semester.

Philosophy

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.

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 the University seek to think in continuity with that great Christian tradition, studying it closely and taking guidance from its profound impulse and insights. 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. Philosophy both acts 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 the 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 of human existence.
 - Outcome 3: Students will evidence the ability to distinguish the primary causes of reality, namely nature, man, the intelligences, and God.
- Goal 3: Students will achieve competence in the philosophy of mind.
- Outcome 4: Students will be able to identify the principles of philosophical reasoning.
 - Outcome 5: Students will be able to verify the human capacity to know the truth.
- Goal 4: Students will achieve competence in the History of Western Philosophy, viz. ancient, medieval, and modern and contemporary philosophy.
- Outcome 6: Students will have the ability to describe and contrast the major events in the development of philosophy, as well as the significant characteristics and proponents of the various historical eras.
- Goal 5: Students will develop competence in moral philosophy.
- Outcome 7: Students will have the ability to elucidate the principles of right living and governance as these pertain to the individual.
 - Outcome 8: Students will have the ability to elucidate the principles of right living and governance as these pertain to the community.
- Goal 6: Students will develop the ability to understand the relationship between philosophy and theology.
- Outcome 9: Students will demonstrate examples of the difference between faith and reason.

Core Courses

PHIL 205 Nature and Person

PHIL 206 Ethics

PHIL 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.

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)

*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.

An oral presentation of the paper, followed by a question and answer period, it typically 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. Prerequisites: 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. Prerequisites: 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 (i) claims of divine revelation, (ii) the influx of the texts of Aristotle and commentaries thereon, and (iii) Jewish and Islamic philosophy. Authors studied include Augustine, Proclus, Boethius, Pseudo-Dionysius, Eriugena, Anselm, Averroes, Maimonides, Aquinas, Bonaventure, Scotus, and Ockham. Prerequisites: PHIL 205, 206; philosophy majors are required to have taken PHIL 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. Prerequisites: PHIL 205, 206.

PHIL 400 PHILOSOPHICAL PERSPECTIVES: METAPHYSICS

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. Prerequisites: 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. Prerequisites: 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. Prerequisites: 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. Prerequisites: 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. Prerequisites: 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. Prerequisites: 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. Prerequisites: 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. Prerequisites: PHIL 205, 206, 302, 305.

PHIL 409 JOHN HENRY NEWMAN

Newman's influence on Catholic thought in the 19th and 20th centuries has been widely recognized. He has been called "the last Father of the Church," a "Christian Socrates," and a "Father of Vatican II." Though not a systematic philosopher, his works are replete with philosophical insights that are particularly important for today. This course will study many of his most important works, highlighting their philosophical dimension. Prerequisites: PHIL 205, 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. Prerequisites: 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). Prerequisites: PHIL 205, 206, 302.

PHIL 413 MODERN PHILOSOPHY: DESCARTES TO KANT

A study of the philosophy of Descartes and those responding in some way to Descartes in the context of the rise of modern science -- both the "rationalists" (Leibniz, Spinoza), and the "empiricists" (Locke, Berkeley, and Hume), culminating in the "critical" philosophy of Kant. Some attention will typically be given as well to Commonsense (Thomas Reid) and Thomist replies to Cartesianism. (Note: this course focuses on questions in metaphysics and epistemology. Ethical, social, and political philosophy in the modern period are covered in other courses.) Prerequisites: 205, 206, philosophy majors are required to have taken PHIL 302, 305.

PHIL 414 CONTEMPORARY PHILOSOPHY

A study of the two main movements of philosophy of the 20th century, "analytic" and "continental" philosophy, with attention to the roots of these movements in late 19th century thought. Analytic philosophers to be covered include: Frege, Russell, Wittgenstein, Moore, the Logical Positivists, Ordinary Language Philosophy, and Kripke. Continental philosophers include: Nietzsche, Kierkegaard, Husserl, and Heidegger. Some attention will typically be given to contributions by Catholic philosophers to these movements: Max Scheler; Edith Stein; Elizabeth Anscombe; and Peter Geach. Prerequisites: 205, 206; philosophy majors are required to have taken PHIL 302, 305, 413.

PHIL 415 SPECIAL TOPICS IN PHILOSOPHY

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

PHIL 490 SENIOR SEMINAR

This seminar, offered annually in the spring semester, is designed specifically for and restricted to graduating philosophy seniors. Students will examine an advanced topic in depth, in a seminar setting. The course culminates in each student's writing a research paper, 12-16 pages in length (3,000 to 4,000 words) to be presented, explained, and defended before the seminar at the end of the semester. Prerequisite: normal progress in Philosophy through mid-Senior year.

Typical Plan—Philosophy (B.A.)

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
MATH 100, 120, 150, or 151	4	THEO 105 Sacred Scripture	4
LITR 103 Literary Trad & Comp I	4	LITR 104 Literary Trad & Comp 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
THEO 400 Living in Christ	4	PHIL 490 Senior Seminar	4
General Elective	4	General Elective	4
Total	16	Total	16

**Research Thesis. Highly accomplished philosophy majors (typically 3.7 GPA in the major or higher, and work marked by high distinction) may be encouraged to write a 25-40 page research paper (6,250-10,000 words) in their Senior Year. This paper will normally be integrated into either the Senior Seminar (Phil 490), or one of the 400-level elective philosophy courses the student takes in his or her Senior year. The topic of this paper will be chosen in the spring semester of the Junior Year by the student in consultation with, and subject to the approval of, the professor teaching the aforesaid course, and will normally be directed by that same professor. To obtain approval, the student must submit a 3-page prospectus for the thesis: in the first two pages, the student should state and explain the thesis, and defend its interest and importance, commenting on the method or approach to be followed; the third page should give a brief bibliography of the most important works to be consulted, including secondary sources. A 40-minute oral, public presentation of the paper, followed by a question and answer period, is an important part of this project.

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 realize 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 study.

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.

Courses Descriptions

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. Prerequisite: 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. Prerequisites: Contingent on subject matter and permission of the instructor. (1-4 credits)

PHYS 490 ADVANCED LABORATORY

Certain classic experiments were seminal in the development of our modern understanding of the fundamental properties of nature. This 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. Prerequisite: Permission of the instructor. (1-4 credits)

PHYS 499 DIRECTED READING IN PHYSICS

A guided survey of a specialised area of physics. Prerequisites: Contingent on subject matter and permission of the instructor. (1-4 credits)

Typical Plan—Physics (B.A.)

Freshman Year

<u>Fall Semester</u>	<u>Credits</u>	<u>Spring Semester</u>	<u>Credits</u>
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 Trad & Comp I	4	LITR 104 Literary Trad & Comp II	4
LATN 101 Elem Latin	4	LATN 102 Inter Latin	4
Total	16	Total	16

Sophomore Year

<u>Fall Semester</u>	<u>Credits</u>	<u>Spring Semester</u>	<u>Credits</u>
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

<u>Fall Semester</u>	<u>Credits</u>	<u>Spring Semester</u>	<u>Credits</u>
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

<u>Fall Semester</u>	<u>Credits</u>	<u>Spring Semester</u>	<u>Credits</u>
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 Macroeconomics
ECON 202 Principles of Microeconomics
STAT 230 Statistics
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 additional elective in Economics.

Other courses in the same areas of politics and economics may be substituted with the approval of the program director. Political Economy and Government course descriptions can be found under their respective disciplines.

Typical Plan—Political Economy and Government (B.A.)

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
MATH 150 Function	4	THEO 105 Sacred Scripture	4
LITR 103 Literary Trad & Comp I	4	LITR 104 Literary Trad & Comp 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	STAT 230 Stats	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
THEO 400 Living in Christ	4	PHIL 400 Phil Perspectives	4
POLT 305 or 314	4	Economics Elective	4
General Elective	4	General Elective	4
General Elective	4	General Elective	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 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 202 Comparative Politics
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 assess critically these debates in light of the core concepts, various theoretical approaches and historical knowledge to which they are introduced. Topics discussed include: causes of war, just war theory, international political economy, the development gap, human rights, non-state actors, transnational concerns, and rising state powers in the 21st century.

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 Papers are widely considered to be the best defense and explanation of the American Constitution and Alexis De Tocqueville’s *Democracy in America* the best book about democracy and America ever written. By way of a close reading of both texts we seek an understanding of the American regime. In the second half of the course we will turn to Benjamin Franklin, Allan Bloom, and Mark Twain to discern the distinctly American character that emerges within the constitutional republican state and democratic society.

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 (B.A.)

Freshman Year

<u>Fall Semester</u>	<u>Credits</u>	<u>Spring Semester</u>	<u>Credits</u>
MATH 100, 120, 150, or 151	4	THEO 105 Sacred Scripture	4
LITR 103 Literary Trad & Comp I	4	LITR 104 Literary Trad & Comp 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

<u>Fall Semester</u>	<u>Credits</u>	<u>Spring Semester</u>	<u>Credits</u>
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 205 International Relat	4
Total	16	Total	16

Junior Year

<u>Fall Semester</u>	<u>Credits</u>	<u>Spring Semester</u>	<u>Credits</u>
POLT 301 American Govt	4	Politics Elective	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

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

Psychology

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: Knowledge Base in Psychology: Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
- Outcome 2: Research Methods: Students will understand and apply basic natural science and human science research methods in psychology, including information competence, research design, data analysis, and interpretation.
- Outcome 3: Critical Thinking Skills: Students will cultivate wonder, respect and use critical thinking, and integrate faith and reason to evaluate psychological theories and to solve problems related to behavior and mental processes, in light of an authentic Catholic anthropology.
- Outcome 4: Application: Students will understand and apply psychological principles to personal, social, and organizational issues, with concern for the good of persons and for the common good.
- Outcome 5: Values: Students will be able to weigh evidence, abide mystery, act ethically, respect the uniqueness and value of each person within the context of family, society, and culture, and reflect other values of the discipline of psychology consistent with Catholic faith and morals.
- Outcome 6: Communication Skills: Students will demonstrate competence in written, oral, and interpersonal communication skills.
- Outcome 7: Personal and Professional Development: Students will reflect upon human nature and apply effective strategies for self-mastery, character growth, teamwork, and career preparation in accord with personal and professional vocation.

Required Core Courses in the Natural Sciences

BIOL 201 or 211 or 304 and BIOL 202 or 212 or 309 (or approved equivalents)

Required Major Courses

PSYC 201 Principles and Methods of Psychology
PSYC 205 Foundations of Psychology as a Human Science
STAT 230 Statistics
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
Elective Major Courses (two required)

Minor in Psychology

The Minor in Psychology 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. Prerequisites: PSYC 201, PHIL 205.

STAT 230 STATISTICS

A self-contained introduction to statistical inference with applications in economics and the social sciences. Univariate and multivariate descriptive statistics, probability theory, sampling distributions, statistical inference, hypothesis testing, simple and multiple regression analysis. Intensive use of statistical software is a key component of the course. Prerequisite: MATH 150.

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. Prerequisites: PSYC 201 or EDUC 201 or NURS 210. Cross-listed with EDUC 301 Human Development.

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. Prerequisite: PSYC 201 or EDUC 201. 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. Prerequisites: PSYC 201, STAT 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 or BIOL 250.

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. Prerequisites: PSYC 201, STAT 230.

PSYC 370 SPORT PSYCHOLOGY

This course examines psychological theories and research related to sport and exercise behavior. The course is designed to introduce students to the field of sport and exercise psychology by providing a broad overview of the major topics in the area. Content areas include participation in sport, personality, motivation, arousal and anxiety, competition and cooperation, reinforcement, team dynamics and group cohesion, leadership, communication, performance improvement, psychological skills training, arousal regulation and anxiety reduction, imagery, self-confidence, goal-setting, concentration and attention, health and well-being, exercise behavior and adherence, injuries, addictions, burnout and overtraining, children and sports, aggression, and character development. Attention will be given to the integration of these content areas and the perspective of the Catholic understanding of the human person. Prerequisites: PSYC 201 or EXER 270.

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. Prerequisites: PSYC 201, BIOL 201 or 211 or 304, BIOL 202 or 212 or 309.

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. Prerequisites: 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. Prerequisites: PSYC 201, 301, 317, and permission of instructor. (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. Prerequisites: PSYC 201, 305, and permission of instructor. (variable credit.)

Typical Plan—Psychology (B.A.)

Freshman Year

<u>Fall Semester</u>	<u>Credits</u>	<u>Spring Semester</u>	<u>Credits</u>
MATH 150 or 151	4	THEO 105 Sacred Scripture	4
LITR 103 Literary Trad & Comp I	4	LITR 104 Literary Trad & Comp 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

<u>Fall Semester</u>	<u>Credits</u>	<u>Spring Semester</u>	<u>Credits</u>
THEO 205 Sacred Doctrine	4	POLT 203 Amer Civ	4
PHIL 205 Nature and Person	4	PHIL 206 Ethics	4
BIOL 201, 211, or 304	4	BIOL 202, 212, or 309	4
PSYC 201 Princ & Meth of Psych	4	PSYC 205 Found Psych Hum Sci	4
Total	16	Total	16

Junior Year

<u>Fall Semester</u>	<u>Credits</u>	<u>Spring Semester</u>	<u>Credits</u>
PSYC 301 Human Development	4	PSYC 305 Research Methods	4
STAT 230 Statistics	4	PSYC 317 Psychopathology	4
General Elective	4	General Elective	4
General Elective	4	General Elective	4
Total	16	Total	16

Senior Year

<u>Fall Semester</u>	<u>Credits</u>	<u>Spring Semester</u>	<u>Credits</u>
THEO 400 Living in Christ	4	PHIL 400 Phil Pers: Metaphysics	4
PSYC 425 Cognitive Neuro	4	PSYC 490 Hist & Syst: Sen Sem	4
Psychology Elective	4	Psychology Elective	4
General Elective	4	General Elective	4
Total	16	Total	16

Theology

Chair: Michael Dauphinais, Associate Professor of Theology

Director of M.A. Studies: Roger Nutt, Associate Professor of Theology

Director of B.A. Studies: David Tamisiea, Assistant 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: The student will participate in the sacramental life of the Church.

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

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

Core Courses:

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 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
EDUC 201 Educational Foundations
PSYC 301 Human Development and Learning

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*. Prerequisites: 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. Prerequisites: 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 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.

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 typically include the *RCIA Study Edition*, *Catechesi Tradendae*, *Catechetical Documents* and *The Mystery We Proclaim*. Prerequisites: THEO 105, 205.

THEO 370 C. S. LEWIS: THEOLOGICAL APOLOGETICS

This course immerses students within the theological apologetics depicted in the fiction and non-fiction works of C. S. Lewis, one of the 20th century's great Christian writers. The students will learn to reflect more deeply upon fundamental theological areas of study, such as God, Creation, the Fall, Redemption, Anthropology, Morality, and Eschatology, while also learning to give an account of the Christian faith (cf. 1 Pet 3:15) in the midst of an often uncomprehending and, at times, hostile audience. Attention will be paid to the connection between Lewis' writings and philosophical and theological authors both within and without the Christian tradition.

THEO 380 CHRISTIAN MARRIAGE

This course examines the reality of Christian marriage from biblical, historical, doctrinal, liturgical, and pastoral perspectives. The course includes major historical and contemporary texts as well as papal and conciliar teachings. Students will consider marriage in terms of the Catholic understanding of human sexuality, problems associated with marriage and sex in human societies, and marriage as a natural and sacramental phenomenon. The content and the direction of this course will be dictated by the Catholic, sacramental understanding of marriage.

THEO 390 CATHOLIC BIOETHICS

Students will be taught to identify, understand and apply philosophical, theological and scientific resources as an aid to making sound moral judgments in the bio-medical arena, and

then to apply these resources to defend the dignity of the human person and the respect for life from conception until natural death. Students will examine the relationships among ethical principles, professional codes of ethics, and the legal standards as these together influence the practice of health care professionals in the care of the sick and suffering. Drawing upon theological and philosophical resources as the ground of human dignity, students will be equipped to evaluate clinical practices, scientific research, and institutional policies. Based on an authentic Catholic culture and doctrinal commitments, students will be taught to approach life, suffering, healing and death in light of the person, ministry and mission of Jesus Christ.

THEO 400 LIVING IN CHRIST: MORAL THEOLOGY

This course serves as the third theology course for the Core Curriculum. By examining the beatitudes, human actions, the moral and theological virtues, the gifts of the Holy Spirit, and natural and divine law, this course will investigate how Christians are conformed to Christ in their lives. Required texts include St. Augustine's *Confessions* and selections from St. Thomas Aquinas's *Summa theologiae*. Prerequisites: 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 THEOLOGY OF THE BODY

This course provides a grasp of the essential elements of the Catholic understanding of marriage; an understanding of the key teachings of Pope John Paul II's Theology of the Body; 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.

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, and Apologetics.

THEO 490 SENIOR SEMINAR

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

Typical Plan—Theology (B.A.)

Freshman Year

Fall Semester	Credits	Spring Semester	Credits
MATH 100, 120, 150, or 151	4	THEO 105 Sacred Scripture	4
LITR 103 Literary Trad & Comp I	4	LITR 104 Literary Trad & Comp 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

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.

GERM 101 ELEMENTARY GERMAN

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

GERM 102 INTERMEDIATE GERMAN

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

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 twentieth 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.

SPAN 415 SPECIAL TOPICS

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

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)

Sophomore Success Practica

SOPH 201 SOPHOMORE SUCCESS I

This practicum coordinates a variety of activities associated with the Sophomore Success Program, typically including, but not limited to, participation in the sophomore orientation, review of strengths-finder assessment in relation to studying and academic plan, development of academic plan and declaration of major, the nature of liberal arts education, oral presentation and rhetoric for academic, graduate and professional school exam preparation, and registration for sophomore-year spring semester courses. Offered in the fall semester. (zero credit, P/F)

SOPH 202 SOPHOMORE SUCCESS II

This practicum coordinates a variety of activities associated with the Sophomore Success Program, typically including, but not limited to, submission and review of resume, review of strengths-finder assessment in relation to careers, confirmation of academic plan and declaration of major, the benefits of liberal arts education for professional life, oral presentation and rhetoric for professional life, summer jobs, internships, service, research, and registration for junior-year fall semester courses. Offered in the spring semester. (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 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 in Theology

Chair and Director of the Ph.D. Program: Dr. Michael Dauphinais
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
Sr. Albert Marie Surmanski, O.P., Ph.D., Instructor
David Tamsiea, Ph.D. (Candidate), Assistant 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. Dauphinais (Ph.D. director): 239-280-2538
Dr. Nutt (M.A. director): 239-280-1603
Email: graduatetheology@avemaria.edu

Tuition and Fees for the 2015-2016 Academic Year

Graduate Tuition: \$510 per credit or \$12,240 for full-time academic year (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, but does impact financial aid—is only given when the student withdraws before the last date to withdraw. After that point, a grade of "F" is given. Language proficiency exams are graded on a Pass/Fail basis and do not affect the GPA.

Transfer Credits

Upon approval of the program director, a maximum of 24 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 (above in this Catalogue) 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 to, 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.

Admission Requirements and Scholarships

Applicants to the M.A. Program must possess a bachelor's degree and must submit:

- (1) Academic writing sample of theological or philosophical nature (minimum five pages)
- (2) Seal-bearing transcripts (from all institutions attended)
- (3) Completed and signed application
- (4) Two letters of recommendation
- (5) Statement of intent (500 words): brief intellectual autobiography, academic interests and goals, and Christian-ecclesial commitment

Optional Submission: Official GRE Score Report from ETS

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, 552, 553 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 continue and to maintain any scholarship or financial aid.

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 (4+1)

High-achieving Ave Maria University 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 the junior year, apply, and receive permission to embark on the five-year track, and begin planning with their advisor.

With permission for each course, students may take up to sixteen (16) credits at the M.A. level during their B.A. degree. Students are not formally admitted into the M.A. program until they have completed their B.A. in theology. The typical program is as follows:

Freshman Year

Fall Semester

MATH 110, 120, 150, or 151
LITR 103 Literary Trad & Comp I
HIST 101 Western Civilization I
LATN 101 Elementary Latin

Spring Semester

THEO 105 Sacred Scripture
LITR 104 Literary Trad & Comp II
HIST 102 Western Civilization II
LATN 102 Intermediate Latin

Sophomore Year

PHIL 205 Nature and Person
THEO 205 Sacred Doctrine
Science w/ Lab
General Elective

PHIL 206 Ethics
POLT 203 American Civilization
Science w/ Lab
THEO 206 Creation and Grace

Junior Year

THEO 305 Moral Theology
THEO 306 or THEO 409
Theology Elective
General Elective

THEO 307/527 Sacraments*
THEO 309/525 Christ and His Church*
Theology Elective
General Elective

Senior Year

PHIL 400 or 401 Metaphysics
THEO 501 Old Testament
THEO 405/523 Triune God*
General Elective

THEO 490 Senior Seminar
THEO 502 New Testament
General 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

*Only two of these courses may be taken at the M.A. level while the student is enrolled in the B.A.

156 minimum total credits: 128 while enrolled in the B.A. in Theology; and, 32 minimum while enrolled in the M.A. in Theology.

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 biblical, moral, or systematic theology, will possess the habit and unified vision of theological wisdom, and will obtain faculty positions in Catholic or non-Catholic institutions of higher education.

- Outcome 1:** Doctoral candidates will exhibit a suitable level of reading proficiency in Latin, Greek, and one modern language (French, German, or Italian).
- Outcome 2:** Doctoral candidates will exhibit an authentically Catholic approach to biblical exegesis and the ability to draw upon Scripture in their theological work.
- Outcome 3:** Doctoral candidates will exhibit both breadth and depth of learning in patristic, medieval, and modern theological texts.
- Outcome 4:** In their theological work, doctoral candidates will demonstrate the sapiential unity of theology and the dialectic of ancients and moderns.
- Outcome 5:** Doctoral candidates will draw upon contemporary scholarly literature with facility, engage it judiciously, and cite it properly.
- Outcome 6:** Doctoral candidates will write lucidly and argue cogently, using grammar and diction suitable for academic publication.

Admission Requirements and Financial Aid

Applicants to the Ph.D. Program must possess an M.A. in Theology or a related discipline (such as Philosophy or Classical Languages) and should have completed at least 12 credits of undergraduate or graduate coursework in philosophy. They must submit:

- (1) Official GRE Score Report from ETS
- (2) Seal-bearing transcripts (from all institutions attended)
- (3) Completed 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 may be offered a tuition scholarship and/or stipend for research/teaching assistantships. Regardless, all students must pay the technology fee, the activities fee, and the graduation fee.

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 (biblical, systematic or moral)
 - (b) Three courses (12 credits) in candidate's minor (biblical, systematic, or moral)
 - (c) Two courses (8 credits) in the remaining area (biblical, systematic, or moral)
 - (d) Required colloquia (8 credits): THEO 691 Ancients, THEO 692 Moderns
 - (e) One additional course (4 credits)
- (2) Reading proficiency in Latin, Greek, and one modern language (French, German, or Italian), demonstrated by proficiency exams or approved AMU courses (with a grade of B- or higher)
- (3) Successful completion of oral and written comprehensive exams
- (4) Successful defense of an approved dissertation
- (5) Additional requirements for the biblical major:
 - (a) THEO 515 & 516 Theological Biblical Hebrew I & II (or demonstrated proficiency)
 - (b) THEO 609 Biblical Hebrew Exegesis or THEO 610 Biblical Greek Exegesis (which counts as the "one additional course")Choosing the biblical major is contingent upon the program director's approval. Realistically, the candidate needs to enter the program with proficiency in at least one or two of the requisite languages in order to complete the course work for the biblical major in two years.

Candidates who are judged to have significant lacunae in their prior academic formation in theology or philosophy will be directed to take courses that complement the Ph.D. curriculum.

Plan of Study

The above requirements are normally to be completed during a four-year residency, as follows:

Years One and Two

Complete all required coursework and language proficiency courses or exams. By the end of Year Two, schedule comprehensive exams with approval of the director. Fulfill all assigned research and teaching assistantship requirements.

Year Three

Register for THEO 699: Residential Research & Dissertation (1 credit). Continue to fulfill all research and teaching assistantship requirements. Complete comprehensive exams and submit dissertation proposal for approval.

Year Four

Register for THEO 699. Continue to fulfill all research and teaching assistantship requirements. 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.

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.

At the minimum, candidates must maintain good academic standing (GPA of 3.0 or higher). If a candidate receives a final grade of C+ or lower in any course, 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

THEO 501 OLD TESTAMENT

The Old Testament is "an indispensable part of Sacred Scripture" that "retains its own intrinsic value as Revelation" (CCC §§ 121, 129). Integrating the best methods and tools of modern biblical scholarship with the luminous principles of the Church's rich exegetical tradition and magisterial documents, this course respects both the ancient Israelite historical-theological context of these inspired texts and their prophetic function within the Christian canon. It will assist the student in making the reading of Scripture an integral part of the sapiential and contemplative study of theology that the M. A. program attempts to foster.

THEO 502 NEW TESTAMENT

The New Testament recounts the culmination of sacred history and of the "divine pedagogy" (CCC § 53) in the *mysteria vitae Iesu* and the founding of his Church. This course presents the New Testament writings as a diverse but unified theological witness to these "divinely revealed realities" (DV § 11). It elucidates their literary character without compromising their historical reliability, and it reads them within the rich cultural matrix of Greco-Roman Judaism of the first century A.D. without losing sight of the fact that they belong to the Church for all ages. The course fosters a seamless integration of exegesis, theology, and contemplation.

THEO 509 THEOLOGICAL LATIN I

This course provides an opportunity for motivated students with little or no prior study of Latin to move rapidly but thoroughly through the forms and grammatical principles of the language. It also provides a comprehensive review for students with two years of Latin at the high school level. It is recommended for undergraduate students who intend to major in Classics.

THEO 510 THEOLOGICAL LATIN II

This course is a continuation of THEO 509. It completes the study of all major grammatical constructions and introduces the student to the reading of longer, continuous Latin texts from the classical period. It is designed for students intending to continue the study of Latin at an advanced level. Prerequisite: THEO 509.

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.

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.

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).

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).

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.

THEO 522 THEOLOGY OF REVELATION

This course will study the doctrine of divine Revelation, along with related topics such as the authority of Scripture and Tradition, inspiration, infallibility, development of doctrine, the role of theologians in the Church, the Magisterium, and so forth. We will also devote time to tracing the use of philosophical systems, terms, and relations in theology from the Fathers through the scholastics and modern theologians, Catholic and Protestant.

THEO 523 TRIUNE GOD

Christians believe in the God of Abraham, Isaac, and Jacob. In confessing faith in the God who names himself as "I am," Christians affirm the unity and simplicity of God who is sheer Act and thereby radically transcends the finite and participated being of creatures. This course explores the mystery of divine unity and of the attributes of God in his unity, including his goodness, knowledge, and will. Throughout the course, we will study how human language, drawn from finite creatures, is able to name God by analogy, even while it is impossible for us to know God in his essence. We know God without exhaustively comprehending him. Analogy balances careful

affirmations with equally precise negations. The one God is Father, Son, and Holy Spirit. We will therefore trace the theological development of the concepts of procession, relation, and person that enable Christians to affirm, without contradiction, both divine Trinity and divine unity. After detailed analysis of the distinct relations in God and the personal properties of the Father, Son, and Holy Spirit, we will examine such topics as the doctrine of appropriation, the relationship of the divine processions to the divine creative act, and the relationship of the eternal processions to the temporal missions. In studying the Trinity as Creator and Redeemer, we will explore the mystery of our relation to God and to the distinct divine Persons.

THEO 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.

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.

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.

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.

THEO 553 SYSTEMATIC THEOLOGY AND ESCHATOLOGY

This course provides an overview of the sapiential character of theology. It draws upon biblical, patristic, scholastic, and contemporary efforts to integrate the quests for wisdom and holiness with those for science and scholarship in the two millennial tradition of Catholic systematic reflections on the truth of the Catholic faith. The theoretical understanding of the whole of theology as subaltern to God and the Blessed in St. Thomas Aquinas is related to the importance of relating history to eternity. In this context eschatology is studied with reference to the theological reflections of Joseph Ratzinger on the teachings of the Bible, the Fathers, Schoolmen, and contemporary issues.

THEO 591/691 COLLOQUIUM ON THE ANCIENTS

The dialectic operative in modern and contemporary cultures and in the academy can only be adequately addressed through the careful study of the ancient philosophers and theologians. The importance of both contemplative (*theoria*) and practical (*phronesis*) wisdom was foundational for ancient thinkers. Consequently, they insisted that the study of metaphysics and ethics should guide the speculative and practical sciences in their efforts to assist man's living the good life. However, the great Greek and Latin philosophers could not adequately explain why so few live by what is highest in them, namely, their reason. They subsequently tended to ascribe this failure to something in human nature. By contrast, the Greek and Latin fathers recognized how faith in God's creation, the fall, and man's redemption by the Incarnate Word of God enlightened reason. The fathers understood that sin and disordered desire were not part of created human nature but a result of a sinful rejection of friendship with God, a proud desire to be like God. Readings will be chosen to explore how naturally acquired and supernaturally infused wisdom come together in the developments of the Biblical Word of God, the doctrinal concerns of the fathers that the Word of God is true, and the speculative interests of the medieval schoolmen in showing how the true Word of God both enlightens human reason and is intelligible in the divinely revealed teachings of the Catholic faith. (Variable credit; may be repeated for credit.)

THEO 592/692 COLLOQUIUM ON THE MODERNS

Following upon THEO 591/691, this course studies the momentous shift from wisdom to power that Machiavelli initiated and the fateful consequences this has had on all modern cultures. In the modern classics treated in this course one encounters ever more fateful rejections of the pre-modern philosophical and theological traditions' shared understanding of reason as what is highest and most divine in man. The modern authors studied here characteristically view reason as a tool that allows man to impose his will upon things. As such, the wisdom, both human and divine, of the ancients is routinely dismissed as empty utopianism. Gone is the attunement of the human mind to the whole in metaphysics; gone is the retention of high intellectual and moral standards of excellence despite the frequent occurrence of human failings; gone is the acknowledgement of the integrity and intelligibility of the divinely created whole; gone is respect for the teleological ordering of nature. In their place, the emancipated human will is increasingly seen as the measure of all things. At the same time, there are genuine achievements that also occur in the modern period. For example, the achievements of modern science flatly contradict the nihilism and relativism embraced by Nietzsche and Heidegger. Thus this course ends by examining contemporary Catholic thinkers who seek to rekindle our awareness of reason as what is highest and most divine in us: Pope John Paul II reasserting the importance of reason, metaphysics, and the light of faith; Pope Benedict XVI rescuing eros thanks to charity and calling attention to the Hellenic patrimony intrinsic to Christian and Catholic traditions. At the dawn of the third millennium of Catholicism it is imperative that theologians set out to integrate science and scholarship with wisdom and holiness. (Variable credit; may be repeated for credit.)

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 mystery. By divine adoption, Israel possesses a corporate personhood and a unique identity and vocation, and according to the *sensus spiritualis*, they "signify" Christ and his Church. This course undertakes an in-depth study of key elements in the "divine pedagogy" by which God began to reveal himself and his plan of salvation in stages to Israel in preparation for the Incarnation (CCC § 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.

THEO 609 BIBLICAL HEBREW EXEGESIS

Advanced study in Biblical Hebrew and practice in original-language exegesis of the Old Testament. Passages are chosen with an eye toward the candidate's dissertation research. Typically offered as a directed study unit. Prerequisites: THEO 515 & 516.

THEO 610 BIBLICAL GREEK EXEGESIS

Advanced study in Biblical Greek and practice in original-language exegesis of the New Testament. Passages are chosen with an eye toward the candidate's dissertation research. Typically offered as a directed study unit. Prerequisites: THEO 513 & 514.

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.

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.

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.

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.

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 from 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.

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 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.

THEO 626 FOUNDATIONS OF SYSTEMATIC THEOLOGY

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

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.

THEO 630 PATRISTIC EXEGESIS OF ST. PAUL

We will begin with an intensive study of St. Paul's epistles in the New Testament (in English). Then we will read Patristic exegesis of Paul's letters, focusing on Romans and Galatians. Origen (185-254) stands at the fountainhead of Catholic interpretation of Paul. He was considered by St. Jerome (347-419) to be the master exegete of Paul's mind. St. John Chrysostom's exegesis of Paul was formative for the Greek orthodox tradition and left behind a significant legacy in the West as well. Finally St. Augustine's synthesis of Pauline theology will be engaged.

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.

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.

THEO 634 THOMAS AQUINAS AND THOMISM

An investigation of the central doctrines of the Angelic Doctrine and their reception, especially in recent times. Attention will be paid to the historical context of his thought, his use of scriptural, patristic, and philosophical sources, his contemplative theological approach, and the reception of his theology in the life of the Church. Students will engage contemporary Catholic and Protestant programmatic readings of Aquinas.

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.

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.

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.

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.

THEO 646 VIRTUE, GRACE, AND PREDESTINATION

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

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.

THEO 648 ANALOGY OF BEING AND SACRA DOCTRINA

This course considers the teaching of St. Thomas Aquinas regarding the analogy of being in relation to sacra doctrina; the principal interpretations of analogy; and the crucial importance of this teaching for theology in its affirmation of the divine transcendence while sustaining the intelligibility of natural discourse about God and of supernatural revelation. It also considers its importance for theological dialogue with non-Catholic Christians and with non-Christian religions. Works by Aquinas, Cajetan, John of St. Thomas, Garrigou-Lagrange, Simon, Maritain, Lyttkens, Klubertanz, Wippel, Montagnes, Simon, Burrell, Lonergan, Anderson, McInerny, Höchschild, and Long are typically considered.

THEO 651 THEOLOGICAL ETHICS AND THE MORAL LIFE

This seminar surveys the development of theological ethics through a consideration of great monuments within and without the tradition, generally including Plato, Aristotle, St. Paul, Augustine, Aquinas, nominalism, Alphonsus de Ligouri, Kant, manualist tradition, Barth, Yves Simon, MacIntyre, Pinckars, and Pope John Paul II. Through extensive readings, the seminar will explore the role of philosophical wisdom in expressing theological truths about the moral life.

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.

THEO 698 NON-RESIDENT RESEARCH AND DISSERTATION

(one credit, Pass/Fail)

THEO 699 RESIDENT RESEARCH AND DISSERTATION

(one credit, Pass/Fail)

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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.

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